

NOTICE OF MEETING

There will be a meeting of the Senate
on, **Friday, June 10, 2016, at 2:30 p.m.**
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

Memorial - remembering those students, faculty and staff who have contributed to the academic life of the university and who have passed away during the past year

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meetings of May 13, 2016** SM160513
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
 - 4.1 **Candidates for Degrees, Diplomas and Certificates** **Alan Wildeman**-Approval
To be distributed
- 5 **Reports/New Business**
 - 5.1 **Report from the Student Presidents** **UWSA**-Information
OPUS-Information
GSS-Information
(UWSA, OPUS, GSS)
 - 5.2 **Report of the President** **Alan Wildeman**
 - 5.2.1 **Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education - Report** **Nancy Wright**-Discussion
Sa160610-5.2.1
 - 5.2.2 **Senate Working Group on Learning Outcomes - Report** **Erika Kustra & Alan Wright**-Discussion
Sa160610-5.2.2
Link to Appendices
 - 5.3 **Report of the Academic Colleague** **Philip Dutton**
Sa160610-5.3
 - 5.4 **Senate Student Caucus** **Ziad Kobti**
 - 5.5 **Program Development Committee (Link to PDC Documents)**
 - *5.5.1 **Program Course Changes** **Lionel Walsh**-Approval
 - *a) Bachelor of Music – Music in Education Stream - Minor Program Changes Sa160610-a-i
 - *b) Philosophy – Minor Program Changes
 - *c) General Science – Minor Program Changes
 - *d) History – Minor Program Changes
 - *e) Computer Science – Minor Program Changes
 - *f) Law – New Course Proposals
 - *g) History – New Course Proposals
 - *h) Master of Social Work MSW – Minor Program Changes – Revision to Admission Requirements
 - *i) BEd in Technological Education/Diploma in Education (Tech Studies) – Minor Program Changes

*5.5.2	University Program Review Report – Languages, Literatures and Cultures	Lionel Walsh-Information Sa160610-5.5.2
*5.5.3	Law – Juris Doctor (JD) – Program Learning Outcomes	Lionel Walsh-Information Sa160610-5.5.3
*5.5.4	Civil and Environmental Engineering – Undergraduate - Program Learning Outcomes	Lionel Walsh-Information Sa160610-5.5.4
*5.5.5	Civil and Environmental Engineering – Graduate – Program Learning Outcomes	Lionel Walsh-Information Sa160610-5.5.5
5.5.6	Education – Graduate – Major Program Change – MEd International Cohort – Second Language Acquisition, Culture and Society Concentration	Lionel Walsh-Approval Sa160610-5.5.6
5.5.7	MBA for Managers and Professionals a) Major Program Changes b) New Course Proposals	Lionel Walsh-Approval Sa160610-5.5.7a-b
5.5.8	MBA Fast Track a) Major Program Changes b) New Course Proposals	Lionel Walsh-Approval Sa160610-5.5.8a-b
5.6	Academic Policy Committee	
*5.6.1	Revision to Nursing Admission Requirement – Grade 12U English Minimum Grade Requirement	Lorna de Witt-Approval Sa160610-5.6.1
5.7	Committee Membership	
*5.7.1	Senate Standing Committee Membership	Alan Wildeman-Approval Sa160610-5.7.1
5.8	Senate Governance Committee	
5.8.1	Revisions to Bylaw 51 including Multiple Final and Term Evaluations Over a 24-hour Period	Jeffrey Berryman-Approval Sa160610-5.8.1
5.8.2	Revisions to Bylaw 32	Jeffrey Berryman -Approval Sa160610-5.8.2
5.8.3	Revisions to Bylaw 23	Jeffrey Berryman -Approval Sa160610-5.8.3
5.8.4	Revisions to Bylaw 22	Jeffrey Berryman -Approval Sa160610-5.8.4
5.8.5	Revisions to Bylaw 20	Jeffrey Berryman -Approval Sa160610-5.8.5
5.8.6	Bylaw 10 – Approval Process - Discussion	Douglas Kneale-Discussion
5.9	Report of the Provost	Douglas Kneale
5.10	Report of Vice-President, Research and Innovation	K W Michael Siu

6 Question Period/Other Business

7 Adjournment

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

**University of Windsor
Senate**

4.1: Candidates for Degrees, Diplomas, and Certificates – Spring 2016

Item for: **Approval**

Forwarded by: **Alan Wildeman**

- MOTION #1: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Education. (Pages 3-5)**
- MOTION #2: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Human Kinetics. (Pages 5-6)**
- MOTION #3: to approve the slate of candidates for the Spring 2016 Convocation in the Centre for Inter-Faculty Programs. (Pages 8-10)**
- MOTION #4: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Science. (Pages 10-17)**
- MOTION #5: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Arts Humanities and Social Sciences. (Pages 19-24 & 26-34)**
- MOTION #6: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Engineering. (Pages 36-40)**
- MOTION #7: to approve the slate of candidates for the Spring 2016 Convocation in the Odette School of Business. (Pages 42-45)**
- MOTION #8: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Nursing. (Pages 47-49)**
- MOTION #9: to approve the slate of candidates for the Spring 2016 Convocation in the Faculty of Law. (Pages 51-52)**
- MOTION #10: to approve the list of candidates receiving Board of Governors medals for Graduating/In-Course student awards. (Page 54)**
- MOTION #11: to approve the candidates for the President's Medal and the Governor General's Silver Medal award. (Page 54)**
- MOTION #12: to approve the addendum for the Spring 2016 Convocation. (Page 55)**
- MOTION #13: That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.**

FIRST SESSION

Tuesday Morning, June 14, 2016 at 10 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY

P.C., C.M.

and

The President and Vice-Chancellor

ALAN WILDEMAN

B.SC. (HONS.), M.SC., PH.D.

*The audience will rise as the procession enters, and will remain standing during the singing of
"O CANADA" and during the Reflection.*

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has
commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

MERCEDES BENEGBI

.....

The Chancellor will call upon Dr. Benegbi to address Convocation.

.....

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipient to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

Faculty of Arts, Humanities, and Social Sciences (In Bachelor of Education Concurrent Program):

*Arts – General Program – Jessica Marie Lappan***

Faculty of Human Kinetics

*Kinesiology – Nicole Christina George***

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF EDUCATION

*Acting Dean of the Faculty: Dr. Katherine Quinsey
Dean, Faculty of Graduate Studies: Dr. Patricia Weir
(First Reader: Dr. Glenn Rideout)*

Doctor of Philosophy

Educational Studies

Kara Nicole Delicata

Women, Ablesm and Schooling: Exploring the Experiences of Women with Physical Disabilities and Women with Learning Challenges in a Post Secondary School Context

Patricia Ann Hopper

Podium Discourse: Verbal Communication in Secondary School Band Programs

Blessing Adaku Igbokwe

Environmental Literacy Assessment: Assessing the Strength of an Environmental Education Program (EcoSchools) in Ontario Secondary Schools for Environmental Literacy Acquisition

Andrea Lousie Prier

From Exceptional to Expelled: Exploring the Psychological Types of Exceptionally Bright but Academically 'At-Risk' University Learners

Master of Education

Yuxin Chen
Ziad Dabaja
Jiangming Du
Shiyun Fan
Jiarui Gu
Zijun Jiang
Xiaowan Liu

Li Ma
Nevin Murray MacLeod
Alyssa Nicole Palazzolo
Stephanie Deanna Palazzolo
Xiaodan Peng
Vanessa Persaud
Dana L. Pizzo

Linlin Qian
Minghua Wang
Yiwei Wu
Ziqian Xian
Danwei Zheng
Yang Zhou
Haiyue Zhu

Bachelor of Education

Paul Lincoln Calvin

Alexandra Christine Frabotta

Kathleen Margaret Nixon Musgrave

Concurrent Bachelor of Arts / Bachelor of Education

Concurrent Bachelor of Arts (Honours) Developmental Psychology/Bachelor of Education

Alexandra Nicole Kirby * #

Katrina Victoria Passador * #

* Graduating With Distinction

** Graduating With Great Distinction

Also receiving Early Childhood Education Diploma from St. Clair College

Concurrent Bachelor of Arts (Honours) English Language and Literature/Bachelor of Education

Hanan Khaled #

Concurrent Bachelor of Arts (Honours) French Language and Literature/Bachelor of Education

Savahanna Rebecca Bruzzese

Sarah Anne Cortese *

Sylvie Couture *

Alexis Victoria Fetherston *

Michelle M. Giorlando *

Jordyn Elizabeth Mills

Samantha Marie Morlog

Brittany Nelson

Caroline Marie Karine Ouimet-Cloutier *

Julie Nicole Marie Petrasovic *

Jacob John Pitre *

Gisele Monique Renaud

Sydney Jade Steinberg *

Stacey Lynn Wiley *

Alexandra Zeiter-Smith

Concurrent Bachelor of Arts (Honours) Music/Bachelor of Education

Caprice Jolene Ann Tevelde * #

Concurrent Bachelor of Arts (Honours) Psychology with Thesis/Bachelor of Education

Stephanie Elizabeth Tripp * #

Concurrent Bachelor of Mathematics / Bachelor of Education

Concurrent Bachelor of Mathematics (Honours) / Bachelor of Education

Joshua David Boutet *

Chantel Marie Chacon

Shannon Lorraine Dufault *

Jasmyne Kaur Jagpal *

Dylan Aaron Smithers *

Concurrent Bachelor of Science / Bachelor of Education

Concurrent Bachelor of Science (Honours) Biological Sciences / Bachelor of Education

Agatina Marie Matera

Lincoln Marcus Savi

Mackenzie Alexandra Ann Tourigny-Conroy

Concurrent Bachelor of Science (Honours) Chemistry with Thesis / Bachelor of Education

Brittany Lynne Ives **

Concurrent Bachelor of Science / Bachelor of Education - (Four-Year Major)

Concurrent Bachelor of Science Biological Sciences / Bachelor of Education

Courtney Marie Bear

Concurrent Bachelor of Arts (General) / Bachelor of Education #

Concurrent Bachelor of Arts (General)/Bachelor of Education

Beckie Lee-Anne Berlasty *

Marshall Benoit Bourque

Katelyn Shantal Marie Brochert *

Taylor Marie Bryer

Heather Amanda Eileen Dennis *

Felicia Anne Di Fazio

Amanda Marie Dymond *

Salena Marie Hart

Lillian Leigh Haskell *

Alisha Kristin Heeney

Kayley McCall Hodges *

Cassandra May Kamarlingos

Cecelia Kimberley Anne Kehoe

Lindsay Lee Laforet *

Mary-Kate Aileen Lambier *

Brittany Marie Lampard *

Jessica Marie Lappan **

Lauren Ashley Leonard

Silken Matte Leach

Michaella Mon Soo McComb

Brodie Rose McPhail

Michelle Papineau

Taylor Marie Penny

Jordyn Alison Rafuse

Lauren Lynn Rogers Hadyniak

Jessica Leigh Sabolick

Allison Danielle Scheele *

Carolynne Ruth Shannon

Natalie Louise Treloar

Jessica Renee Verrier

Nicole M. Wasyluk

Onycha Emily Astrid Younan *

* Graduating With Distinction

** Graduating With Great Distinction

Also receiving Early Childhood Education Diploma from St. Clair College

Concurrent Bachelor of Mathematics (General) / Bachelor of Education

Concurrent Bachelor of Mathematics (General) / Bachelor of Education

Keith Robert Smith

FACULTY OF HUMAN KINETICS

Dean of the Faculty: Dr. Michael Khan

Dean, Faculty of Graduate Studies: Dr. Patricia Weir

(First Reader: Dr. Michael Khan)

Master of Human Kinetics

Tyler Logan Geikie
Michael John Hatten
Charles A. J. Kahelin
Stephen Ernest Kirzinger

Alexander Braedan MacKinnon
Brock William Martin
Alex Pennetti

Neil Pettit
Christopher Stuart Shaw
Sarah Mary Sherk
Benjamin Luke Warnock

Bachelor of Human Kinetics

Honours Movement Science

Allysha Adamo
Elena Alecu
Brittany Annan
Tianna Heather Beharriell *
Morgan Ann Belleau
Gregory Lee Bennett
Timothy Blake Blondeel
Gregory William Bossons
Derek Bowers
Scott Robert Bradley Bromley
Victoria Rachel Brunet **
Kathy Bueckert *
Jacqueline Caruana
Jordan Collison
Alexis S. Curtis
Jordan Austin Deneau *
Daniel Christopher Di Carlo *
Sarah Katherine Doherty
Alexandrea Lauren Dominato
Nicole Renee Elizabeth Ducharme
Samantha Margaret Duncan *
Stephanie Ann Dupuis *
Kamran Ehsan *
Joseph Norman Hans Ellenberger
Joshua Hendrik Enzlin *
Sean Austin Featherstone
Meighen Fishleigh
Kayla Paige Franco *
Nicholas Fulea *
Brandon Funk
Kerra Angeline Gallant
Meghan Marie Stella Gaudette
Kaylie Gilhuly *
Chloe Angela Greaves
Ramez Hanna
Kristen Anne Henderson
Matthew William Hickson
Daniel Christopher Iannetta *

Jessica Lyn Jobbitt
Eric William Johnson
Kelsey Jillian Joncas *
Nikola Jovanovic
Amira Maria Kadri *
Ryan Bradley Kelly
Nathalie Victoria Kirby *
Rachel Helen Koot *
Andrew Krautner
Marija Krstic
Dylan Kucheravy
Dalton Joseph Laino *
Eric Thomas Leckie
Corry Catherine Anne Lester
Jordan Mark Lesy
Nathan Edward Links
Justin Randall Litchfield
Mitchell James Long
Erik Romeo Lovis
Ciara Low
Kelcey Nicole Lucio *
Jacob Garnet MacCara
Alyse C. Mackenzie
Jessica Lee Madrid *
Michael David Mallender **
Rhannon Leonia Rose Marion *
Ethan Carl Mattis
Theresa Kaitlyn Kara McAiney
Mackenzie Theresa McGowan *
Rebecca McTeer
MacKenzie Leah Medd
Sydney Rae Merritt
Stefan Milivojevic *
Liam Michael Moriarty
Corey Lee Myslichuk
Mahmoud Nadi
David Louis Nadin
Jamie-Lee Alice Newbery

Jacob Bryce Nickels
Alicia Oliveira *
Polina Akwany Onyalo
Nicholas S. Ouellette
Jamie Lee Richard Paquette *
Shelby Paraskevopoulos
Karlee Denise Parent
Anamika Nilesh Patel
Travis Dean Pavey *
Cheryl Lynne Pedler
Kirsten Valerie Penrose
Emma Grace Pich
Kaitlyn McKenzie Pinch *
Michael Pio
Paige Sarah Kathleen Poissant
Daniel Joseph Potocek
Jonathan Raies *
Anika Ridsen *
Jeremy Richard Rogers
Dana Marie Roth *
Phillip Samuel Russo
Jordyn Marie Severin *
Bianca Marie Sfalcin
Dean Gregory Shepley
Amanda Lauren Simke
Alannah Jean Sneath
Carlos Luis Soares
Kayla St. Pierre *
Justin Adam Staffiere
Brendon James Talbot
George Joseph Taouil *
Bryan David Thibodeau
Marissa D. Thomson
Mackenzie Kathleen Tiffin
Ryan Steven John Tomaselli
Cassandra Anne Valeri
Bradley Austin Walker
You Wang *

* Graduating With Distinction

** Graduating With Great Distinction

Kelsey Whelan
Jillian Alexandra Widjaja

Yee Suet (Michelle) Wong
Corey James Wortley

Elisa Wright
Amanda Joesphine Zambito

Honours Movement Science - Co-operative Education

Cassidy Karen Michelle Bechard
Andrew Carson Berard *
Julie Marie Chesney *

Michael Christopher Fuerth
Nicole Christina George **

William Carter Lindenfield
Krisha Jay Patel **
Michael Sartor

Honours Sport Management

Kathryn Lynn Arquette
Jake Michael Clement
Brendan James Coughlin
Kailey Marlaine Fiander Fleming
Caitlin Green
Conor J. Harris

Tazeem Khan
Tessa Marie Kreiger
Anna Cornelia Mullins
Kazuto Yoshiro Noda
Laine Richard Poirier

Sarah Roblin Racinsky *
Chelsea Patricia Robinson *
Andrew Shymanski
Cody Raeburn St Pierre
Jason Wayne Clayton Tedball
Erin Elizabeth Toth

Honours Sport Management Co-operative Education

Victoria Alessandra Mangiapane *

Stephen Andrew Newby

Honours Sport Studies

Krisha Rae Caronongan
Natalie Ethier *
Brittania Sheree Gayle

Brandi Lynn Masse
Jonathan Metler

Adrien Daniel Mousseau
Ryan Jonathan Rieder
Amira Zaidan

*Members of the audience are requested to remain in their places until the academic procession has retired.
University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.
Reception to follow, hosted by the Alumni Association Board of Directors.*

* Graduating With Distinction

** Graduating With Great Distinction
Page 9 of 266

SECOND SESSION

Tuesday Afternoon, June 14, 2016 at 3 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

The audience will rise as the procession enters, and will remain standing during the singing of "O CANADA" and during the Reflection.

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

IZZELDIN MOHAMMED ABUELAISH

.....

The Chancellor will call upon Dr. Abuelaish to address Convocation.

.....

Presentation of Alumni Teaching Award

DR. ZIAD KOBTI

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

Inter-Faculty Programs:

Bayan Aloran*

Faculty of Science:

*Faculty of Science – General Program – Urvashi Katiyar***

*Biological Sciences – Secondino D’Andrea***

*Chemistry and Biochemistry – Matthew Luke Devereaux***

*Computer Science – Cole Michael Gilbert***

*Earth and Environmental Sciences – Taryn Lynn Azzopardi**

*Economics – Simranzeet Singh Vig***

*Mathematics & Statistics – Katherine Ann Vrantidis***

*Physics – Vlora Alicia Riberdy***

President’s Medal

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipient to the President.

KATHERINE ANN VRANTSIDIS**

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

INTER-FACULTY PROGRAMS

*Assistant Provost, Inter-Faculty Programs: Dr. Lydia Miljan
(Reader: Dr. Lydia Miljan)*

Bachelor of Arts

Honours Digital Journalism and Communication, Media, and Film

Meagan Rose Anderi *

Jessica Alexandra Bompiani
Jessica Teresa Craymer

Lauren Hedges *

Honours Digital Journalism and Political Science

Andrew Daniel Rorai

Irena Sziler *

Nicole Marie Vanrabaey

Honours Forensics and Anthropology

Elizabeth R. Bertucci

Honours Forensics and Criminology

Cassandra Roy

Martin Joseph Yancy *

Honours Forensics and Psychology

Erin Kelly

* Graduating With Distinction

** Graduating With Great Distinction

Bachelor of Arts - (Four-Year Major)

Forensics and Psychology

Mohammed Ali Makki

Bachelor of Arts and Science

Honours Biochemistry with Thesis and History

Grace Teri Teskey *

Honours Biological Sciences and Anthropology

Sarah Jaclyn D'Amore

Honours Biological Sciences and French

Cynthia Dussault Loewen *

Honours Biological Sciences with Thesis and French

Bayan Aloran *

Honours Biological Sciences with Thesis and Psychology

Jeff Justin Aguilar *

Honours Mathematics and History

Emily Elizabeth Durand *

Honours Philosophy and Chemistry

Shaun Steven *

Honours Political Science and Biological Sciences

Sarah Mushtaq

Honours Psychology and Biological Sciences

Hridi Moyukh Das

Honours Visual Arts and Chemistry

Amanda Lillie Hawkins

Bachelor of Interdisciplinary Arts and Science

Combined Honours Biological Sciences with Thesis and Philosophy

Matthew Peter George Steckle *

Honours Biological Sciences with Thesis and Psychology Minor

Madison Elise Lucas *

Honours History and Biological Sciences Minor

Lauren Alicia Miceli *

Bachelor of Environmental Studies

Honours Environmental Studies

Deka Abdikarim
Kristi Lee Dupuis
Brian Allen Filipowicz
Emily Chantelle Gillies

Melissa Marie Hargreaves
Cassandra Hoover *
Allison MacGregor
Brianna Noel Sands

Cory Joseph Steve Simard *
Courtney Olivia Spencer *
Cora Anne Wasyluk
Branden Steven Wilhelm

* Graduating With Distinction

Bachelor of Environmental Studies (Four-Year Major)

Environmental Studies

Yasser Abdalhasan
Tuong Akol
Christopher Cini

Sara Danelon
Darren M. Harris
Colin Mark Holmes

Helen Louise Johnson
Jennifer MacKnight
Stephanie Rose Tucker

Bachelor of Forensic Science

Honours Forensic Science with Biology Specialization

Andrew Mackenzie Ethier
Alyssa Alves Frazao
Brooke Lee-Ann Frisby

Rebecca Lauren Glover
Stephanie Caroline Haddad

Dennis Minhphuc Huynh
Jayden Marie Mayville *
Stephanie Felicia McPherson

Honours Forensic Science with Molecular Biology and Biochemistry Specialization

Abyan Abdirahman
Maria Shabbir Boxwala *
Mubarak Shabbir Boxwala
Calvin Kin-Leung Chak
Timothy King-Yin Chu

Abegail Jasmin Dagdag
Alexandra Elizabeth Furlough
Danielle Lachance
Kristina Marrella
Nicole Lauren Mcleod
Melinda Nadia Mravik

Jennifer Orellana-Giron
Victoria Anne Panecaldo
Jackson Lane Pegg
Taisa Nadia Racki
Cindy Tran Vo

Bachelor of Forensic Science (Four-Year Major)

Forensic Science with Biology Specialization

Kayla Rose Harsch

Certificate in Border Management and International Trade

Alicia Marie Pomeroy

Gazmon Tahiri

FACULTY OF SCIENCE

Acting Dean of the Faculty: Dr. Charles Macdonald
Dean, Faculty of Graduate Studies: Dr. Patricia Weir
(First Reader: Dr. Charles Macdonald)

Doctor of Philosophy

Biological Sciences

Krystal R. Hans

Using an Ecological Framework to Resolve Issues in Forensic Entomology: Exploring Temperature Mediation of Species Interactions within Blow Fly (Diptera: Calliphoridae) Communities

Holly Lynn Hennin

Energetic Physiology Mediates Reproductive Decisions in a Long-lived, Capital-income Breeding Seaduck

Christine LaVern Madliger

Assessing Baseline Glucocorticoids as Conservation Biomarkers in a Declining Aerial Insectivore

Biju Vasavan

Tumor Suppressor Role of S-Phase Kinase Associated Protein 1-Cullin-F-Box-S-Phase Kinase Associated Protein 2 (SCFSkp2)

Chemistry and Biochemistry

Nissa Christina Frank

New Rotaxane Ligands with Donors on Both the Axle and Wheel

* Graduating With Distinction

Artur Pawel Jarosz
Analysis and Functional Studies of the Gasotransmitters Hydrogen Sulfide and Nitric Oxide

Dennis Ma
Exploiting Cancer Cell Mitochondria as a Therapeutic Strategy: Structure Activity Relationship Analysis of Synthetic Analogues of Pancratistatin

Tanya T. Marar
Regulation of the Activation and Function of Thrombin-Activatable Fibrinolysis Inhibitor (TAFI)

Mariam Alaa Mehdi
*PART 1: Synthesis of A-Ring Modified Alcolchicinoids via Lewis Acid Catalyzed Conjugate Addition Reactions;
PART 11: Preparation of Benzo-Cycloheptadienynol- Co₂ (Co)₆ Complexes*

Thao Thi Phuong Tran
Heavy p-Block Analogues of Dithiazolyl Radicals

Stanislav L. Veinberg
Natural Abundance ¹⁴N and ¹⁵N Solid-State NMR Studies of Organic, Biochemical, and Pharmaceutical Systems

Besa Xhabija
Myotubularin Related -2 Regulates Receptor Mediated Endocytosis 8, A Novel PI (3) P Binding Protein That Controls Early Endosomal Clathrin Dynamics and Endosomal Retrograde Transport Pathway Through its N-Terminal Phosphoinositide Binding Motif

Computer Science

Sara Memar Kouchehbagh
Semantic Segmentation and Object Detection Based On Active Model and Fuzzy Clustering

K. M. Numanul Hoque Subhani
Continuous Process Auditing (CPA): an Audit Rule Ontology Approach to Compliance and Operational Audits

Earth Sciences

Yousef Beiraghdar Aghbelagh
Factors Controlling the Formation of Unconformity-related Uranium Deposits in Sedimentary Basins: Insights from Reactive Mass Transport Modeling

Environmental Science

Heather Michelle Christiansen
Addressing Data Deficiencies in a Threatened Mobile Marine Predator

Harri Alexander Colin Roy Pettitt-Wade
Niche Breadth and Invasion Success

David Yurkowski
Spatial, Temporal and Within-Species Variation in the Foraging Ecology of a Marine Predator Across a Dynamic Seascape

Physics

Crystal-Ann McKenzie
An Interpretation of Relativistic Spin Entanglement Using Geometric Algebra

Master of Arts

Economics

Pratap Basnet
Jie Chen
Shimeng Chen
Qian Cheng
Dongmiao Guo
Hao Zhi Hu
Lili Huang
Paschal Shija Izengo
Ma Jin

Kun Li
Pei Lin
Shanshan Lu
Kyle William Miletic
Ferheen Mustafa
Allison Parks
Jiayu Sun
Thakur Prasad Upadhyay
Luyao Wang

Mengjie Wang
Silong Wei
Xue Weng
Zhenyu Xu
Xiaolu Yang
Yuanyang Yu
Yuxiong Zhang
Mowen Zhao
Xiuyuan Zhao

Master of Medical Biotechnology

Tolulope Elizabeth Akinola
Adebayo Joy Alao
Norah Alrishedan
Maha Aqeel Alsharari
Jaykumar Amrutia
Yun Cai
Xue Cao
Gurinder Singh Chahal
Sahibjot Kaur Cheema
Xutong Cheng

Lovedeep Kaur Dhaliwal
Lan Fang
Harmandeep Singh Gill
Wijdan Abbas A. Hawsawi
Ailing Hu
Yaswanth Sunny Kuppala
Navjot Kaur Mavi
Khushbu Dipakbhai Modi
Marwah Saud Nawar
Kathyani Laishanna Parasram
Avneet Kaur Rekhi

Vijay Chand Sankarasetty
Navpuneet Sidhu
Kamalpreet Singh
Haozhang Tian
Yile Wang
Min Wu
Jing Xiao
Yi Yang
Govardhan Reddy Yeruva
Yang Zhang

Master of Applied Computing

Adedamola Oreoluwa Adekola
Akash Pankajkumar Ardesna
Debanjan Banik
Nishita Bardia
Rachit Bhatia
Paramvir Singh Dhalla
Harjot Singh Dhot
Bhuvnesh Gupta
Rupinder Kaur Hans
Pooja Jain

Raghavendar Kumar Jarpati
Haris Javaid
Yue Jia
Sumit Kandari
Vamsi Krishna Kathi
Harjot Kaur
Jingru Li
Xing Liu
Emeoghene Ogba
Rathilesh Reddy Panyala
Parth Patel

Saumil Vinay Patel
Gagan Jyot Randhawa
Kunwar Dalip Singh Sandhu
Chaitya Shah
Bhupinder Singh
Jamshed Singh
Namita Singh
Sakar Solanki
Jing Tao
Prakash Thiagarajan

Master of Science

Biological Sciences

Bashaer Abu Khatir
Katherine Darshini Balasingham

Jessica Morgan Dare-Shih

Jenna May Jones
Tina Elizabeth Suntres

Chemistry and Biochemistry

Natalia Maria Mroz

Terence Sean Si Yep

Computer Science

Xiutian Cui
Chukwuma Odera Ejie
Marcel El Soury
Xinyu He
Andrew William Hlynka

Pramod Mendonca
Meenakshi Nizampatnam
Mrinalini Chandrashekar Pandit
Jay Rajeshkumar Raichandani
Darshil Rami

Santosh Upadhyayula
Junyuan Xiong
Minxuan Zhang
Hongbo Zhao
Tong Zhou

Computer Science Co-operative Education

Sreya Janaswamy

Sushil Parti

Sanjay Renukamurthy

Earth Sciences

Eyal Friedman

Carole Mrad

Environmental Science

Zachary Adam Diloroto
Meagan Patricia McCloskey

Brent Nawrocki

Keara Michelle Stanislawczyk
Xin Sun

Mathematics and Statistics

Ziwen An

Zishan Huang
Long Wang

Youzhi Yu

Physics

Jeffery Michael Dech

Bachelor of Arts

General Program

Chiemela Ikechi

Ajay Madaan
Xingyu Qiao

Marc Anthony Schincariol

Bachelor of Mathematics

Honours Mathematics

Jeremy High *

Katherine Ann Vratsidis **

Honours Mathematics and Computer Science

Ngoc Bao Truong Duong

Jarrett Christopher Robillard **

Honours Mathematics and Statistics

John Travo **

Minjian Yuan *

Concurrent Bachelor of Mathematics / Bachelor of Education

Concurrent Bachelor of Mathematics (Honours) / Bachelor of Education

Joshua David Boutet *
Chantel Marie Chacon

Shannon Lorraine Dufault *

Jasmyne Kaur Jagpal *
Dylan Aaron Smithers *

Bachelor of Mathematics

General Program

Jeffrey Edward Eden *
Philippe Antoine Leduc

Laura Joyce Maguiam
Justin Terrance Payne

Quoc Ha Phu Pham
Lujia Xu

Concurrent Bachelor of Mathematics (General) / Bachelor of Education

Concurrent Bachelor of Mathematics (General) / Bachelor of Education

Keith Robert Smith

Bachelor of Science

Honours Behaviour, Cognition and Neuroscience

Alexander Joseph Badour **
Angela Marie Barcic *

Julia Borsatto
Dennis Gordon Chan

Alexia Elizabeth Conti *
Emma DeRoy *

Katharina Noelle Garland
 Sarah Marie Glazewski *
 Nicholas Christopher Guilbeault *
 Sejal Joshi *
 Sarah Mackay *

Jasvinder Mann *
 Alexandra Maria Marginean **
 Prachi Sanjay Mohile
 Laura April Pineault *
 Milan Radulj **
 Ashley Amber Seguin **

Nadeen Shaabana *
 Jessica Rose Snyder *
 Mong Huynh Truong *
 Marisa Lynn Vennettilli
 Shyane R. Wiegiers *

Laura Marie Baillargeon *
 Alexander William Chevalier *
 Jacqueline Chevalier *
 Yousef Khozmi
 Shelby Quinn Coulter Koschuck *
 James Krasinkiewicz *

Honours Biochemistry

Araya Kurniawan
 Sydney Amelia Meloche
 Taylor James Morrow *
 Andrew Ng *
 Tsz Hin Ng *

Dylan Kelly Russelo *
 Manvir Shokar
 Alyssa Nicole Sirianni
 Bryan Patrick Stanesic
 Sydney Meagan Wardell
 Connie Wen *

Honours Biochemistry with Thesis

Ibukunoluwa Chukwueloka Akinpelu *
 Bradley Ryan DaDalt
 Rida Mehdi *
 Daniel Meister *

Paul Meister **
 Audithya Narasimha Nyayachavadi *
 Michael Udunyi Ocheje *
 Mark David Rodrigues *

Kory James Schlingman
 Lauren Elizabeth Seidl *
 Inderpal Singh
 Julia M. Tullio *

Honours Biological Sciences

Dena Ali
 Tara Theresa Alleyn
 Seemab Aslam
 Vlad Baluta
 Ilias Muhamet Berberi
 Christopher Chibani *
 Anthony Costa
 Ernestina Dautey *
 Eve Deck **
 Keyur Dineshshakul Saxena
 Nikola Dobric
 Nicole Lauren Drca *
 Ibrahim El Mais
 Madison Fantin *
 Emma B. Fioret *
 Kaitlyn Lauren Fuerth **
 Harpreet Singh Gill

Chris Nicholas Govas
 Federico Guzzetti
 Giselle Haddad *
 Britney Amber Hawkins
 Jennifer Ann Hutnik *
 Sara Johanna Jacobs
 Adam Kadri *
 Julian Kancko
 Christopher Kirwan *
 Colin Leese
 Théodora Lufitha-Lulembi
 Brandon A. Miner
 Jessica C. Montaleone *
 Manpreet Mortan *
 Lana Nasser **
 Matthew David O'Connor

Kieran Ernest O'Hagan-Wong *
 Amanda Jean Peters
 Nicole Alysse Pilon **
 Joanne Said
 Ahmed Hasan Salim **
 Lauren S. Savoni
 Ashley Elizabeth Scarfone *
 Brahmjot Singh *
 Kylan Rebecca Snow **
 Avneet Takhar *
 Samia Shahid Toor *
 Necky Tran
 Akash Verma *
 Uyen Vo
 Sarah Nicole Wong *
 Nikola Zagorac
 Shurouque Zaky

Honours Biological Sciences and Biochemistry (Health and Biomedical Sciences Stream)

Christopher John Pignanelli *

Honours Biological Sciences and English

Maria Theodora Diakantoniou *

Honours Biological Sciences and French Studies

Mariam Kamal Ageli

Honours Biological Sciences and Psychology

Ashley Amiouni
 Lena Christina Azzalini

Mohammad Hussein Chmaissany **

Suejeet Mann
 Roger Brian Reka *

Honours Biological Sciences with Thesis

Basma Tarik Alyashae
 Secondino D'Andrea **

Ryan Eric Dawson *
 Iulian Eric Derecichei *

Fatmeh El Hourani *
 Lana Imad El Osta *

* Graduating With Distinction

** Graduating With Great Distinction

Emily Marie Theresa Finlayson **
Kate Elizabeth Fleming

Maya Haidar *
Aaron Hegazi *
Marcus James Leung

Nikolina Milidrag *
Aaron Joseph Teel **

Honours Biology and Biotechnology

Nathalie Alexandra Jimenez

Leanne Arinola Sowunmi *

Honours Chemistry

Alexandra Michele Bailey
Kianna Joli Chauvin *
Collin Clarke *
Matthew Luke Devereaux **
Ali Harb *

Sheribane Kelmendi *
Yaqi Liang *
Dayna Ann Mastronardi *
Mayce Mirza *
Joshua D. Parent *

Frank Norman Piazza *
Arben Sokoli
Brittany Thomson *
Melanie Tremblay *
Joanne Wing-Yan Yu *

Honours Chemistry and Psychology

Sarah Kresan

Honours Chemistry with Thesis

Scott Edmond Adams *
Nathan Benjamin Bazinski
Tony Elias Bourdkane *
Melissa Nicole Cowell *
Arielle Lysa Marie Desamito *

Matthew Ryan Elsby
Kathleen Nicole Fontana *
Tyler Alexander Gilbert *
Lesile Audrey Hernandez
Steven Kulesza *

Sara Mechael *
Emily Helen Omahen *
Jake Nicolas Roddy *
Alexander Tang *
Aaron Wang *

Honours Computer Information Systems

Adedeji Shamsudeen Adesanni

Honours Computer Information Systems Co-operative Education

Kanyiha Ngotho *

Honours Computer Science and Economics

Mark Khai-Vinh Tran

Honours Computer Science with Software Engineering Option Co-operative Education

Adam Nicholas Kereliuk

Alexander Kotevski

Tarek Tabbara *

Honours Computer Science with Software Engineering Specialization

James Curtis Collard III
Caitlin Marie Facchina **

Moh'd Hamtini

Maan Anayee Joseph
Aaron Sarson *

Honours Economics

Matthew George Dennahower *

Honours Environmental Science

Justin Michael Dent

Lucas John Lyle Wilson

Honours Environmental Science with Thesis

Matthew Lang Antaya

Taryn Lynn Azzopardi *
Jumin Lee *

Shifeng Yao

Honours Physics

Alexandra Elizabeth Paulick *

Daniel Venn *

Honours Physics (Medical Physics)

Alexander Robert Chesnik
Justine Marie Cunningham *

Wesley Joseph Frowley *
Anthony Peter Piazza *
Vlora Alicia Riberdy **

Maha Sami *
Hassan Shahzad *

Honours Physics with Thesis

Cyrus Xu Cerkauskas **

Concurrent Bachelor of Science / Bachelor of Education

Concurrent Bachelor of Science (Honours) Biological Sciences / Bachelor of Education

Agatina Marie Matera

Lincoln Marcus Savi

Mackenzie Alexandra Ann Tourigny-Conroy

Concurrent Bachelor of Science (Honours) Chemistry with Thesis / Bachelor of Education

Brittany Lynne Ives **

Bachelor of Science - (Four-Year Major)

Biochemistry

Kristine Lillian Laforest

Lodai Peter Natemo

Biological Sciences

Adebambo Adefowora
Jemilah Damola Adekale
Mohammad Chalabi

Jason Martin Kabzinski
Sally Adira Karani
Nina Krstevska
Daniel Nabrotzky

Iola Aramide Elizabeth Ogunko
Oghenemaro Okposio
Julia Yazbek

Biological Sciences and Economics

Jaydee Emilio Tarpeh

Biological Sciences and Psychology

Kaila Nicole D'Aversa

Chemistry

Jessica P. Fantin

Noblejit Singh Uppal

Environmental Science

Mary Yetunde Ogunniyi

Daniel Jonathan William Wong

Concurrent Bachelor of Science / Bachelor of Education - (Four-Year Major)

Concurrent Bachelor of Science Biological Sciences / Bachelor of Education

Courtney Marie Bear

Bachelor of Science

General Program

Omosivie Itohan Agbonifo
Guliya Aireti
Eman Al-Haddad *
Rodger Anthonijsz
Laura Aseltine *
Tiana Baskin *
Sam Bhatia
Amanda Catherine Chouinard *

Daniela Cipkar *
Danielle Desmarais
Maper Woor Nuok Diw
Arnold Emokhor
Sunjeet Emrith
Karen Irene Gallagher
Halima Gawanmeh
Jimmi George Hanna

Amanda Shirley Holm-Andersen
Julie Anne Jodoin
Urvashi Katiyar **
Rawan Kmaiha
Tina Lepine *
Ian William Meeke
Kourtney Oliveira
Caitlin D. Pitcher *

* Graduating With Distinction

** Graduating With Great Distinction

Fatema Rammal
Dominique Labbe Samarane *

Nellie Beth Silva
Glen Aaron Walker

Melissa Woods
Elif Yilmaz

Bachelor of Computer Science

Honours Computer Science

Christopher Daniel Bennett
Tyler Rene Goetheyn *
Joshua Kenneth Hompoth
Tomasz Robert Jarosz

Dominik Jaworski
George Lam
Eric Charles Stephen Matthews *

Joseph Muresan
David Andrew Nardone
Amangeldy Turdaliev *
Christopher Zygowski **

Honours Computer Science Applied Computing

Joshua Anthony Covelli *

Matthew Femi Oyinbo
Abdul-Rhman Taha

Nathaniel Stephen Wang

Honours Computer Science Applied Computing Co-operative Education

Christopher Charlopov
Muhammad Shakeel Jahangir

Matthew Daniel Moes
Kyle J. Petrozzi

Jean Joseph Ernest St. Pierre
Brandon Vatcher

Honours Computer Science Co-operative Education

Efron Silvan Berlian *
Cole Michael Gilbert **

Matthew Donald Kelly *
Joseph Nguyen
William Guenter Roeder *

Caleb Aaron Sullivan
Halen Dennis Whiston

Bachelor of Computer Science - (Four-Year Major)

Computer Science

Eric Scott Bartlam

Jordan Thomas Kale
Michael Lawrence Morand

David James Ring

Computer Science Applied Computing

Brian Christopher Blanchette

Bachelor of Computer Science

General Program

Joshua Ian Ames **
Daniele Andreozzi *
Adham Ayman Mohamed Hefny Atta **
Jordan Bruno Bortolotti
Mehran Amin Butt
Abdullah Bin Zubair Chaudhry
Roman Cylwa
Machael El Lakkis

Akindele Harold Faulkner
Tylor Keith Lewis Ganney
Navneet Garg *
Yigit Hatipoglu
Gary Russel Hemstock-Weeks
Jiayuan Huang *
Ryan Herbert Lawson
Chandira Shekar Manoharan *

Samuel Louis Contant Raskas
Robert Jerry Rzazewski
Ali James Salehi Moghaddam **
Aaron Michael Thawe
Anna Thiessen
Kun Wang **
Melissa Osareniye Uwaila Woghiren *
Anoosha Zafar **

Certificate in Applied Information Technology

Andrew Ainosé Azenabor *

Members of the audience are requested to remain in their places until the academic procession has retired.

University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.

Reception to follow, hosted by the Alumni Association Board of Directors.

THIRD SESSION

Wednesday Morning, June 15, 2016 at 10 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

*The audience will rise as the procession enters, and will remain standing during the singing of
"O CANADA" and during the Reflection.*

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has
commenced. The President will address Convocation.*

*Conferring of Honorary Degrees
Doctor of Laws, honoris causa*

on

SAMANTHA NUTT

.....

The Chancellor will call upon Dr. Nutt to address Convocation.

.....

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon

Faculty of Arts, Humanities, and Social Sciences:

*General Program - Social Science – Jessica Marie Lappan***

*Psychology – Rebecca Clare Pillon***

*Social Work – Andie Maria Hunter***

*Womens' and Gender Studies – Thaeann Melanie Bennett**

Governor General's Silver Medal

*The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chancellor
REBECCA CLARE PILLON***

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Dean of the Faculty: Dr. Nancy Wright

Dean, Faculty of Graduate Studies: Dr. Patricia Weir

(First Reader: Dr. Paul Datta)

Doctor of Philosophy

Psychology

Kelly Alexis Anthony-Brown

Youth's Definitions of Dating Aggression: Context and Measurement

Marc Philip Frey

Academic Entitlement, Student Motivation, and Academic Outcomes

Katherine D. Krawiec

The Male Media Ideal: Effect of Body Conceptualization and Knowledge of Digital Alteration on Older Adolescent and College-Aged Men

Christin Moeller

The Cost of Contention: Subordinates' Reactions to Workplace Conflict with their Supervisor

Amir Reza Talaei Pashiri

Testing a Need Satisfaction Approach to Organizational Citizenship Behaviours and Counterproductive Work Behaviours

Kristen Sarah Williams

Risk and Resilience in Emerging Adults with Childhood Parentification

Social Work

Beth Archer-Kuhn

Parent Perceptions and Experiences in Child Custody Decision-Making

Master of Arts

Psychology

Orrin-Porter Morrison

Brent Patrick Taylor

* Graduating With Distinction

** Graduating With Great Distinction

Master of Social Work / Juris Doctor

Adrienne Elizabeth deBacker
Britney De Costa

Mackenzie Jayne Falk
Chandima Sandunmalee Karunanayaka

Michelle Angelica Marasco
Gillian Tadman

Master of Social Work

Wokeyim Adagbor
Rubina Adam
Vanessa Jullies Akello
Amy M. Alberton
Denise Ann Alexis
Habiba Ali
Flora Temitayo Aluko
Vincenza Virginia Amato
Isabel Margarita Andariza Aravena
Heather Michelle Aonso
Emmanuel Asamoah
Sushma R. Bahal
Kiran Kaur Bains
Heidi Rebecca Charlotte Baker
Katie Ann Baltzer
Pushpmit Kaur Bhatia
Artana Selenica Bixhi
Kara Renee Blackburn
Mark Howard Booker
Rebecca Brown
Stephanie Louise Burd
Noelle Burke
Karema Soyini Burnett
Roohi Butt
Jeffrey Cadence
Chelsea Marie Cafe
Alexandrea Nicole Carnevale
Jaclyn Deborah Cassady
Adriana Castellanos
Briana Celestine
Perpetua Chizive
Debbie Hiu Wai Chow
Ann Sabina Choy
Robert W. Chuckman
Michi Chun
Antonella Cina
Elaine Coventry
Zoe April Cowan-Nagora
Sara Mae Coyle
Catherine Crea
Jaclyn Elizabeth Cronin
Lindsay Crowe
Alisha Mary Cuning
Dana M. D'Andrea
Jessica D'Angelo
Brenda Danso
Claire Michelle Davies
Sean Haagen Davis
Aniel Dawkins
Aliyah Fariel Deane
Amanda Catharine Deline
Amanda DenHartogh
Amanda Dickie

Nilisent Dominguez
Kayla Dunford
Tracey Dykstra
Breanna Elliotson
Danielle Kathleen Emms
Taylor Beverley Fast
Sarah Emily Faubert
Wendy Vesna Fernandes
Leeanne Fewkes
André Joseph Fontaine
Patrick Frackowiak
Maria Veronica Franco de Espinosa
Joseph Daniel Friesen
Karina Frost
Michelle Lynn Gadoury
Daniella Angela Gentile
Maha Ghabris
Paulina Jessica Gillett
Michelle Catherine Graham
Melanie Guild
Patrick Hansor
Amirah Hassan
Gisèle Hauser
Jennifer Charlotte Hesser
Sandi Hill
Caroline Hoffelner
Nicola Holness
Alanna Holomey
Asha Bree Howard
Nicole Howell
Laura Audrey Hurst
Amanda Marie Hutnik
Tracy Huynh
Lori Ann Ingratta
Dilrukshan Maurice Harsha Jayetileke
Honggui Julia Jiang
Narot Kabasakal
Stephanie April Keller
Megan Kelly
Shelley Anne Kelly
Lindsay King
Maria Kizur
Juli Anne Kordyban
Amie Nicole Kroes
Geraldine Kulazikulabe Batuusa
Marie-Eve Labonté
Sarah Danielle Ladouceur
Joselin Yi Chien Lai
Tanya Tai Tsor Lai
Kaixuan Lao
Olabode Mulikat Lawal-Fashina
Daneila Lechet
Telisha Omega Lee

Brittany Lane Lepera
Michelle Mildred Mary Lewis
Ramneet Kaur Lotay
Andrew Hamilton Loucks
Nicole Lynch
Lorie Christine Lynds
Aimee Theexitha Manickam
Charles Enigo Mariakan
Stefania Martelli
Jessica Matar
Nicolas Mazzeo
Ryan McLeod
Svetlana Model
Jillian Shannon Morand
Fatima Moussa
Sarah Alberta Mary Myer Smith
Ion Naforeanu
Aery Ng
Melissa Nicholas
Sonia Nizzer
Jestine Robbie Nussey
Joseph Nwanne Nwabudike
Paulicap Okechukwu Okeke
Shayna Oksenberg
Folakemi Olaniyi
Josephine Ozor Onyemaobi
Oluyemisi Oluyinka Otukoya
Ayilan Paranthaman
Danielle N. Pardy
Denise Peart
Blackcy Placidass
Annisa Rampersad
Katherine Mary Ridolfo
Renee Robinson
Ashley Rohde
Kathleen Frances Scatozza
Erin Sellar
Ishiatsu Rahman Sesay
Daphne Vanessa Sheridan
Rand Shlemon
Amanda Ann Sjoblom
Hannah Lois Skinner
Sharon A. Sleiman
Daniel Edward Paul Smith
Nuala Kathleen Snowden
Tyfanny-Rose Stanley
Ashley Statham
Nicole Stergiou
Paulina Strojek
Jennifer Sullivan
Jolanta Anna Szuwara
Paul R. Tadros
Cathy Lee King Tan

John Telfer
 Anne Thomson
 Abdohadi Tookhi
 Grace Truong
 Onyinyechukwu Udegbe
 Aurela Vangjeli
 Stacey Van Wart

Amy Michelle Venner
 Kirsten Vollmar
 Ruzica Vujcic
 Tania Walker
 Catherine Walters-Gilhuly
 Céline Marissa Williams-Tracey
 Lana Marie Wilson

Emilee Marie Winter
 Lindsay Claire Woodbridge
 Lihua Lydia Yang
 Aimee Rose Anne Yetman
 Natasha Lea Young
 Alicia Janina Ziemiak
 Patrizia Zonta

Bachelor of Arts

Honours Classical Civilization

Lucas Leiva Leigh Anderson

Keilah Morgan Le Clair

Jeffrey J. Masse *

Honours Developmental Psychology

Natalie Loretta Marie Brydges *
 Jessica Carol Joyce Deschamps *
 Emma Mei-Leng Foong

Michelle Helen Laframboise
 Jennifer Lee

Tina Ujevic *
 Kevin Alexander Wallace
 Flora Ching Sum Wong *

Honours Developmental Psychology and Criminology

Sarah Kassem

Rebecca Clare Pillon **

Honours Developmental Psychology and Family and Social Relations

Laura Margaret Bezaire

Renee Elizabeth Diane Manson

Honours Developmental Psychology with Thesis and Anthropology

Kayla Marie Elizabeth Lessard

Honours Developmental Psychology with Thesis and French

Hannielie Wilnie Bernard *

Honours Developmental Psychology with Thesis and History

Kyle Lariviere *

Honours Disability Studies

Myriah Ann Diab
 Kaitlyn Dunn *
 Michelle Hare

Katie-Lynn Harris
 Carley Marissa Horvath

Kelsey McDaniel
 Martine Johanna McDaniel
 Rebecca Elin Wood

Honours Disability Studies and Psychology

Emma Mae Baker *
 Carly Baz
 Taylor Alysha Blackburn

Laura Jacqueline Chubb
 Taylor R. Hood-Mills

Crystal Lynn Marie McDonald
 Megan Jamie Renaud
 Hillary Elizabeth Severin

Honours French and History

Ryle Laporte

Honours French Studies

Jessica Erin Archibald Huff
 Jordana Simone Badley-Castello
 Brittany Nicole Baker
 Karly Amanda Beaudoin
 Danielle Beneteau

Rebecca Caroline Crouch *
 Brittany Lyn Ganderup *
 Zeinab Hamed
 Cheyenne Brier Labelle

Aline May Nguyen
 Stacy Jesus Pereira
 Katelyn Marie Pillon
 Emily Marie Pursel *
 Trevor Scherer

Honours Greek and Roman Studies

Benjamin Ronald Todd Hennin

Honours Modern Languages and Second Language Education with Spanish

Athens Victoria Fowler

Alexandria Haskell

Honours Modern Languages with Year Abroad German Option

Egemen Aktas

Rachel Enis Gaddy *

Honours Modern Languages/Spanish Option and French Studies

Alexandra Morand

* Graduating With Distinction

** Graduating With Great Distinction

Honours Philosophy

Daniel Gordon Porteous *

Tim Neil Webb

Michael Walter Zajner

Honours Psychology

Alene Mirka Abati *
Geraldine Agbalizu
Temitope Aina
Nadine Bergeron *
Malak Beydoun
Adam Robert Black
Kim Hansen Clausen
John William David Colby-Robbins
Katherine L. Donaldson *
Maggie May Dupuis
Malek M. M. Elmasri

Kelly Jean Glen
May Hoang *
Chantal Hutchins *
Alexandra MacDonald *
Shantelle L. Marchand
Nicole Ashley Matchett
Mikaela McDonald
Michael Peter John McLarty
Shannon Mclean
Haily Lynn Moulton

Evangeline Oluwatosin Ogunkolati
Serafina Maria Oliverio
Douglas Robitaille
Anne Christine Rusling
Lynda R. Sollazzo
Caroline Rachel Spencer
Alex Joseph St. Pierre
Jennifer Stojkovski
Kathryn Marie Vaseleniuck
Katelyn Nicole Viselli
Katelynn Irene Winters

Honours Psychology and Criminology

Kayla Rae Zikic

Honours Psychology and French

Brenell Lobillia Dean

Honours Psychology and Social Justice

Kimberley Mann

Honours Psychology and Sociology

Sara Mohammed Alshoibi

Riham Z. Misho

Evan Alexander Nevard

Honours Psychology and Visual Arts

Lauren Nicole Crosby

Donald Demers

Honours Psychology and Women's Studies

Allison Mae Cadwallader

Honours Psychology with Thesis

Ibukunoluwa Adekoya *
Jennifer Sarah Eggett **
Rima Marie Hanna *
Jessica Jordyn Jeffrey
Marisa Lorraine Kfrerer *

Brittany Kucharski *
Chastine Lamoureux *
Cailynn Danielle Laprise *
Amber Mikha *
Brittany Lynn Mitchinson

Lauren Queenen *
Anne Elizabeth Rudzinski *
Alexander Robert Sytnyk
Carolyn Ngoc Huyen Tran *
Brandon Gerald Zuccato **

Concurrent Bachelor of Arts / Bachelor of Education

Concurrent Bachelor of Arts (Honours) Developmental Psychology/Bachelor of Education

Alexandra Nicole Kirby * #

Katrina Victoria Passador * #

Concurrent Bachelor of Arts (Honours) French Language and Literature/Bachelor of Education

Savahanna Rebecca Bruzzese
Sarah Anne Cortese *
Sylvie Couture *
Alexis Victoria Fetherston *
Michelle M. Giorlando *

Jordyn Elizabeth Mills
Samantha Marie Morlog
Brittany Nelson
Caroline Marie Karine Ouimet-Cloutier *
Julie Nicole Marie Petrasovic *

Jacob John Pitre *
Gisele Monique Renaud
Sydney Jade Steinberg *
Stacey Lynn Wiley *
Alexandra Zeiter-Smith

Concurrent Bachelor of Arts (Honours) Psychology with Thesis/Bachelor of Education

Stephanie Elizabeth Tripp * #

Bachelor of Arts - (Four-Year Major)

Classical Civilization

Emilie Jane Lassaline

* Graduating With Distinction

** Graduating With Great Distinction

Also receiving Early Childhood Education Diploma from St. Clair College

Developmental Psychology

Nicollette Leigh Coote

Kristen A. Makaric

Developmental Psychology and Family and Social Relations

Marissa A. Grado

Developmental Psychology and French

Percina Josephine Holder

Disability Studies and Psychology

Vanessa Mary DiPierdomenico

Breanne Sullivan

French Studies

Noella Tara Jade Belanger-Lucas
Narishta Luchmun

Cassandra Marujo
Sarah Semenick

Lauren Michelle Touma
Andrew Joseph Trinier

Psychology

Natasha Tina Benner
Samantha Lee Gower
Britny Greaves-Putt
Shelby Lynne McGlone

Tyler Mcphedran
Kara Michelle Meloche
Sabrina Ashley Parent
Tulsi Patel

Christina Petrovski
Amber Toutant
Dave Trojan
Cindy Yeboaa

Psychology and Criminology

Lindsey Anne Bakos

Psychology and English

Katie Lynn Polkosnik

Psychology and Family and Social Relations

Sarah Ling

Psychology and History

Camay E. Smith

Bachelor of Social Work

Honours Social Work

Shamim Abdoulrahmanpour
M. Griselda Alvarado Ovando
Holly Audet
Alyssa Kristine Bechard
Danielle Marie Bianchet *
Krista Louise Briffett
Mark David Buckingham *
Elizabeth Victoria Cameron
Jonathan Raymond Carter
Wanying Chen *
Danielle Antonette Chippie
Shannon Lynn Crampsie *
Nicole Rose Deschamps *
Amanda Sharon Desjardins
Shaunah Catherine Docherty
Kathryn Jane Doermer *
Kaitlyn Alysia Dresser
Bethany Patricia Escoto
Mariah Ford
Laura Golden
Christopher E. Grondin *

Mikayla Hanlon
Andie Maria Hunter **
Francis Kekeh Jeppoe
Rachel Jewell *
Erin Elizabeth Jordan
Israa Kalout
Zainab Kargbo
Jordyn Lariviere
Clayton Jeremy Leal
Chelsie Lefaive *
Danielle Lesperance *
Brandi Colleen Liles
Taylor Whitney Lockbaum *
Chelsey Ann MacDonagh
Caila Marie MacGregor
Simran Mann
Rebecca Marentette
Corinne McDonald
Renee McLarnon *
Cassie Jordyn McMaster *
Nicole Meciar

Holly Joyce Michelle Menard
Leanna Tina Mora *
Dana Lynn Peltier
Rosanna Perissinotti
Angela Christina Raffoul *
Jessica Regan
Keegan Allan Sainte *
Katie Marie Shepherd
Charlotte Smith *
Hannah Stam
Dana-Marie Natasha St Jean
Jasmine Taylor *
Kristyn Florette Thompson
Caralee Tice *
Alexandria Truax
Martha Unger *
Kelsey Vande Ven
Keyanna Gloria Vanloo
Elena Varosi
Nelson Aaron Vasquez-Henriquez
Taylor Jesse Vetro

* Graduating With Distinction

** Graduating With Great Distinction

Sarah Wade
Raylene Wallace
Dylan Harshana Weerasinghe

Haley Amber Wilson *
Shelly Helen Wilson

Kimberly Wirag
Kirstie Elizabeth Young
Heather Zachozy

Honours Social Work and Disability Studies

Zahra Abou Elhassan
Ahmad Boulbol
Alexandra Byrne
Kayla Marie Cercone *

Deirdre Eve Charron
Rebecca Chantel Churchill
Karleah Michelle Freeland **
Ashley Victoria Imeson
Joeeun Kim *

Bryanna Rose Kuharski
Fatma Murtadi
Samantha Ognjanovski *
Emily Taylor

Honours Social Work and Women's Studies

Taylor Dahn Anderson
Thaeann Melanie Bennett *
Katrina Irene Dowhan *
Chantell Dupuis
Khadija Mohamed Abdi Farow

Danielle Nicole Feltham
Brittany Kane
Brianna MacDonald
Deanna Elizabeth Malfara

Sabrina Antonia Marchetti
Devon Tara Paolini *
Christine Rossi *
Katie Jayne Standish
Angella Jacqueline Tembo

Bachelor of Arts

General Program

Kelsey Lauren Adams
Demitra Alisha Bailey
Tracey Michele Bailey
Gabrielle Baillargeon
Stephen Michael Banyai
Crystal Marie Barron
Sammantha Caeleigh Bastien
Jeremy Matthew Bensette
Lauren Patricia Bulych
Marissa Chauvin
Jade Marie Cummings
Jordan Daniel Deneau
Celina Dijkhuizen
Kuinton James Elliott
Sekne Farhat
Cassandra Faubert

Alexandra Christine Frabotta *
Guerlain Kaur Gill
Paige Marie Glasier
Christopher Lee Glendenning
Jenna Ivy-Rose Harris
Vanessa Naide Iaquina
Amy Hope Lecours
Tiffany Jordan Lovell
Areej Mallick
Nashwan Masho
Chukwuebunigom David Mbamalu
Madison Joy McMullin
Maher Mezahi
Patrick Joseph Miller
Delayney Jo Parent
Davide Perri

Anteo Petkovic
Amanda Michelle Phillips **
Dominic Kenneth Mario Pizzolitto
Barbara Priest
Jacob Hunter Robertson
Nicole Lynn Rupert
Christopher Joseph Santos
Lauren Dawn Schooley
Sameena Sultana
Lynn Theriault
Heather Christine Tripney
Diana Tuqan
Abbey Christina VandenBrink
Amber Carolyne Vaters
Jasmine Randi Vido *
Samar Wazne *

Concurrent Bachelor of Arts (General) / Bachelor of Education #

Concurrent Bachelor of Arts (General)/Bachelor of Education

Marshall Benoit Bourque
Taylor Marie Bryer
Heather Amanda Eileen Dennis *
Felicia Anne Di Fazio
Amanda Marie Dymond *
Salena Marie Hart
Lillian Leigh Haskell *

Alisha Kristin Heeney
Cassandra May Kamarlingos
Cecelia Kimberley Anne Kehoe
Lindsay Lee Laforet *
Brittany Marie Lampard *
Jessica Marie Lappan **
Silken Matte Leach
Michaela Mon Soo McComb

Taylor Marie Penny
Lauren Lynn Rogers Hadyniak
Jessica Leigh Sabolick
Carolynne Ruth Shannon
Natalie Louise Treloar
Nicole M. Wasyluk
Onycha Emily Astrid Younan *

Certificate in Second Language Education

Rachel Enis Gaddy *

Erin Elizabeth Mickle

Members of the audience are requested to remain in their places until the academic procession has retired.

University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.

Reception to follow, hosted by the Alumni Association Board of Directors.

* Graduating With Distinction

** Graduating With Great Distinction

Also receiving Early Childhood Education Diploma from St. Clair College

FOURTH SESSION

Wednesday Afternoon, June 15, 2016 at 3 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

*The audience will rise as the procession enters, and will remain standing during the singing of
"O CANADA" and during the Reflection.*

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has
commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

MIRIAM TOEWS

.....

The Chancellor will call upon Dr. Toews to address Convocation.

.....

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

Faculty of Arts, Humanities, and Social Sciences:

*General Program - Arts – Grant Arthur Pennington**

*Communication, Media and Film – Christina Bresolin**

*Dramatic Art – Kathleen Olson**

*English Language, Literature & Creative Writing – Susan Glenda Lindsay***

*History – Kayla Victoria Dettinger***

*Languages, Literatures & Cultures – Hannah Victoria Robinson***

*Music – Nadia Olimpia Santoro**

*Philosophy – Brigham Harrison Bartol**

*Political Science – Adam Gregory R. W. Zvric**

*Sociology, Anthropology and Criminology – Dana Louise Carson**

*Visual Arts – Yiru Chen**

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Dean of the Faculty: Dr. Nancy Wright

Dean, Faculty of Graduate Studies: Dr. Patricia Weir

(First Reader: Dr. Paul Datta)

Doctor of Philosophy

Sociology

Elena Chernyak

A Comparative Study of Intimate Partner Violence in Post-Soviet Countries: Evidence from National Surveys

Master of Arts

Communication and Social Justice

Jihong Kim

Vanessa Lilly

Shuo Wang

Anne-Marie Romanko

Criminology

Caitlin Sivell

Dimitar Trajkovski

Stefan Treffers

English: Creative Writing

Amilcar John Nogueira

Jason William Rankin

English: Literature and Language

Jeremy Terry Lee Johnston

Mehdi Mansour

Courtney Jonna VandeBovenkamp

Sofia Tesic

History

Jonathan Bayer
Zackary Norman Hamm

Craig Joseph Hobin
Sean Christopher Pilutti

Jonathan Andrew Quint
Kevin George Smith

* Graduating With Distinction

** Graduating With Great Distinction

Philosophy

Lauren Jacqueline Earle

Political Science

Isaac Baah
Grace Monika Bachelder
Aline Beydoun

Jessica Ann Brunet
Jesse Taylor Houston
Anne Kantharajah

Charlene Melissa Keizer-Paisley
Yasir Nouri
Gazmon Tahiri

Sociology

Somayeh Hashemi

Nikki Elizabeth Knight

Master of Fine Arts

Tianshi Feng

Tavis Lea
Luke Maddaford

Sarah Marijke van Sloten

Bachelor of Arts

Honours Anthropology

Kathleen Ann D'Asti

Ciara Margaret Kelly

Nicolas Philip Franz Weidl

Honours Anthropology and English

Kelsey Grace Jaques

Honours Communication Studies

James Todd Carrick

Honours Communication, Media, and Film

Laura Andrejicka *
Rachel Elizabeth Beneteau
Matthew Wayne Bhanks
Rachel Frances Bondy
Alexandra Emily Lovely Boychyn
Christina Bresolin *
Benjamin Nicholas Chesnik
Xutong Dai
Erin Stephanie Forbes
Sean Fox
Lei Gao

Rakan Ghresi
John Charles Gould *
Alycia Brooke Gradwell
Steven Patrick Haas
Matthew Jean
David William Alexander Jewell
Melissa Theresa Kahue
Nathan Alexander Laughland
Meaghan Milanis
Cole Lloyd Mogg

Ladan Mohamed
Adam Muraki
Vy Tuong Nguyen *
Sarah Janet Parke *
Lana Jalal Saifalla
Miloš Savić
Jordan Leigh Tapak *
Jordan Leigh Tone
Kimberley Anne Tonietto
Denielle Zamin
Weichao Zhang

Honours Communication, Media, and Film and Political Science

Dharni Grover

Honours Communication, Media, and Film and Psychology

Shannon Claire Dean

Jordan Jeffery White

Honours Communication, Media, and Film and Visual Arts

Rohan Khanna

Christina Nader

Honours Criminology

Nuella Sitima Abraham
Dane Christopher Appleton
Manpreet Singh Baraich
Shantal Shenel Beckford *
Cameron Scott Berge
Mehret Fikadu Biruk

Bianca Colaluca
Racquele Marie Drummond
Brandon Ferriss
Jenna Danielle Fullerton *
Natasha Naomi George
Matthew Domenic Guarino

Sarah Rachel Hamel *
Sarah Nicole Hemstreet
Puneet Kaur Johal
Cheyenne Cora Lynn Laforet *
Nathan Joel Lavoie *
Spencer Albert Lawn

* Graduating With Distinction

Christopher Lugosi
Solomon Agboola Luwoye
Jeremy Raymond Miller
Tristan J. Miller *
Alexis Leigh Mousseau

Alia Sheherazad Oozeer
Danielle Lynn Ouimet
Cameron Christopher Pfeifer
Mohamed-Reda Souala *

Antonio Charbel Tannous
Aleksandar Trpceviski
Mitchell William Welacky
Lubna Yahya *
Marko Zubac

Honours Criminology and History

Ryan James Nolan *

Honours Criminology and Political Science

Lindsay Nicole Closs

Melissa Virgili

Honours Criminology and Psychology

Derek Joseph Leclair

Samantha Lynn Spearing

Honours Criminology and Sociology

Sara Houda Houssami

Melissa Anne Milford

Honours Drama

Danielle Nicole Beneteau

Katrina Lynn Flack
Kayla Rose Shephard

Alaura Rachel Tiffin *

Honours Drama and Communication, Media, and Film

Erik de Paulsen *
Sahar Hafeez

Nicole Luann Harding *

Calandra Hudson
Kathlene Olson *

Honours Drama and English

Kirthana Sasitharan

Honours Drama and Psychology

Ashleigh Reed Lucas *

Honours Drama in Education and Community

Riley Donald William Campbell
Erin Cunningham *
Alexandra Vesna Filipic

Rachelle Marie Gagnier
Elyssa Ann Kurylo
Haley Kathleen McTaggart

Alanna Germaine Marie O'Reilly *
Geordie Alan Pollock
Amanda Donna Lynn Purdy-Abbott

Honours English and Classical Civilization

Lorraine Beck

Honours English and French

Alexandra L. Biniarz

Maggie Chan *
Alisha Renee Papineau *

Rachel Alexandra Stadder *

Honours English and History

Alex Leixner

Honours English and Modern Languages-German Option

Renata Jankovic

Hannah Victoria Robinson **

Honours English and Philosophy

Brigham Harrison Bartol *

Honours English and Political Science

Nathan John DeVries *

Honours English and Psychology

Alexandrea Margaret Tulett

Honours English and Sociology

Dana Louise Carson *

Honours English Language and Literature

Kristen Barney
Kristen Nicole Buchanan
Brianna Marie Craig
Michael Doyon
Lauren Taylor Farquhar *
Courtney Anne Grosse

Daniella Hernandez
Stephanie Hernandez *
Yasmin Kawsara
Susan Glenda Lindsay **
Kayla Marie Masaro
Michael Ford McLean *

Anthony P. Nicoletti *
Allisa Vittoria Oliverio
Kane Reed-Andreev *
Amber Allison Shearer *
Patrick Richard Tricarico
Courtney Ward

Honours English Literature and Creative Writing

Vanessa Barraco
Izza Eirabie
Malak El-Tahry *

Wesley Jacob Foster
Adelaide Corinne King

Hannah Burke Leadley *
Christine Danielle Scott
Rachel Angela Brantley Wing

Honours English Literature and Creative Writing and History

Jennie Lynn Broadwell *

Honours English Literature and Creative Writing and Philosophy

Emily Dobson *

Honours English Literature and Creative Writing and Psychology

Martha Joanna Soszynski

Honours English Literature and Creative Writing and Visual Arts

Carolyne Amanda Hess

Honours Family and Social Relations

Erin Elizabeth Mickle

Bilan Ali Mohamed
Deanna Mollicone

Sophie Nelson-Crouse

Honours History

Salma Taher Abumeeiz
Clairice Ann Allsop *
Justin Morgan Appler *
Jonathan Brook Brignall
Matthew Raymond Charbonneau *
Nicole Annette Chittle
Caitlin W. Crawford
Kathryn May Demarsh

Kayla Victoria Dettinger **
Kathrina Sylvia Favot
Lisa Ann Huntingford
Marissa Karatzias
Abdul Hakim Merhi
Rebecca Lynn Miller
Michael Nicholson *
Carly Rebecca Marie O'Neil

Al-Fadl Osman *
William Tyler Pickel *
Matthew Gregory Presello
Michael Soulliere
Joseph Spurdza
Sydney Camille Staddon
Victoria Margaret Van Gent
Melanie Louise Weingarden

Honours History and Communication, Media, and Film

Peter Sawicki

Jakob Patrick Joseph Skrzypa *

Honours History and Political Science

John-Michael Markovic *

Jonathan Mertz *
Robert Michael Fowler Moore

Jelena Stankovic

Honours International Relations and Development Studies

Sandra Martin-Rodriguez

Kenneth John Moses
Adam Francesco Nardone

Adam Gregory R. W. Zvric *

Honours Labour Studies

Krista Marie LaPorte

Honours Liberal and Professional Studies

Peter John Soteris *

Honours Liberal Arts and Professional Studies

Blake David Irons

Clint Rejean Jessie Kyksa *

Christine Claire Provencher

Honours Media Art Histories and Visual Culture

Erin Catherine Christmas

Nicolette Anne Fraser *

Na Su

Honours Music

Melaina Bester

Honours Political Science

Dillon Joseph Andary *
Domenic M. Bertolo
Matthew Anthony Couloufis *
Zain Daudi
Adam Ali Elkeeb

Stuart Charles Evans
Chitom Ezeokonkwo
Dylan Alexander Clifton Henderson
Stephen Alexander Koss

Joanna Sandra Markiewicz
Chelsea L. Masse *
Chantal Niyochuti
Corey Shenken
Steve Alexander Suta

Honours Political Science and History

Sean Paul Antaya *

Honours Political Science with Law and Politics Specialization

Zachary Jeffery Battiston *
Farah El-Hajj

Jenna Angelica Masotti Gibb

Margaret Evelyn Parkhill *
Edmond Velu

Honours Sociology

Ekhoe Amadasun
Sikander Riaz Bhatti
Katrina Ellaine Avery Catana Blanton
Christina Chibani

Kevin Mitchell Laporte
Yun Liang
Shane Patrick McGorman
Susannah Rae Obeid
Maria Lori Oliverio

Syeda Hubaiba Shakil
Amanda Iona Szabo
Whitney Walton
Samantha Ashlyn Wauthier

Honours Sociology and Criminology

Jenna Marie Hotham *

Alysha M. Ponniah

Kristie Elizabeth Price

Honours Sociology and Social Justice

Samar Chouman

Honours Visual Arts and Communication, Media, and Film

Ahmed Drebika

Rick Santarossa
Kurtis R. Sasso

Leila Poet White

Honours Visual Arts and Psychology

Anastasiya Koretska

Honours Women's Studies

Kelsey Packham

Concurrent Bachelor of Arts / Bachelor of Education

Concurrent Bachelor of Arts (Honours) English Language and Literature/Bachelor of Education
Hanan Khaled #

Concurrent Bachelor of Arts (Honours) Music/Bachelor of Education

Caprice Jolene Ann Tevelde * #

Bachelor of Arts - (Four-Year Major)

Anthropology and Psychology

Teiana Harris

Communication, Media, and Film

Ian Fergus Campbell
Joseph Murray Caruso

Yuheng Chang
Joshua Evan Dimu

Carlin Mclean
Dejaun Jaiquise Smith

Communication, Media, and Film and English

Michelle Ann Krska

Communication, Media, and Film and Psychology

Mackenzie Irene Adams

Criminology

Paul Bezzo
Monique Bolin
Santrisha Brooks
Yesmina Captan

Ryan Charbonneau
Mouna El-Ayoubi
Luigi Falzetta
Marian Kakous

Terry Kwasi Nyarko
Wade Wilfred Peltier-St. Louis
Christopher Michael Teeuwen
Nicole Veselinovski

Criminology & Political Science

Hussein Zarif

Criminology and Family and Social Relations

Stephanie Ruffin

Drama and Psychology

Salem T. Berhane

English and French

Julie Assunta

English Language and Literature

Alexandra R. Bondy
Samantha Braidford

Marisa Nicole Desjardins

Kerrie Laforet
Amanda Leigh McFadden

Family and Social Relations

Jessica Dina Colaluca

Family and Social Relations and Psychology

Irene Mroz

Shanelle Rhoda Hazel Williams

History

Victor Arhin Jr.
Olivia L. Coughlin

Angela Lena Myers

Klaudia Zofia Sarninska
Evan Timothy Will

History and Political Science

Amy Hartley

International Relations and Development Studies

Temitayo Hannah Oketunji

Valerie Modupe Omorodion

Liberal and Professional Studies

Marc Anthony Schincariol

Samia Marguerite Fatim Zerbo

Political Science

Abdulrahman Ragheb Idris Yahya Ahmed

Bukola Akinyimide

Catherine Elizabeth Deluca

Political Science with Law and Politics Specialization

Ahmad Siar Ahmad Shah

Sociology

Ryan Robert Burns
Christian Michael-Cedric Carter
Stephanie Rebecca Dalpe

Huynh Vu David Dang-Le
Pur Duoth Jany

Nicholas George Kotselidis
Carley Anne Marks
Daniel Girma Tilahun

Visual Arts and Communication Studies

Rosina Maria Riccardo

Visual Arts and Communication, Media, and Film

Bethany Nicole Swistara

Women's Studies

Natai J. Kirnon

Women's Studies and Sociology

Jamila Adisa Barrett

Bachelor of Fine Arts

Honours Acting

Eric James Branget *
Natalia Bushnik *
William Paul Chandler *
Daniel Richard Curtis
Marina Isabel Sharon Gomes *
Callum Iain William Gunn *

Brian Joseph Haight *
Erik Hughes Helle
David Nicholas Hudyma
Ryan Barclay Iwanicki *
Brendan Stuart George Kinnon *
Robin Louise Luckwaldt Ross *

Andrea Grace Thamer Meister
Mauro Meo
Kai Campbell Jordan Austin Novak
Clarisse Anne Reid
Emerjade C. Simms
Kathleen Marie Gascho Welch *

Honours Visual Arts

Ashleigh-Anne Arca *
Yiru Chen *
Erin Elizabeth Fyfe Donnelly
Charl Francois Fourie

James Georges Groulx
Sophie Hinch *
Julia Alise Teresa Lepera
Stephanie Marie Mele
Hao Pan

Janelle Nicole Poisson *
Amy Lee Rae
Jennifer Taylor Romaniuk
Jillian Rose Siu *

* Graduating With Distinction

Bachelor of Music

Honours Music

Carl Binasoy
Hayley Yvonne Duggan *
Lisette Anne Lynn Gagnon *

Carmen R. Habuda
Brandon James Lefrancois *
Christopher Charles Martel
Chloe Marie McKinnon *

Graham Nicolls
Michael Domenico Petrino
Nadia Olimpia Santoro *

Honours Music (Comprehensive)

Ashley Sherry Edna Buck

Molly Catherine Rastin *

Bachelor of Music Therapy

Honours Music Therapy

Amber Katrina Christopher *
Aislynne Johnson

Deidre MacLeod *

Emily Elena Naccarato *
Cordon Elizabeth Purcell *

Bachelor of Arts

General Program

Chinedu
Everistus Agbalizu
Olusegun David Akinwumi
Almothana Mohamed Al Daoud
Jennifer Leanne Alderson
Jenev Ananthanayakam
Bambassema Badjo
Laila Jasmin Bakridan-Martinez
Austin Seth Bartos
Kiana Shaye Barbara Beaulieu
Sanaz Behmaram
Veronica Jane Beno
Sarah Angelique Bouchat
David Anthony Brown
Geoffrey T. Bryan
LaTasha Caesar
Scott Edward Childerley
Miranda Cole
Jonathan Sidney Cooke
Natalie Danielle Crowe
Vlora Dervishi-Vukaj
Jalissa Dickson
Sarah Kathleen Dignan
Igor Dzaic
Ali El-Mehdawe
Anirejuoritse Emiko
Allan Douglas Falkingham
Mitchell Louis Farrell
Mark Alexander Peter Fernandez
Annette Ruth Fitzsimmons
Bianca Felicia Foradori
Audrey Garant
Troy Garron
Camilo Andres Gonzalez
Farah Haji-Mahmoud
Jill Carling Harvey
Andre Kryshan Akeem Henry
Man Yuk Ho

Tamara Hossack
Rustin Jafari
Aaron Jahn
Lauren Marie Johnston
Jonathan Joyce
Ali Khatib
Victoria Laura Dawnn Kirst
Zoe-Theodora Kolonelos *
Stacey Lynn Kyle
Hoang Le
Brendon Duk Wal Lee
Benjamin Wah Sung Leung
Lladenne Lewis
Jiawen Li
Shaozhong Liang
Quinton Loop
Yolanda Patricia Macfarlane
Fiona Jean Magor
Parveen Malik
Matthew Nicholas Mancina
Luiza Maynart Siqueira Sobral de Carvalho
Megan Sarah McCauley
Kylene Shandra McRae
David Milne
Nathaniel Nash
Joseph Doan Nhan Nguyen
Lauren Maria O'Brien
Meghan Janet O'Keefe
Andre Real Ouellet
Thérèse Palmer
Linda E. Parker
Stephen Peters
Brandon Joseph Pritchard *
Sean Quinn
Amy Lee Rae
Nicolaus A. Riccardo
Shaun Alan Frederick Roesel
Daniel Rutherford

Gaurav Vinayak Sardesai
Christopher J. Schnurr *
Eric Sernatinger
Cleo Alexander Smallwood-Peebles
Jake Jared Smart
Delaney Michele Soall
Adekole Oluwayemisi Soluade
Sean William Sommerdyk
Natalee Speers
Hassan Srour
Steven W. St. Denis
Emily Doris Joanne Stark
Jessica Charlene Steinhoff
Jennifer Jeannette Stirtzinger
James Earl Stoner
Zhao Sun
Nick Sutcliffe
Zak Taffinder
Flora Takach
Edward Tang
Tanisha Taylor
Maciah Jayne Telfer
Nickidia Elecia Thompson
Amy Alexandra Thomson
Nicholas Thrasher
Laura Lee Tuomi
Matthew David Van Buskirk
Shaminder Kaur Wahid
Brendan Robert Warnock
Candace Ariane Watson
Allison Mary Wayvon
Shanice Olivia Williams
Sarah Frances Cote Witte Prushi
Siyi Xu
Tara Yousif
Xuchen Zhang

Concurrent Bachelor of Arts (General) / Bachelor of Education #

Concurrent Bachelor of Arts (General)/Bachelor of Education

Beckie Lee-Anne Berlasty *
Katelyn Shantal Marie Brochert *
Kayley McCall Hodges *

Mary-Kate Aileen Lambier *
Lauren Ashley Leonard
Brodie Rose McPhail
Michelle Papineau

Jordyn Alison Rafuse
Allison Danielle Scheele *
Jessica Renee Verrier

Certificate in Arts Management

Alice Amazona Fox Lundy *

April Joy Morris *

Kathryn Elizabeth Vlanich

Certificate in Public Administration

Joanna Sandra Markiewicz

Diane M. Ryan *

*Members of the audience are requested to remain in their places until the academic procession has retired.
University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.
Reception to follow, hosted by the Alumni Association Board of Directors.*

* Graduating With Distinction

Also receiving Early Childhood Education Diploma from St. Clair College

FIFTH SESSION

Thursday Morning June 16, 2016 at 10 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

*The audience will rise as the procession enters, and will remain standing during the singing of
"O CANADA" and during the Reflection.*

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has
commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

JOSEPH A. SCHWARCZ

.....

The Chancellor will call upon Dr. Schwarcz to address Convocation.

.....

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF ENGINEERING

Dean of the Faculty: Dr. Mehrdad Saif

Dean, Faculty of Graduate Studies: Dr. Patricia Weir

(Reader: Dr. Mehrdad Saif)

Doctor of Philosophy

Civil Engineering

Mehdi Heidari

Wake Characteristics of Single and Tandem Emergent Cylinders in Shallow Open Channel Flow

Vimaldoss Jesudhas

Modeling of Free-Surface Flows with Air Entrainment

Electrical Engineering

Shoaleh Hashemi Namin

Low Power Finite Field Multiplication with Wireless Security Applications

Environmental Engineering

Wudneh Ayele Shewa

Converting Low Value Lignocellulosic Residues to Valuable Products Using Photo and Bioelectrochemical Catalysis

Industrial and Manufacturing Systems Engineering

Sahand Ashtab

Mathematical Modeling and Optimization of Three-echelon Capacitated Supply Chain Network Design

Nooshin Nekoiehmehr

Due Date Quotation and Delivery Schedule in Dual Channel Supply Chain

Abdulrahman Seleim

Modelling and Performance Analysis of Manufacturing Systems Using Max-Plus Algebra

Victoria Sara Louise Townsend

From Participation to Differentiation: A Framework for Re-Designing a Socio-Technical System

Mechanical Engineering

Mojtaba Ahmadi-Baloutaki

Analysis and Improvement of Aerodynamic Performance of Straight Bladed Vertical Axis Wind Turbines

Iain Alexander Stewart Cameron

Development and Analysis of a Split-Cycle Engine Fuelled with Methane

Mohammadali Esmaeilzadeh

A Cartesian Cut-Stencil Method for the Finite Difference Solution of PDEs in Complex Domains

Mehdi Hajian

Reconstruction and Analysis of Ultrasound Images for Transcranial Ultrasound Applications

Marko Jeftic

Strategies for Enhanced After-Treatment Performance: Post Injection Characterization and Long Breathing with Low NO_x Combustion

Master of Applied Science

Automotive Engineering (International)

Ashley Nicole Lehman +

Civil Engineering

Yong Bai

John-Sebastian Branston

Ran Ran

Aya Ahmed Eltohamy Abdelrazek Ahmed Hagag

Electrical Engineering

Raqib Ahmed Asif
Lin Li
Manpreet Singh Malhi

Sanam Mehta
George Michael Pantelimon
Kunwar Muhammed Rehan
Putul Saha

Qing Yun Tang
Shashibushan Yenkanchi
Siyu Zhang

Engineering Materials

Zeyuan Cui

Muhammad Zafar Ullah Khan
Chen Ye

Jianping Zou

Environmental Engineering

Omotola Hadizat Ajao

Lamyaa Moufadel Abd Rahman Azemmat
Dehua Hu

Xiaobin Wang

Industrial Engineering

Justin William Britt

Sagar Manohar Hedao

Qiqi Zhang

Mechanical Engineering

Haoyang Cen
Scott Caldwell Hunt

Jean-Paul Martins

Prashant Kaliram Pradip
Da Xu

Master of Engineering

Civil Engineering

Waleed A. Alsaikhan
Aakash Alkesh Chokshi
Joseph Cozzolino
Santo Cozzolino
Bhawanpreet Singh Grewal
Aojeen Issac

Shane Michael Lafontaine
Abhay Malik
Sahar Mazhari
Atefeh Mehdilou
Ibrahim Mohammed

Navpreet Singh Pannu
Charbel Saad
Matin Sadrzadeh-Afsharazar
Tousif Ahmed Siddiqui
Hardik Bharatbhai Thakkar
Yu Wang

Civil Engineering (Co-operative Education/Internship)

Aakash Bagchi

Zhizhou Ge

Computer Engineering (Co-operative Education/Internship)

Bhavpreet Kaur Bains
Ramanjot Kaur

Gaurav Kumar
Syed Muhammad Ahmed Latifi
Shomil Saini

Sri Kalyani Mounica Devi Sare
Amanjot Singh

Electrical Computer Engineering

Maqsood Ahmad
Osazuwa Amadasun
Amrinderpal Singh
Mansi Arora
Harshraj Ratnasinh Atodaria
Harbir Kaur Benipal
Yajing Cheng

Barindpal Dhanesar
Amajadkha Badekha Dolani
Gursimrat Gill
Karanpreet Kaur Gill
Rajdeep Kaur Gill
Harmanpreet Kaur
Mandeep Kaur

Param Simran Kaur
Ratinder Kaur
Arun Kumar
Mandeep Singh Kundal
Yu Li
Karthikaa Mariappan
Danish Muneer

Pratik Murari
Nitika
Jashanpreet Singh Pahwa
Jeet Joykumar Pandya
Bhavishaben Parmar
Aranksha Norman Patel
Jay Vadilal Patel
Shreyashkumar Hasumukhbhai Patel
Puneet Kaur Rahil

Jhujhar Singh Randhawa
Ravneet Kaur
Paras Jivrajbhai Sachapara
Manveer Singh Saini Bola
Harsimran Singh Sandhu
Arshveer Kaur Sidhu
Amritbeer Singh
Avneet Singh
Gagandeep Singh
Kamalpreet Singh

Mandeep Singh
Simarpreet Singh
Dachuan Sun
Kangana Dhirenabhai Talpada
Navjot Singh Virdi
Fanyao Xia
Zefan Yu
Mengyu Zhang
Feng Zhu

Electrical Engineering

Abu, Nayeem
A. S. M. Ashraf Ahmed
Tanvir Arora
Arpana
Neeraj Bhardwaj
Jaswinder Singh Bhullar
Xi Bi
Maninder Singh Brar
Junxi Cai
Ankit Pravinsinh Dabhi
Shourav Kumar Das
Arshdeep Singh Dhindsa
Shuanglong Dong
Diepreye Samuel Egberipou
Aochi Fan
Nishit Garg
Jaybharthi Goswami
Ishita Gupta

Syed Mohsin Hussain Kazmi
Ayomide Ketiku
Muhammad Sawan Khan
Sapanpreet Kular
Rahul Reddy Lingam
Neha Luthra
Ramneek Kaur Mann
Vaquas Jibran Mohammed
Swathi Nattuva
Jeshanah Nivethana
Anuj Rajubhai Patel
Deep Pravinkumar Patel
Dhruvkumar Vinodbhai Patel
Harshilkumar Kiritbhai Patel
Smit Prakashchandra Patel
Hang Qu
Tawseef Quraishi
Ruchi Rajpura
Shivani Rana

Syed Ali Safeer
Dharmeshbhai Parshotambhai Satani
Mohammad Faruk Sharif
Muhammad Anas Siddiqui
Usama Siddiqui
Manpreet Kaur Soodan
Cunzhi Tang
Chuntao Tian
Muthalagappan Venkatachalam
Haochun Wang
Sihan Wang
Tianhao Wu
Ye Xiao
Hanxing Zhan
Hao Zhang
Hongkai Zhao
Chongxia Zhou
Yanzhen Zhou

Electrical Engineering (Co-operative Education/Internship)

Bilal Ahmad
Md Mahbubul Alam Chowdhury

Goras Desai
Jashanpreet Singh Lotey

Pavan Sri Vathsav Nyshadam
Mohammed Zakir Hussain Shaik

Engineering Materials

Li Han
Andre Hormiz

Liyuan Jiang
Xin Li
Kun Liu

Vijaya Prabakaran
Jay Vireshkumar Shah

Engineering Materials (Co-operative Education/Internship)

Pankaj Satishbhai Sharma

Environmental Engineering

Zongheng Guan

Yaqiong Xu
Peiran Yang

Chao Yin

Industrial Engineering

Nimalraj Gajendiran
Rohit Satyawalan Ghadge
Sai Tejesh Gottam
Venkatalakshmi Sudarsan Gudivada

Chandra Mohan Jayasankaran
Md. Imrul Kaes
Chenyang Li
Rajesh Jude Medidi
Sai Tarun Moravineni

Pratik Chandrakant Oswal
Shaik Khasim
Ravi Jagdishprasad Sharma
Kalkin Shelat

Industrial Engineering (Co-operative Education/Internship)

Sairam Gowrisetty	Bhaumin Chandrakant Patel	Nikhil Sood
<i>Mechanical Engineering</i>		
Omar Adnan Abed	Vishva Manojkumar Mahera	Kunal Puri
Kaushal Girishkumar Amin	Jaspreet Singh Mand	Anuragkumar Chhaganlal Radadiya
Amandeep Singh Arora	Fahwa Mansoor	Satender Rana
Krishna Kishorbhai Baktarwala	Vivek Ashokkumar Modi	Udaybhan Singh Rana
Jay Sunilkumar Bhavsar	Azhar Mohammad	Jugraj Singh Randhawa
Yufeng Cong	Naseeruddin Mohammad	Jainik Shah
Vikramsingh Dahiya	Keyur Jitendrasinh Morthana	Sahil Sharma
Harmanveer Singh Gill	Sarat Chandra Nedunuri	Bikramjeet Singh Sidhu
Nagendrasinh Gohil	Rohan Negi	Amarveer Singh
Shuqin Gong	Dixit Baldevbhai Patel	Gagandeep Singh
Fengtian Gu	Jval Patel	Mandeep Singh
Laxman Dilip Gudivada	Parth Patel	Manmeet Singh
Abhilash Suresh Gunaki	Prabhav Rasikbhai Patel	Shahbaz Singh
Rui Guo	Sanket Patel	Jingyi Sun
Lulu Huang	Swapneel Jayeshkumar Patel	Rahul Bharatbhai Thakkar
Landing K. Jatta	Vipul Chhaganbhai Patel	Raminder Singh Ubhi
Priyen Sanjaybhai Kachhiya Patel	Ajaywant Singh Phull	Jigarkumar Vipinchandra Varia
Sarvilkumar Hareshbhai Kapadiya	Milan Popadić	Kechao Wu
Changdong Liu	Deepak Prasanna Kumar	Pengfei Zhen

Mechanical Engineering (Co-operative Education/Internship)

Venkatesh Jakka	Muhammad Atif Munir	Vikrant Patel
Suraj Joshi		Senthilnathan Selvarajan

Mechanical Engineering-Automotive Option

Karan Shubhakar Addamane	Shijie Li	Purvesh Solanki
Yuan Bai	Ru Lin	Senthilkumar Subramanian
Xiaodong Cai	Jiewen Liu	Sheng Tang
Xixi Cao	Bushui Ma	Dhineshwar Thangavelan
Shanhua Cui	Ma, Yiran	Shubham Tyagi
Soumitra Satyajit Damle	Darshankumar Babubhai Patel	Shan Wang
Rupen Gupta	Pushpendrakumar Amaratbhai Patel	Xiaoyan Wang
Dhaval Kumar Vinodchandra Hajari	Viraj Kanubhai Patel	Yunpeng Xia
Roshan Sebastian Jayakumar	Siddhartha Jitendrakumar Raval	Qingqing Xie
Naga Ramya Kantamaneni	Arpan Hiteshbhai Shah	Chao Yun
Sudheer Babu Karumanchi	Jay Shah	Xuhui Zhong
Nanthawoot Khunkeaw	Xiaozheng Shen	Xuebin Zhou
Suprabhat Koganti	Gurjot Singh	Yiting Zhou
Kejia Li	Shivam Singh	Guannan Zhu

Mechanical Engineering-Automotive Option (Co-operative Education/Internship)

Eriesiri Afabor	Rakesh Rohan Lamba	Hardik Ashok Patel
Surya Praneeth Alamuri	Ramana Varma Mohan Rammurthy	Kumar Ashok Rajpal
Adi Dharmaraj Abedhanandakkannan	Karthikeyan Moorthy	Agamjot Singh
Abhishek Kumar Jaishwal	Gaurav Bajirao Mudekar	Arjunkumar Srinivasakumar Hemalatha
Karan Kathuria	Vijaya Prabhakaran Pandiyarajan	Neeraj Verma
Bilal Rashid Khan	Shreyas Parthasarathy	Libo Xiao

Bachelor of Applied Science

Honours Electrical Engineering

Brandon D. Baioff	Pablo Cesar Encina Lopez	Jingchao Wu
-------------------	--------------------------	-------------

Honours Industrial Engineering

Abdulmajeed Suhail A. Almutairi
Hamad Mohammed Alsaleem

Philip Uchenna Asaije
Ravneet Singh Multani

Jules Rwizihira *
Mansour Hassan Shahbar

Honours Industrial Engineering with Minor in Business Administration

Ahmad Mahmoud Abdul Ghafour
Abdulmajeed Mohammed Abdullah
Mohammed Khalid Al Jabr
Al-Batoul Al-Rfouh
Nawaf Musadaq Basindwa
Mina Kalada Bell-Gam

Khalid El Rashid Dafalla
Karabo Nikkie Ditsala
Ahd Elkum
Sheylen Jagajodhy
Fahad Saeed Khan
Besim Kalajdzic *

Waseem Essam Mohammed Musbah
Joshua Taylor Noseworthy
Egbo Nwaesei
Hussein Osman *
Andrew Quick
Liang Shao

Honours Industrial Engineering with Minor in Business Administration Co-operative Education

Ines Muco

Anujan Thanabalasinkam

Honours Mechanical Engineering

Samer Al Shaibani

Mohamed Gaballa

Honours Mechanical Engineering Co-operative Education

Adrian Joseph Cerovec

Honours Mechanical Engineering with Automotive Option

Jan Czibor

Honours Mechanical Engineering with Materials Option

Richelle Renee Dolan

Bachelor of Engineering Technology

Ivan Jerome Baguisa
Jamal El Dairaki

Puru Li

Erald Malindi
Krujan Wivekananthar

Mechanical Engineering

Brian P. Chiasson

Yuefang Deng

*Members of the audience are requested to remain in their places until the academic procession has retired.
University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.
Reception to follow, hosted by the Alumni Association Board of Directors.*

SIXTH SESSION

Thursday Afternoon, June 16, 2016 at 3 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.Sc. (HONS.), M.Sc., Ph.D

*The audience will rise as the procession enters, and will remain standing during the singing of "O CANADA" and during the Reflection.
Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

LYNTON RONALD WILSON

.....

The Chancellor will call upon Dr. Wilson to address Convocation.

.....

Presentation of Alumni Teaching Award

DR. VINCENT E. GEORGIE

Board of Governors Medal

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

Odette School of Business:

*Business Administration – Boyuan Wang***

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

ODETTE SCHOOL OF BUSINESS

Dean of the Faculty: Dr. Allan Conway

Dean, Faculty of Graduate Studies: Dr. Patricia Weir

(First Reader: Dr. M. Fazle Baki)

Master of Business Administration/Juris Doctor

Cory Lastman

Ari Michael Unterman

Master of Business Administration

Amber Lynn Bernachi
Jeff Blackshaw
Katharen Marie Bortolin
James David Carvalho
Piotr Chemel
Vincent Joseph Colussi
Jason Dupuis
Amy Marie Fleming
Eric Joseph Freeze
Paul Edward Fulton
Renato Galusic
Evgeni Ilianov Gentchev

Alban Hyssen
Tyler Jahn
Gopinath Kandasamy
Prasoon Kukreti
Lauren Lalovich
Taylor Neil Laporte
Danial Malik
Samantha Rose Martin
Evan William Matthews
Vlado Mazic
Leo Novakovic
Jessica Carolyne O'Kane
Michael Connor Edward Paterson

Blake Alexander Pauls
Xialei Peng
Hilary Lynn Pontini
Lotus Paige Pupulin
Michael A. Ruffolo
Yandong Tong
Thomas Dean Turley
Spencer Roderick Van Buskirk
Rui Xi
Yi Xie
Devan Zanatta
Zhen Zhu

Master of Management

Mohamed Abaied
Olawuyi Mayowa Adetoyi
Adedotun Felix Adeyemi
Afua Kraa Afranie
Ali Abbas Ahmed
Uzair Ahmed
Toluwalope Odunayo Akande
Moyosore Akinloye-Oyeyemi
Moayad Saleh Alahmad
Aidhah Albraiki
Mohammed Al Jassem
Yasir Altuwaijri
Muhammad Umar Amjad
Saidu Oke Amodu
Aman Arora
Jing Bai
Vedant Bajaj
Nitisha Balasubramanian
Yewande V. Bamgbala
Oduonyi Bibama
Rabiu Segun Yemaro Bisiriyu

Yuqi Cai
Jingjing Cang
Siamrath Chalanak
Cheng Chen
Hong Chen
Jingyi Chen
Si Chen
Xi Chen
Yiran Chen
Deri Chong
Md Maruf Chowdhury
Abdelfattah Dagieg
Haoran Dong
Haofei Duan
Augustine Ngozi Egwim
Nsikan Ekere
Genevieve Enwezor
Juncong Fu
Mary Gali
Mohan Gao
Pengcheng Gao

Yuzhan Gao
Ebunoluwa Omowunmi Gbadebo
Tan Ge
Miao Gong
Zhen Gong
Haiping Guo
Jiangyuan Han
Juliana Hincapie-Mesa
Guangen Hong
Hongnan Hou
Majid Hussain
Qishan Jian
Amin Jiang
Zihao Ju
Sindhiya Junejo
Deepgagan Kaur
Hasnain Ahmed Khan
Samiul Alam Khan Chowdhury
Shravan Khandpur
Supornpat Kittichit
Travis Lafferty

Xu Lan
 Chao Li
 Cheng Li
 Fei Li
 Hui Li
 Jiaheng Li
 Jingyi Li
 Jun Li
 Lei Li
 Mengdi Li
 Xiaotian Li
 Yingjie Li
 Fangning Liu
 Jian Liu
 Jing Liu
 Jinyuan Liu
 Yutong Liu
 Jiaying Long
 Yuan Lu
 Ling Luo
 Bing Ma
 Dingyanshen Ma
 Siyuan Ma
 Gulimire Maimaiti
 Muhammad Majid
 Qianqian Mao
 Shiyu Meng
 Yahui Meng
 Xin Nian
 Shiran Nie
 Navya Nithyananda
 Uche Sandra Nwokolo
 Chioma Jennifer Nwozor
 Noah Jolomi Ofoeyeno
 Ebere Sylvia Ogbodo
 Oluwapelumi Bankole Ogedengbe
 Oluwaremilekun Deborah Ogunlaiye
 Chinonso Myrrh Okafor
 Naomi Oladipupo Teuch
 Abisola Funke Olatunji
 Akintunde Omoniyi
 Hope Onyenwenu
 Uchechukwuka Frances Oweleke
 Jin Pan
 Yu Pei
 Rajini Penta

Sandhya Philip
 Haosu Qi
 Wanting Qi
 Xiaoxuan Qi
 Xiaojun Qiao
 Mushfiqur Rahman
 Oluwamuyiwa Emmanuel Raji
 Mohammad Al Rakib
 Kaijun Ren
 Qian Ren
 Yu Ren
 Wandia Riunga
 Murad Rizwan
 Linthie Roberts
 Jingjing Ruan
 Shalu Sahai
 Aminat Olamide Salami
 Qing Shang
 Shijie Situ
 Oludayo Sola-Akinsola
 Ukeme Eteyen Solomon
 Junxiao Song
 Rui Song
 Bo Sun
 Chaoran Sun
 Jin Sun
 Mingwei Sun
 Wen Tang
 Asha Thomas
 Xiaoyun Tu
 Enobong Kokoma Umoren
 Anqi Wan
 Chaosheng Wang
 Cong Wang
 Hao Wang
 Junhan Wang
 Lu Wang
 Luna Wang
 Meiqi Wang
 Miao Wang
 Qiyu Wang
 Ruoyu Wang
 Shengyu Wang
 Shiyu Wang
 Xueyan Wang

Xueying Wang
 Yuyang Wang
 Zixian Wang
 Chen Wei
 Guanlun Wei
 Ruoqi Wei
 Yang Wen
 Teniola Michael Williams
 Wen Wu
 Xiaoqing Wu
 Zhihao Wu
 Mali Xiao
 Hanyu Xu
 Jiangjie Xu
 Jianzhong Xu
 Pei Xu
 Zhao Xu
 Yan Yan
 Yang Yang
 Zhaoqi Yang
 Qianying Ye
 Xin Yin
 Jinli Ying
 Lili Yong
 Chao Yu
 Minghui Yu
 Bingqian Yuan
 Jialu Yue
 Qiaonan Zan
 Bo Zhang
 Lin Zhang
 Qingnan Zhang
 Tianxiao Zhang
 Yidan Zhang
 Yiyi Zhang
 Yu Zhang
 Zhen Zhang
 Bo Zhao
 Huiyan Zhao
 Ning Zhao
 Wenting Zhao
 Yu Zhao
 Hanyu Zheng
 Jiexi Zheng
 Yi Zhu
 Yingting Zou

Bachelor of Commerce

Honours Business Administration

Sarah Anne Abdallah
 Damilola Adebimpe Abimboye
 Oluwakemi Victoria Adebayo
 Adedamola Yusuf Adeyemo
 Joshua Ayomide Akinsanya
 Anwar Alfadli
 Alain Aloy
 Mansour Saud Altamimi
 Adam Fernando Amaro *

Steven Asirifi
 Sara ElMudathir Ataelmanan
 Matthew Athanasios Athanasopoulos
 Megan Barnett
 Ghasan Hussein Yacoub Bassiso
 James D. Beaton
 Brett William Benson
 Arsh Bhatia
 Hansa S. Bhatia

Jaclyn Daniele Bingeman
 Julia Marianna Blas
 Kayla M. Bodyk
 Julia Louise Bogl
 Colton Boros
 Jessica Marie Boutros
 Jessica Brown
 Kurtis Jared Buckeridge
 Shane Alexander Burgess

* Graduating With Distinction

Kieran Joseph Branco Buzek
 Keifawna Kayann Campbell
 Yin-Ming Jade Chan
 Baoxin Chen
 Dongying Chen
 Huiting Chen
 Lei Chen
 Yunru Chen
 King Yu Cheung
 Marie Victorine Chinbuah
 Tsz Chung Chiu
 Serena Colarossi
 Silvano Pasquale Colarossi
 Blake Collins *
 Caitlin E. Collins
 Matthew David Cooper
 Peter Joseph Corio *
 Mia Sandra Cuffaro
 Yizhe Cui
 Faris Daghache
 Wuang Dai
 Chengyuan Deng *
 Joseph Raymond Denunzio
 Daniel Derby
 Deryck Devogelaere
 Ryan Thomas William Dickie
 Curtis Docherty
 Darion Parsons Doran
 Katelyn Ashley Dryden
 Xiaqing Du *
 Garet Duggal
 Marcus D'Ulisse
 David George Durocher
 Jessica Duron
 Katherine Rose Dusmet de Smours
 Cornel Ecaterinescu
 Matthew David Elliott
 Natasha Michele Emeljanow
 Matthew Joseph Charles Emery
 Christian Tarculas Facun *
 Ahmed Mukhtar Farhan
 Mouyi Feng
 Nicholas Alexander Fenos
 Krista Lee Ficociello
 Zachary Richard Filipetti
 Jamie Elizabeth Fisher
 Alexander Domenic Fratarcangeli
 Yue Gao
 Natasha Nicole Gladwish
 Mukund Gokulka
 Colin Wyndham Gordner
 Harvarinder Grewal
 Angela Marie Guidolin
 Ryan Patrick Guiley
 Xiwen Guo
 Manuel Alejandro Guzman Perdomo
 Kaleb Hachey
 Yucun Han
 Alia Batool Hasan

Jeremy Anthony Henderson
 Jian Hong
 Jiaying Huang
 Xueying Huang
 Zihao Huang
 Matthew Joseph Huggett
 Kwan Chuk Hui
 Speranca Hurmiz
 Ali Hussain
 Muhammad Faizan Hussain
 Ifrah Fathima Imtiaz
 Maleehah Iqbal
 Dzaner Jasarovski *
 Jia Ying Jian
 Curtis Julian Kacso
 Thomas Andrew Kalbfleisch-Mancini
 Barbara Prisca Narkuor Kanor *
 Ankurpreet Kaur
 Nikhilesh Keerthi
 Mitchell James Kendrick
 Mohamed Mahmud Khalifa
 Muhammad Shawez Khan *
 Osama Khurshid
 Hassan Mansour Kiki
 Joel Francis King
 Richard A. J. Kingsley
 Kathleen Klaas
 Theron Panagiotis Kotsifas
 Akshat Kumar
 Aira Kristina Ladia
 Erica LaMantia
 Jonathan Allan Langley *
 Taylor Madoline Ann Lanoie *
 Antony Brian Paul Lauer
 Lucas A. Lefler
 Eric David Lewis
 Jia Xiong Liang
 Xiao Ying Liang
 Zheng Liang *
 Kangyu Lin
 Santina Maria Lippa
 Erhui Liu
 Jinlu Liu
 Marco Anthony Lot
 Lyndon Samuel Lyons
 Matthew MacInnis
 Sanah Malik
 Laura-Lee Lynn Maloney
 Daniel Kenneth Manley
 Christopher Manwaring
 Marisa Alda Manzocco
 Zohaib Mardhani
 Brandon Michael Marentette
 Sierra Mariani
 Thomas Matier
 Emily McCready
 Christine J. McKenzie
 Rueben Nathaniel Meens
 Tong Meng

Adrian Menzi
 Jeremy James Miller *
 Kyle Alexander Misik
 Jessica D. Mueller
 Ainsley Sharp Ruth Mundie
 Janet Saakor Nettey
 Ayat Nizam
 Eric Noel
 Stevens Ortiz *
 Imade Emmanuel Osayande
 Michael Christopher Ouellette
 Tomiwa Bolaji Owoloso
 Oluchukwu Unoju Ruth Ozonuwe
 Christopher John Patterson
 Jacquelyn Diana Patterson
 Riley Blake Pekar
 Ge Peng
 Giuseppe Michael Piazza
 Rachele Pierre
 Yongxin Pu *
 Alkeo Pushani
 Abigail Lynn Pyke
 Kenneth Riley Quiring
 Amir Rafih
 Tajvir Singh Rai Gill
 Daveda Ashley Ramsay
 Jonathan Michael Jerome Renaud
 Steel Ricciotti
 Ryan Aaron Ridsdale
 Brayden William Ritchie
 Brian Anthony Rozankovic
 Awais Saleem
 Stefanie Lauren Sassine
 Rebecca Lauren Savoni
 Angelo K. Schrader
 Cody S. Scott
 Bayan Shaheen
 Eden Shavit Shalom *
 Shiraz Sheikh
 Jaspal Singh
 Razzatdeep Kaur Sivia
 Zakary Mahmoud Sleiman
 Daniel Mark-Gerard Slipchuk
 Quintin Clark Smids *
 Daniel Spencer Sprague *
 Aishwarya Srinivasan
 Mengying Tang
 Tianxiao Tang
 Mark P. Teffer
 Connor William Teno
 David Tenorio Pacheco
 Jeff Thibert
 Renee Michelle Thibert
 Kirsten Alyssa Susan Thompson
 Kevin Thorne
 Kathryn Elizabeth Tomen
 Jonathan Matthew Tracey
 Sabrina Tremblay *
 Anett Trifonov *

Doma Lhamu Tuladhar
Raneem Bashar Tuqan
Tatiana Tuzlova *
Joseph Thomas Vajdik
Blase Hunter Wasser
Chantel Marie Wasyluk

Katrina Lee Wasyluk
Simon Weldensie
Melissa Louise Whalen
Ryan Wilcox
Chen Xiong

Jieyao Xiong
Peida Yang
Shaolin Yu
Michael Zajic *
Zhiqing Zheng
Yaan Zhu

Honours Business Administration and Computer Science

Krista Marie Spielman *

Honours Business Administration and Computer Science Co-operative Education

John Vinh Lam

Ryan S. Shaw
Michael Tran *

Jonathan Michael Joseph Triolet

Honours Business Administration and Economics

Preston Philip Gerhart
Luc Hartman
Simon Peter Kazibwe

Christopher Kiritsis
Anna-Maria Niec
John Pham

Nicole Rivest *
Boyuan Wang **
Xiansheng Zheng

Honours Business Administration Co-operative Education

Frank Anthony Culmone
Jeffrey Michael Dent
Alexa Rose Dubois *
Shelja Garg *

Sanoy Jacob Koshy *
Wallace Tsz Chung Lee **
Vincent Lo
Lauren A. Makaric

Sebastian Zbigniew Olichwier
Antonino Angelo Sansotta *
Dharitri Udit Shah
Huda Sweilem *

Bachelor of Commerce (Four-Year Major)

Business Administration

Celia Theresa Brownlie

Terry Hayward
Jian Ma

Qurat-ul-ain

Certificate in Business Administration

Hussain Al-Saleh

Rida Razzak
Thomas Andrew Scott

Ryan J. Stofega *

Post Graduate Certificate in Accounting

Diana Bratu
Tyler Morgan Broda
Blake Collins
Rajib Dash
Jaclyn Marie Dent

Andrew Henry Klinard
Toby Lo
Christopher Patrick Mahon
Timothy Ronald McCubbin
Saso Nikolovski
Katherine Pham

Jaclyn Semple
Jennifer Shaker
Brittany Tinkess
Cuifang Yang
Yishan Yu

Members of the audience are requested to remain in their places until the academic procession has retired.

University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.

Reception to follow, hosted by the Alumni Association Board of Directors.

SEVENTH SESSION

Friday Morning, June 17, 2016 at 10 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

The audience will rise as the procession enters, and will remain standing during the singing of "O CANADA" and during the Reflection.

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

MARK ADDI AWUKU

.....

The Chancellor will call upon Dr. Awuku to address Convocation.

.....

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

*Faculty of Nursing:
Nursing – Melissa Borthwick***

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF NURSING

*Dean of the Faculty: Dr. Linda Patrick
Dean, Faculty of Graduate Studies: Dr. Patricia Weir
(First Reader: Dr. Linda Patrick)*

Master of Nursing

Ernestina Danso
Joanne Jameley Shaban Hegazi
Erika Lynn Lanoue
Conrad Lauko

Sarah Mary Lopez
Teresa M. McGregor
Meaghan Elise Morris
Theresa Morris

Kaitlyn Mary Elizabeth Myers
Laura Christine Perez
Jacqueline Seguin
Karina Waffle

Master of Science in Nursing

Catherine F. Medved

Frances M. Meloche

Bachelor of Science in Nursing

Honours Nursing - Collaborative Program

Moamin Mohamed Abujabal *
Lee-Anna Marie Aeng *
Mohammed Noor Ahmed *
Aisha Al-Mahdi
Catherine Almeida
Wahida Hassan Awadh Al-Yaffi *
Anthony Ammoun *
Kevin Anderson
Mihaela Crinela Andrica
Jasleen Kaur Antaal
Rahwa Okbazghi Asgodom
Rachel Diane Ash
Sheila Bagala *
Brittany Barrett
Kim Barry
Preeti Basra
Scott Joseph Berendsen
Rajinder Bhullar
Peter Bialecki
Emily Victoria Birkner
Curtis Michael Bishop *

Carley Christine Blunn
Melissa Rose Boglitch
Stella Bolombo
Melissa Borthwick **
Kyle S. Brophey
Jennifer Catherine Brunet
Cara Burns
Maria Carmen Caraig
Daniella Christine Cascio
Danielle Marie Castein
Jenna Lynn Denise Chapman
Jordana Lynn Charlton
Aina Chen
Jennifer Chibani
Hsin-Yi Chiu
Hayley Ruth Christopher
Kevin Henry Cichowicz
Antonette Amanda Clarke
Emily Jane Clarke
Sarah Clarke
Allison Marjorie Clifford *

Tiffany Marie Cote
Lauren Christine Cowie *
Lana Crawley *
Rebecca Emily Dalton *
Helen Van Thuy Dao
Hoa Nhu Dao *
Nadin Butrus An Darsa
Casey Day
Trevor DeBoer
Charlotte Alena DeBrouwer *
Micaela Marie Deimling
Vanessa Helen Del Bianco
Amy Delic
Cassandra Maria DeMarco
Janelle Brooke Denys *
Sarah Alyssa Paige De Simone
Amy Elizabeth Desjardins *
Kaitlyn Elizabeth Desjardins
Sean Paul Armand Desmarais *
Kimberly Anne Devine
Meenu Dewan

Wayne William Dibley
 Evan Diemer
 Jessica Anne DiGiorgio
 Samir Dilaveri
 Brooke Anne Dingle
 Samantha Lisa Di Stefano
 Karlee Anne Driedger
 Laurette Anne Dube
 Tania Duguay
 Rachel Duic
 Jenna Elliott
 Morgan Renee Elliott
 Yoan Exposito Gonzalez
 Fatima Fakihi
 Helen Ferede
 Olivia Hope Ferguson
 Felecia Lynn Ferreira
 Linoi Filippov
 Angela Florica
 Katie Lynn Fortin
 Holly Nicole Foster
 Shawna Leigh-Ann French *
 Nikita Gandhi *
 Megan Jane Gates
 Jade Filomena Genereaux
 Alexa Sofia Georgiou
 Luisa Irene Giesbrecht
 Vlad Bogdan Giurca *
 Katie Lee Gladu
 Maja Glisic
 Adrianna Silvana Gobbi
 Angela Stephanie Gobel
 Jamian Elizabeth Grant
 Vanessa Jean Gray *
 Dorothy-Grace Grenier
 Xing Zi Guan
 Diana Josette Habakurama
 John Niyonilingiye Habakurama
 Sue-Ann Shantel Kadeen Hall
 Hannah Hartford
 Rita Hermaz *
 Brooklynn Marie Heubner
 Traci Marie Hicknell
 Rebecca Anne Hietkamp
 Admon Hirgo
 Scott Thomas Hotz
 Ashley R. Hurst
 Oghenetajiri Mercy Ighomitedo
 Aleksandra Ilievska *
 Amber Illemaan
 Dajana Ivanis *
 Grace D. Jagelewski
 Anna Jarnevic *
 Samantha Jarvis
 Karina Elise Jichici
 Sandra Joksic
 Laura Katherine Jones *
 Kelly June
 Kuljeet Kalsi

Purity Karunge *
 Meagan Elizabeth Dolores Kilmury
 Patrick Kirwin
 Danielle Kolm
 Albert Korabline *
 Courtney Lymn Kuang
 Aneek Kuthiala
 Kevin La
 Meghan Labadie *
 Kirsten Brianna Labute *
 Kristen Sarah Lachapelle
 Daime Isabel Lactaoen
 Lyndsey Renee Lafleur
 Autumn Tayler Laing
 Ravyn Lambkin
 Coryn Elizabeth Langford
 Marie LaPointe
 Danielle Lauzon
 Brandon James Lawhead
 Brandon LeBoeuf
 Jenna Ciarra Lee
 Victoria Katherine Lee
 Matthew D. Lefler
 Ashley Kai-Xuan Lei
 Kiara Lenarduzzi *
 Jacob Alexander Lenting
 Jelena Levnajic
 AnQi (Angela) Li
 Melody Anne Lim *
 Harris Ljeti
 Michele - Helena Lowe
 Lindsay Leigh Lozon
 Allaina Lucier *
 Kayla Marie Lumley
 Amanda Nicole MacLeod-Cambil
 Miriam Madhat
 Josey Kristin Helen Malchow
 Raveen Mangat
 Noor Marqus *
 Jennifer Materi
 Kristie Mayville
 Brittany Rose McDonough
 Haley Mckeon
 David Scott Mclean
 Justine McLeod
 Lindsay Erin McLeod *
 Mackenzie Menard
 Bethany Grace Mihalik
 Shannon Marie Miller
 Shauna Catherine Miller
 Olivia Natalia Misiag
 Alexandra Moore *
 Mackenzie Kate Morencie *
 Jaclynn Hannah Morgan
 Lindsay Kathleen Morgan
 Julia Lynn Moskal
 Jillian Claire Nantais
 Nicole Jillian Nantais
 Nadya Vincenza Nardone *

Cindy Lou Navarro
 Muke Metuge Ndando
 Natasha Anna Nepomuceno
 Danielle Nicole Newman
 Linda Nguyen
 Jade Elizabeth Jacqueline Nicolson
 Gabrielle O'Brien
 Caitlin A. Odette
 Junior Ibeh Ogbonna
 Alice Dakker Oloya *
 Olufolahan Olubanwo
 George K. Osei
 Meghan Victoria Ouimette
 Mark Randy Oulds *
 Oyinkansola Olubukola Oyetunde
 Perry J. Pagaduan
 Samantha Pakvis *
 Barbara Palocz
 Sarah Parent
 Robert Trevor Parry
 Kelly Parsons
 Benjamin Lawrence Pataki
 Katherine Anne Paterson *
 Shannon Peifer
 Amy Aleisha Pettit
 Stacey Pettypiece
 Lina Phan
 Megan Lea Pike
 Heather Anne Pizzuti *
 Olga George Politis
 Kimberly Anne Poole
 Jessica Kira Posloski Lamont
 Brittany Rose Postma
 Alexandra Lucienne Potts
 Sydney Alexandra Prahl-Davis
 Jolene Michele Rankin McKeown
 Padma Ravi *
 Karyn Leigh Reaume
 Ryley Keenan Reis
 Hailey Marie Anne Rice
 Daniel S. Richard *
 Munira A. Roble
 Stefanie Rock
 Lindsay Roth
 Jessica Rowles *
 Bradley Robert Rumble
 Victoria Rybaczuk *
 Merna Sadiq
 Aamer Saeed
 Kimberly Salazar-Sibaja *
 Aliya Chenel Sharon Samsair
 Manveer Sandhwalia
 Erika Elizabeth Schlosser
 Danielle Schott
 Larissa Scimmi
 Heather Lynn Shaw
 Maryia Vladimirovna Shchepanouskaya *
 Jaswinder Singh *
 Manjot Kaur Singh

Anthony Jun-Jie Siu *
Caitlin Skipper
Kyle Robert Smith
Jillian Nicole Snider *
Alexandra Marie Spanos
Allison Ann Sprague
Ashley Jean Stanton
Erin Elizabeth Steadman
Kayla Stephenson
Katherine Stoesser
Devan Maureen Street
Lauren Ashley Stryker *
Amanda Lynne Swatman
Hannah Sweilem *
Laura A. Switzer
Veronica Lynn Talevska *
Isabelle Tardif
Tania Dawn Taylor
Melinda Theaker

Joseph Toma *
Patrick Spencer Toth *
Nicole Tudor
Jordanne Marie Tytgat
Chelsey Ann Ulch
Charlotte Adele Unger *
Irina Untaru
Anthony Marc Valeri *
Sarah Elizabeth Van Bommel
Marcy Cathleen Vanderveen *
Taylor Rose VandeVelde
Michaela Jane Van Kessel
Ken Kevin Vergara
Brent Laurance Vicary
Nevena Vulovic
Brittany Marie Walker *
Kaitlyn Wammes *
Xiaogang Wang *
Katie-Lyn Watson *

Amy Welsh
Britney Dawne Whaley *
Nicole Brittany Whitson *
Esther Hannah Wiersma
Kristen Joy Wilpstra *
Stephanie Nicole Wilson
Julia Elizabeth Wolak *
Jessie Wolf
Jillian Woltz
Robert Thomas Woltz
Andrea Wong *
Stephanie Kate Woodiwiss
Rumana Yeasmin
Seok Chan Yoon
Sabah Zaidan *
Bradley David Zavaros
Andrew Zei
Kristina Renee Zemora *
Ardela Zeqollari *

Honours Nursing - Post Diploma Program
Mellony O'Brien

Members of the audience are requested to remain in their places until the academic procession has retired.
University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.
Reception to follow, hosted by the Alumni Association Board of Directors.

EIGHTH SESSION

Friday Afternoon, June 17, 2016 at 3 o'clock

Presiding

The Chancellor
THE HONOURABLE ED LUMLEY
P.C., C.M.

and

The President and Vice-Chancellor
ALAN WILDEMAN
B.SC. (HONS.), M.SC., PH.D

The audience will rise as the procession enters, and will remain standing during the singing of "O CANADA" and during the Reflection.

*Please join us in singing our National Anthem in both of Canada's Official Languages.
The placing of the Mace by the Mace-bearer before the Chancellor signifies that Convocation has commenced. The President will address Convocation.*

*Conferring of the Degree of
Doctor of Laws, honoris causa*

on

MAUDE VICTORIA BARLOW

.....

The Chancellor will call upon Dr. Barlow to address Convocation.

.....

Valedictorian

BORIS ALEXANDER ERIKS TREIBER

Board of Governors Medals

The Provost and Vice-President, Academic, Dr. Douglas Kneale will present the recipients to the Chair of the Board of Governors, Ms. Sheila MacKinnon.

Juris Doctor:

Juris Doctor – Josianne Rocca

Juris Doctor (Canadian & American Dual Program):

Juris Doctor – Andrea Nicole Stempien

Conferring of Degrees in Course

The candidates for degrees in course will be presented to the Chancellor.

FACULTY OF LAW

*Dean of the Faculty: Dr. Christopher Waters
Dean, Faculty of Graduate Studies: Dr. Patricia Weir
(1st Reader: Dr. Christopher Waters)*

Juris Doctor/Master of Business Administration

Cory Lastman

Ari Michael Unterman

Juris Doctor / Master of Social Work

Adrienne Elizabeth deBacker
Britney De Costa

Mackenzie Jayne Falk
Chandima Sandunmalee Karunanayaka

Michelle Angelica Marasco
Gillian Tadman

Juris Doctor

Denise Alexandra Alba
Nicole Anderson
Wesley Anderson
Myles Tyler Scott Anevich
Danny Anger
Renata Antoniuk
Rakhman Ashurov
Naveen Baig
Bridget Kathleen Webber Bailey
Kristen Michelle Bailey
Danielle Nicole Bertin
Kuljit Bhogal
Aaron H. Boghossian
Krysten Margaret Bortolotti
Cathleen Brennan
Isabelle Jennifer Bruce
Ian Robert Buist
Adam Stefan Jonathan Bulkiewicz
Katelin Elizabeth Butler
David Heath Campbell
Lesley Anne Campbell
Lindsay Rosibel Carbonero

Dannel Cartwright
Jaclin Cassios
Maria Theresa Emily Cesareo
Calvin Chan
Erin Samantha Chesney
Holly Chiavetti
Seana Chin
Vittoria Elizabeth Cino
Heather Ann Colman
Dayna Cooke
Zachary Abraham Cooper
Jayme Lynn Corcoran
Emilia M. Coto
Benjamin Maxwell Cowley
Matteson Amadeo De Luca
William Lyle Denstedt
Michael Ditkofsky
Nicholas Gino Dominato
Lesley Tara Donsky
Andra Dumitrescu
Elisa Durante
Andrea Figueiredo

Robert Forderer
Daniel Cory Friedman
Khaled Gheddai
Sabrina Raffaella Gismondi
Zachary Goncalves
James Granger
Rowan Sullivan Groenewald
Leanna Sara Guzzo
Daniel Hastie
Luis Andres Hernandez Gonzalez
Ashley Nicole Hill
Michel Gilles Houle
Michael Hunter
Arif Hussain
Garrett Nelson Irvin
Shahriar Jahanshahi
Shupinder Simpy Kaur Jawanda
Andrew Kevin Jia
Leenat Iqbal Jilani
Parisa Anif Jiwa
Allison Margaret Johnstone
Maya Manish Kanani

Trevor Neil Sean Kezwer
 Alisa Stefanie Laura Khan
 Billal Muhammad Khan
 Kelly So Young Kim
 Leanne Elizabeth Kuchynski
 Kyle Kuepfer
 Ryan Ryoji Kusuhara
 Lauren Michelle Kutcher
 Hannah Linden Kuyek
 Artur Landman
 Michael Robert Larrett
 Mornelle Lee
 Kieran Kaur Lidhar
 Ada Lika
 Seo Hee Lim
 Justin Lo
 Rebecca Kathleen Locksley
 Robert John MacGregor
 Helena Monica MacKenzie
 Reema Mahbubani
 Amanda Maio
 Diana K. Mansour
 Joshua Lorne Marcus
 Stephanie Frances Martin
 Houtan Mashinchi
 Shaneen Matzolic
 Kathryn Joan McChesney
 Laura Marie McConnell
 Christina Rose Cora McLaughlin

Jodi Kathryn McLaughlin
 Katharine May Alexandra Melanson
 Elan Joseph Mendelsohn
 Shane West Miles
 Adam James Montroy
 Gillian Moore
 Melissa Kristine Ojanen
 Anne Olszewski
 Megan Eva O'Neill
 Vagmi Patel
 Juliano Joseph Pichini
 Chaim Yoseph Piotrkovski
 Evangelos A. Presvelos
 Sarah Rana
 Stefanie Nadine Ratjen
 Stephanie Roberts
 Josianne Rocca
 Marla Rosenblatt-Worth
 Tushar Sabharwal
 Ingrid Charissa Saffrey
 Ravinder Singh Sahota
 Russell Joshua Sanders
 Mathura Santhirasegaram
 Danielle Deja Sawh
 Rebecca Beth Schild
 Amanda Elvira Scolieri
 Cristina Catherine Senese
 Nabeel Sheiban

Trevor Sher
 Ru Nan (Renee) Shi
 Elitta Mina Sibtain
 Jordan Simon
 Karen Isabel Simpson
 Amanda Marie Sousa
 Caroline Elizabeth Stacey
 Laura Elaine Stairs
 Margaret Kathleen Stephenson
 Jeffrey Andrew Stewart
 Jordan Bruce Stewart
 Ryan Adam Susman
 Alexander Swabuk
 Catherine Amanda Szpulkak
 Akina Waiba Tamang
 Jaclyn Tanz
 Ran Tao
 Hila Taraky
 Desneiges Teddy
 Danny Tran
 Dion Vassos
 Naila Waheed
 Jenna Lee Ward
 Tracy Ann Warner
 Steffen Anthony Wiseman
 Kevin Wisnicki
 Daniel Adam Wulffhart
 Chuqiao Teresa Yang
 Muhammad Zubair

Juris Doctor

Canadian & American Program

Paneet Bhandal
 Jennifer Nicole Blackwood
 Stanislav Andreevich Bodrov
 Samantha Vienna Bonanno
 Constance Marie Budaci
 Christina Campoli
 Jimmie Zi Chen
 Fraser Matthew Chorley
 Sorina Cojocaru
 Victoria Craine
 Michael Pereira Da Silva (posthumously granted)
 Phillip P. Dinis
 Jenifer Jane Elmy
 Eric Florjancic
 Patrick M. Fortuna
 Robert Joseph Bruce Frazer
 Conor Marshall Fullan
 Jodi Simone Gentles

Kelsy Margaret Marie Gill
 Alannah May Glintz
 Gauri Gogna
 Adaline Huang
 Supriya Joshi
 Amisa Juhim Khan
 Sandra Koljuskov
 Alexandra Mary Ann Krancevic
 Evan R. Kubes
 Richard Stephen Liu
 Salvatore Lo Iacono
 Christopher Colin Gruca Macaulay
 Alexandra Marie Mealia
 Morgan Nasr
 Niloufar Nezhat
 Kimberley Rebekah Ibolya Orr
 Alexa Mackenzie Posliff

David Angelo Provenzano
 Sukhmani Kaur Ramdowar
 Anna Rezaeikalaj
 Syed Bilal Rizvi
 Will Calvin Rosemond
 Natasha Victoria Roth
 Michael Rubenstein
 Stephanie Victoria Seto
 Ramsha Shafaq
 Ekaterina Smirnova
 Mitchell Steele
 Andrea Nicole Stempien
 Omar Sunderji
 Sean Gordon Torrie
 Boris Alexander Eriks Treiber
 Mohsin Yousuf
 Syrah Yasmeeen Yusuf
 Robert Zbroszczyk

*Members of the audience are requested to remain in their places until the academic procession has retired.
 University Ceremonial Brass, Leader, Dr. Bernadette Berthelotte.
 Reception to follow, hosted by the Alumni Association Board of Directors.*

Convocation Sessions are aired on CogecoTV Channel 11 and 700HD	
SESSION:	TIMES:
Tuesday, June 14, 2016 10:00 am	Wednesday, June 29 at 7:00 pm and Monday, July 4 at 1:00 pm
Tuesday, June 14, 2016 3:00 pm	Friday, July 1 at 7:30 pm and Tuesday, July 5 at 1:00 pm
Wednesday, June 15, 2016 10:00 am	Saturday, July 2 at 9:00 am and Tuesday, July 5 at 3:00 pm
Wednesday, June 15, 2016 3:00 pm	Saturday, July 2 at 3:00 pm and Wednesday, July 6 at 1:00 pm
Thursday, June 16, 2016 10:00 am	Sunday, July 3 at 3:00 pm and Wednesday, July 6 at 3:00 pm
Thursday, June 16, 2016 3:00 pm	Sunday, July 3 at 10:00 pm and Thursday, July 7 at 1:00 pm
Friday, June 17, 2016 10:00 am	Wednesday, July 6 at 7:00 pm and Tuesday, July 12 at 1:00 pm
Friday, June 17, 2016 3:00 pm	Friday, July 8 at 7:30 pm and Tuesday, July 12 at 3:00 pm

For your information...

Convocation ceremonies are webcast live at: <http://convocation.uwindsor.ca>

Following each Convocation ceremony webcasts are archived for your convenience at: <http://convocation.uwindsor.ca>

Professionally produced DVDs of each Convocation session can be purchased from ITS–Media & Educational Technologies–AV (519-253-3000 x3044).

The Alumni Association offers a diploma framing service in the reception area at the back of the Fieldhouse.

University of Windsor rings and a large variety of souvenir items are available for purchase from the University Bookstore temporary locations in the St. Denis Centre.

A photography service is available in St. Denis Centre during graduation.

**University of Windsor
Senate**

4.1: Convocation Awards - Board of Governors Medals, President's Medal, and Governor General's Silver Medal – Spring 2016 and Addendum

Department	Candidate
FAHSS General Program - Arts	Grant Arthur Pennington
FAHSS General Program - Social Science	Jessica Marie Lappan
Inter-Faculty Programs	Bayan Aloran
Biological Sciences	Secondino D'Andrea
Business Administration	Boyuan Wang
Chemistry & Biochemistry	Matthew Luke Devereaux
Communication, Media & Film	Christina Bresolin
Computer Science	Cole Michael Gilbert
Dramatic Art	Kathlene Olson
Earth & Environmental Sciences	Taryn Lynn Azzopardi
Economics	Simranzeet Singh Vig
Education (Concurrent)	Brittany Ives
English Language, Literature & Creative Writing	Susan Glenda Lindsay
General Program - Science	Urvashi Katiyar
History	Kayla Victoria Dettinger
Kinesiology	Nicole Christina George
Languages, Literature & Cultures	Hannah Victoria Robinson
Law - J.D.	Josianne Rocca
Law - Dual J.D.	Andrea Stempien
Mathematics & Statistics	Katherine Ann Vrantzidis
Music	Nadia Olimpia Santoro
Nursing	Melissa Borthwick
Philosophy	Brigham Harrison Bartol
Physics	Vlora Alicia Riberdy
Political Science	Adam Gregory R.W. Zvric
Psychology	Rebecca Clare Pillon
Social Work	Andie Maria Hunter
Sociology, Anthropology & Criminology	Dana Louise Carson
Visual Arts	Yiru Chen
Women's and Gender Studies	Thaeann Melanie Bennett
President's Medal	Katherine Ann Vrantzidis
Governor General's Medal	Rebecca Clare Pillon

Addendum – Spring 2016

Faculty of Arts, Humanities, and Social Sciences

- Washburn-Hayden, Ashley Marie – Bachelor of Arts, Honours Visual Arts and Art History and Visual Culture
- Zitko, Anthony Kenneth – Bachelor of Music, Honours

Faculty of Science

- Kale, Jordan Thomas – Bachelor of Computer Science, Honours

**University of Windsor
Senate**

5.2.1: **Report of the Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education**

Item for: **Discussion**

Forwarded by: **Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education**

**see report attached.*



University
of Windsor

**Report of the Senate Working Group on Benchmarking
the University of Windsor in relation to
Universities Canada 13 Principles on Indigenous Education**

Table of Contents

	Page
Prefatory Statement	1
Universities Canada 13 Principles on Indigenous Education	3
Excerpts from the Truth and Reconciliation (TRC) Calls to Action.....	4
Environmental Scan of the University of Windsor	7
Appendix 1: indigenization/decolonization of curricula	27
Appendix 2: Sample Aboriginal Centres in Ontario Universities – Physical Space	33
Appendix 3: Creating respectful, welcoming, and equitable environments for Indigenous students.....	37
Recommendations of the Senate Working Group	41

Report of the Senate Working Group on Benchmarking the University of Windsor in relation to Universities Canada 13 Principles on Indigenous Education

Prefatory Statement

The primary focus of the University of Windsor's response to the 13 Principles must be on indigenizing the University community. Information gathered for the Working Group's report indicates that the University of Windsor, like universities across Canada, has over many years developed some models and practices that:

- decolonize the curriculum,
- recruit and, provide services to, Indigenous students,
- engage in dialogue and research with Indigenous communities, and
- foster inter-cultural communication and knowledge.

It is clear, however, that many of these models and practices have not been resourced to ensure their sustainability. Some have lapsed. Others that could become a basis of systemic change throughout the University remain isolated in particular locations, such as the Faculties of Law and Nursing and the School of Social Work. The Working Group learned many initiatives remain isolated in individual units and unknown to others who, as a result, cannot work together to share knowledge and build upon successful initiatives.

The Working Group has looked at past and present models of practices both internal and external to University of Windsor that can sustain the 13 Principles. Benchmarking indicates the following as a way forward for the University of Windsor:

- We need to look back to what existed before to compare, understand, value and act upon what now exists at the University of Windsor and the education that it offers. What came before – inter-tribal treaties, Indigenous leadership and understandings of the land – needs to be acknowledged in order to guide the University.
- We need to gather different perspectives and versions of the past, particularly the past of the Indigenous people on whose land the University of Windsor is located. Knowledge of what came before, when based on sincere and respectful dialogue with Indigenous communities, can be a touchstone to guide and enrich the activities involved in benchmarking the University of Windsor today.

We must respond to the Truth and Reconciliation Commission (TRC) Calls to Action now by using the benchmarking exercise as a means to build upon past and present curricular and extra-curricular activities at the University of Windsor that implement the 13 Principles. We point to important examples such as:

- the Aboriginal Educational Council as an internal model of consultative governance that recognizes Indigenous communities, their leadership, knowledge and perspectives,

- the 4 Winds STEAM program as an internal model of how to fulfil the University of Windsor's responsibility to support K-12 education for Indigenous communities,
- a Memorandum of Agreement with the Walpole Island Heritage Research Centre, which has now lapsed, but while in effect provided opportunities for collaborative research of mutual benefit to the University and Indigenous communities,
- the land-based learning programs of the Faculty of Education,
- the core courses in Indigenous knowledge for health professionals in the Faculty of Nursing, and
- the Anishinaabe Law Camp that took place in April 2016 to engage faculty members in the Faculty of Law with Aboriginal laws, pedagogy, and land-based teaching and learning.

Benchmarking involves understanding the University as both a window and a mirror so that we look at, and sincerely evaluate, our practices, particularly our inter-cultural competency in all areas. We need to build greater acknowledgement and awareness of Indigenous history, culture and knowledge as well as create spaces and symbols on our campuses that welcome and acknowledge the traditional custodians of the lands on which the University of Windsor is located today. The University of Windsor should respond to the 13 Principles on Indigenous Education now. We can do so meaningfully and respectfully not simply by building upon our own and other universities' examples of best practices. More importantly, we need to be mindful of how through genuine dialogue we can learn as much from Indigenous communities as from other universities. We must also consider how to:

- ensure effective recruitment and professional development for capacity building of faculty, staff and students,
- provide to Indigenous communities access to the knowledge held by the University of Windsor as well as training to use digital resources for data management,
- support initiatives to revise and decolonize curricula in the ways most appropriate to individual disciplines, and
- ensure our responses to the Calls to Action are systemic and sustainable; this will require dedicated resources as well as a cyclical process of evaluation to ensure our responses are of mutual benefit to the University of Windsor and Indigenous communities.

The Working Group has gained, through its environmental scan, an understanding of the scope and kinds of information, which must be gathered to enable the University of Windsor to respond meaningfully to the 13 Principles. As a result, we recommend an external review to gather further information necessary to proceed. The community of faculty, staff and students of the University of Windsor must express renewed commitment to hear the voices of Indigenous communities and embrace their perspectives, history, knowledge and contributions. We need to listen and learn. We also need to provide greater access for Indigenous communities to the resources of the University of Windsor to ensure that we build a stronger and more just relationship.

Universities Canada 13 Principles on Indigenous Education

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.

Recognizing that other stakeholders have a role to play – governments, businesses, Indigenous organizations – university leaders also commit to the following actions to bring these principles to life:

- Raise awareness within institutions about the importance of facilitating access and success for Indigenous students on campus.
- Raise awareness among government partners and stakeholders of these commitments and the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth.
- Raise awareness in public discourse of positive Indigenous students' experience in university and their contributions to Canadian society.
- Develop partnerships with the private sector to foster opportunities for Indigenous people.
- Continue to listen to and collaborate with Indigenous communities.

Excerpts from Truth and Reconciliation (TRC) Calls to Action

The following information is cited from:

Truth and Reconciliation Commission of Canada: Calls to Action. Winnipeg: Truth and Reconciliation Commission of Canada, 2015.

Child welfare

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

- iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
- iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
- v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.

Education

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Language and Culture

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

Health

23. We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights,

and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Justice

36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.

39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.

Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Church Apologies and Reconciliation

59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Commemoration

83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

Media and Reconciliation

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Sports and Reconciliation

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal Rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Newcomers to Canada

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.

Environmental Scan of the University of Windsor in relation to the 13 Principles on Indigenous Education adopted by Universities Canada

Section 1: The specific remit given to the Senate Working Group was to benchmark the University of Windsor in relation to the document, Universities Canada 13 Principles on Indigenous Education (June 2013). The 13 Principles, as the Working Group discussed at its first meeting, identify and endorse actions to be taken by universities. The following environmental scan focuses on six actions relevant to the thirteen principles, which are intended to direct universities, such as the University of Windsor:

1. to recognize and act in accordance with the importance of the role of Indigenous people, particularly their representation in education leadership at all levels as well as the responsibility of universities to promote the value of partnerships, collaboration and consultation with Indigenous communities about the specific needs of Indigenous students.
2. to ensure Indigenous students' access to university education is supported by respectful, welcoming and equitable environments for them as students and members of the university and broader community, including providing resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
3. to be responsive by implementing initiatives and strategies to indigenize the curriculum in a manner that fosters education about Indigenous cultures, histories and knowledge for all students, and to provide non-Indigenous students with greater exposure to and knowledge of the realities, histories, cultures and beliefs of Indigenous people in Canada.
4. to foster intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
5. to build on successful experiences and initiatives in place at universities across the country, and share information within the institution and beyond to inform Indigenous students – both current and prospective – about services, programs and supports available on campus.
6. to take responsibility for the role of institutions, such as universities, to create an enabling and supportive environment for a successful and high quality K-12 experience for Indigenous youth.

In addition, the document Universities Canada 13 Principles on Indigenous Education states university leadership should commit to the following actions to bring the thirteen principles to life:

- 1 recognize the roles other stakeholders – governments, businesses, Indigenous organizations – can perform as partners in facilitating access and success for Indigenous students on campus.
- 2 continue to listen to, and collaborate with, Indigenous communities.
- 3 develop partnerships, including partnerships with the private sector, to foster opportunities for Indigenous people.
- 4 Raise awareness: within institutions about the importance of facilitating access and success for Indigenous students on campus; among government partners and stakeholders of the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth; and in public discourse about positive Indigenous students' experience in university and their contributions to Canadian society.

Section 2: The following section of this Report summarizes initiatives and strategies implemented or in development at the University of Windsor. This section of the Report is based only on initiatives and strategies reported to the Senate Working Group in response to its request to Deans for information. These initiatives and strategies:

- incorporate Indigenous histories, cultures, knowledge and perspectives in the curriculum of programs at the University of Windsor,
- promote mutually beneficial relationships through the presence of Indigenous people on our campuses as outreach staff, faculty, visiting faculty, guest lecturers, artists and advisers, sessional instructors, among other roles, and
- promote the recruitment, retention and success of Indigenous students in programs at the University of Windsor.

Aboriginal Education Centre – Turtle Island

The University of Windsor's Aboriginal Education Centre receives funding from the Ministry of Training Colleges and Universities (MTCU) as a Postsecondary Fund for Aboriginal Learners (PEFAL), a special purpose grant to support services and activities to improve success for Aboriginal postsecondary students in Ontario. In order to be eligible for PEFAL funding, institutions must establish and maintain an Aboriginal Education Council (AEC). Membership on the AEC includes Aboriginal community members and members from the University of Windsor community and Aboriginal students. The Aboriginal Education Centre has representation on the Council of Ontario Universities, Aboriginal Reference Group. The Aboriginal Education Centre continues to develop and promote Aboriginal programming, student support services, research, and cultural activities across the university campus and with the local Aboriginal community.

The requirements for PEFAL funding can be grouped into three sections:

1. Baseline Data indicating Aboriginal student enrolment using the number reported in the Multi-Year Accountability Agreement, and graduation rates and where possible in the discipline of study and credential received.
2. On Campus Activities indicating Aboriginal student activities, commencement activities, institutional strategic planning, classroom presentations, community outreach and communication strategies.
3. Student Services indicating academic support programs peer tutoring and skills workshops, students at academic risk identification, skills assessment, study areas, and leadership training.

Aboriginal Education Council

Aboriginal representation includes membership on the University Senate (currently Paul Petahtegoose) and the Board of Governors (currently Dean Jacobs). The Aboriginal Education Council at the University of Windsor provides an advisory role to ensure the advancement of education in the Aboriginal community and to improve educational attainment levels and meet future labour market needs for Aboriginal people.

Community Partnerships

The Aboriginal Education Centre-Turtle Island assists with community research and seeks to attract more Aboriginal students to the University of Windsor. The Aboriginal Education Centre builds meaningful relationships with local and regional organizations including local schools boards and First Nations

schools and community services and agencies. Current efforts on campus include promoting Aboriginal perspectives and the recognition of Aboriginal cultures, values, language, and ways of knowing.

Programs and Services

Programs and services are specific to the needs of Aboriginal Learners. Recent developments include relocating to the CAW Student Centre to provide an open and accessible space. The Aboriginal Education Centre is developing and creating projects for an Aboriginal Centre seminar series. The Aboriginal Education Centre is part of a province-wide Aboriginal student awareness campaign, in collaboration with the Council of Ontario Universities-Aboriginal Reference Group. Soon, a digital story-telling project with videos, and the development of Aboriginal language labs will be available to encourage Aboriginal language development and skill development.

The AEC Strategic Plan

The Aboriginal community and the Aboriginal Education Council has now approved a comprehensive Strategic Plan. Critical steps to manage and guide the process included effective active engagement with key stakeholders. Through a detailed discussion the Strategic Plan increased communication and understanding as action steps towards a vision for students, staff, and community leaders. The final step of the Strategic Plan expressed an appreciation of the Aboriginal presence at the University of Windsor.

The Aboriginal Education Council has engaged in, and continues to define, opportunities as clearly articulated goals and objectives consistent with a Mission and Vision. These provide a sound foundation for an assessment of resources, an understanding of service users and how the Aboriginal Education Centre operates, and how to measure success. The role of people as knowledge creators and relevant data and information will be explored further. The Strategic Plan will be made available on the updated website of Turtle Island.

The University of Windsor's Aboriginal Education Centre forms the heart of support, activities, and communication for Aboriginal students and their home communities, as well as the broader community.

The Centre focuses on six main goals and their accompanying activities:

1. Increase the success of Aboriginal students, both in participation and graduate rates, by providing an atmosphere of hospitality and support by:
 - Developing culturally supportive services for Aboriginal students,
 - Facilitating communication between Aboriginal students, their funding agencies, and home communities,
 - Providing advice to students on how to effectively navigate the university system,
 - Communicating information to help Aboriginal students become more aware of services and support on campus, and making appropriate referrals to services and organizations both on and off campus,
 - Organizing and supporting social gatherings, orientation activities, student meetings, and study groups,

- Coordinating special projects and services, and
 - Connecting Aboriginal students to various scholarships and bursaries.
2. Inform Aboriginal community through the Aboriginal Outreach Program working in partnership with local Aboriginal agencies and school boards to:
 - Offer special programs such as the 4Winds STEAM (Science, Technology, Engineering, Arts, Mathematics) and Beginning Time Teaching Project, which incorporates cultural teachings from the perspective of the original habitants of North America into curricular lessons, and
 - Run the Turtle Island Summer Arts Camp for First Nations, Métis, and Inuit youth in grades 6, 7, and 8.
 3. Collaborate with University administration and Faculties to improve Aboriginal services and programs on campus including the development and expansion of Aboriginal courses in areas such as nursing, law, and ecology, as well as the hiring of additional Aboriginal faculty members.
 4. Assess needs of the Aboriginal community as well as current services and programs geared towards the Aboriginal population using quantitative and qualitative data.
 5. Raise sensitivity among both the campus and broader community for Aboriginal cultures, issues, and realities.
 6. Increase participation in decisions affecting Aboriginal people and post-secondary education.

SUMMARY OF COLLABORATIVE RESEARCH AND TEACHING PROJECTS

The Aboriginal Education Centre provides collaboration with Principal Researchers on research projects. Central, is to find an agreement to proceed with research that includes key benefits and impact components that focus on a partnership with the First Nation, including the need to provide a transfer of skills and intellectual development to the members of the First Nation, the sharing of information and data with the First Nation, support for the Aboriginal Education Centre at the University of Windsor, and providing updates on research and developments to the First Nation. For example, the Aboriginal Education Centre has involvement with the Walpole Island Heritage Centre and the University of Windsor. And the Aboriginal Education Centre consults with local school boards and First Nations schools to present the 4Winds Science, Technology, Engineering, Arts, Math (STEAM) and Beginning Time Teaching programs. This project implements a variety of Aboriginal youth initiatives for Science, Technology, Engineering, Arts and Math. Arts include Humanities and Social Sciences. All subjects are infused with an Aboriginal focus.

Dr. A. Ezeife, Faculty of Education, University of Windsor: The Aboriginal Schema as a Factor in the Teaching and Learning of Mathematics

A collaborative project with the Walpole Island Heritage Centre and the Aboriginal Education Centre to document and record language and mathematical concepts to use as teaching methods in the classroom. The research team had several visits with administrators, teachers and staff at the Walpole Island Day School, conducted interviews with Walpole Island language advisors, and employed two Turtle Island House students to conduct interviews and transcribe interview questionnaires.

Dr. D. Haffner, Great Lakes Institute for Environmental Research, University of Windsor, and Mr. D. White, Director of the Walpole Island Heritage Centre: Contaminated Sediments in the Walpole Delta: Relationship to Fish Consumption Advisories

An examination of the fish and wildlife and contaminated sediment found in the Walpole Island Delta through the collection of core sediment samples and zoobenthos at 10 sites to determine the effects of historic chemical loadings and water quality. Includes the collection of sediments, forage fish, mussels and wildlife samples for analysis and data. One guide from Walpole hired as an assistant, and technical assistance provided to the Walpole Island Heritage Centre by the Great Lakes Institute for Environmental Research.

Dr. Brent Angel, School of Social Work, University of Windsor: Predictors and Precursors of Chronic Health in First Nations

A survey collecting information from randomly selected adults on health related factors and behaviors, which are known to contribute to chronic health conditions. The research looked at patterns that contribute to chronic illness, to forecast how these patterns increase the likelihood of people developing serious and persistent medical problems. The project involve 13-reserve communities in Ontario and Quebec, selected according to population size.

Dr. Robert Arnold, Department of Sociology, University of Windsor, and Dr. Susan Evers, Department of Family Relations and Nutrition, University of Guelph: Health Across the Lifespan in an Aboriginal Community: An Examination of Nutrition, Physical Health, and Psychological Status Among Five Cohorts

Five interconnected studies, focused on the health of specific age groups at Walpole Island First Nation; young children, pre-adolescence, middle adolescence, parents, and older adults; Research is based on longitudinal data from six points, on over 100 variables, including health, nutrition and growth from birth through middle childhood.

Dr. Clinton Beckford, Faculty of Education, University of Windsor: Aboriginal Environmental Education Research

A study of the philosophy and attitudes of adults, children and the elderly on the Walpole Island First Nation with regard to lived experiences. The study resulted in a publication entitled, "Aboriginal environmental wisdom, stewardship, and sustainability: Lessons from the Walpole Island First Nation, Ontario, Canada," *The Journal of Environmental Education*, 41 (4), 240-248.

Dr. Lara Doan, Faculty of Education, University of Windsor and Mr. Paul Petahtegoose, Coordinator of the Healing and Wellness Program, Can Am Indian Friendship Centre, Windsor, Ontario: Connecting Networks for Success: Towards the Formation of An Urban Anishnaabe/Onkwehon:we (Primary/Junior) Program

A pilot study focusing on outreach and networking activities designed to recruit more Aboriginal students to post-secondary institutions.

Dr. S. J. Towson, Department of Psychology, University of Windsor: Better Futures for Bkejwanong: The Next Generation

A Social Science and Humanities Research Council funded project that extended the earlier Better Beginnings Program at the Walpole Island First Nation. The project involved the gathering and analysis of data on children born on the First Nation between 1994 and 1995, with the aim of making educational and comparative projections.

Presentations

First Nations in Contemporary Society: A presentation outlining pre-contact societies in North America.

Memorandum of Understanding: Walpole Island First Nation and the University of Windsor

An agreement to support partnerships and contributions, exchanges of information and recognition of research establishing a research understanding between the Walpole Island First Nation and the University of Windsor. The MOU has expired but can be used as a guide for researchers.

K-12 Experiences for Aboriginal Youth:

4Winds STEAM

To facilitate the overall success of Aboriginal youth in primary school education and to attract them to pursue post-secondary education and ultimately careers, in STEM and related areas. The 4WINDS-STEAM and Beginning Time Teaching involve Aboriginal students in grades 6 to 8, to increase their competence and confidence in the areas of mathematics, technology, scientific thinking, technical communication, Arts, Humanities and the Social Sciences, by engaging them in STEAM subjects and experiences that extend Aboriginal cultural practices in interacting with Nature for health, food, shelter and energy requirements. This program is designed by an interdisciplinary team consisting of educators, scientists and leaders of the Aboriginal community from Windsor and local school boards and First Nations educators.

Faculty of Education Beginning Time Teaching

Teacher candidates at the Faculty of Education acquire the opportunity to share knowledge about perspective and belief system of the Original Peoples of North America. Teacher candidates attend and participate fully with the oral method of learning. The Original People of North America have passed on their language, their belief system, cultural knowledge, history, as well as ceremonies based on the oral teaching modality.

Recruitment

The Aboriginal Education Centre assists with promoting awareness of the success of Aboriginal learners at University of Windsor, to prepare Aboriginal students as leaders, educators, and participants in academic community, business and industry.

- Promote a positive view and interest in PSE
- Profile Aboriginal learners (demographic, student life)
- Promote student success
- Provide critical information about PSE
- Identify Aboriginal learners in transition to PSE
- Engage with Aboriginal learners as a role model
- Work with Aboriginal communities to enhance PSE
- Increase awareness about PSE programs and services
- Increase accessibility to PSE
- Build and maintain positive relationships with Aboriginal communities
- Monitor and evaluate progress of AEC programs and services
- Develop and maintain web based information (programs, financial including band funding scholarships and bursaries, extracurricular activities)
- Highlight student role models (athletes, scholars, cultural experts, COU role model)
- Create ease of information and best practice catalogue

Challenges

- 50% of Aboriginal youth are not completing High School
- A disproportionate number of males are not attending/graduating from PSE
- The Windsor demographics, catchment area is relatively small (no nearby communities)
- The Aboriginal Post-Secondary Information Program is primarily designed for Liaison/Recruitment officers; Turtle Island is an Outreach program under the terms of the Collective Agreement, and therefore is limited in the type of information available for recruitment

Council of Ontario Universities – Aboriginal Reference Group

The Aboriginal Education Centre has representation on the Council of Ontario Universities, Aboriginal Reference Group. The Council of Ontario Universities Aboriginal Reference Group has produced a document on the self-identification of Aboriginal university students. The project develops a common self-identification mechanism to ensure: a broad understanding of collection initiatives to encourage the highest possible participation rate, and the development of a training kit to help front-line university administrative staff to answer questions regarding Aboriginal self-identification.

<http://cou.on.ca/papers/aboriginal-self-identification-project/>

Common University of Windsor Aboriginal Self-Identification Mechanism

1. Phase One:

Consultation with the University of Windsor administration to advise on a project work plan, and creation of a common Aboriginal student self-identification mechanism for full-time and part-time Aboriginal students attending the University of Windsor. Identify issues and/or opportunities related to Information Technology, Registrars information system and human rights based data collection, with a specific focus on Aboriginal self-identification. (D. Wilbur, M. Curran, K. Johnson).

2. Phase Two:

Development of operation, including advising and role models (COU Ambassador Campaign). Review of the self-identification mechanism. Similar to the consultation strategy related to the self-identification survey question, the strategy will involve discussions with key stakeholders at the university and may include the use of focus groups and a testing period.

3. Phase Three:

Implementation of a final common university Aboriginal learner self-identification data collection mechanism, the development and implementation of a targeted communications strategy to ensure a broad understanding of the data collection initiative and encourage the highest possible participation rate, and the development a training kit to help front-line university administrative staff, such as the university registrars, sensitively answer questions regarding the self-identification policy. See <http://cou.on.ca/key-issues/student-services/aboriginal-learners/>

The COU Reference Group on Aboriginal Education which is composed of Aboriginal members of our university community across Ontario promotes and facilitates opportunities for Ontario universities to engage one another in creating meaningful change to meet the needs of Aboriginal learners and communities.

COU, as part of its 'Let's Take Our Future Further' campaign, completed a resource website for Aboriginal learners in transition to Ontario universities in the first week of February 2016. COU's 'Let's Take Our Future Further' campaign, developed on behalf of the province's 20 publicly funded universities, aims to celebrate the achievements and contributions of Aboriginal learners and alumni at Ontario universities and to encourage current students to continue to pursue and complete their studies. The website showcases [thirteen videos of Aboriginal learners](#) who blazed their trail at university and encouraged others to do the same. The videos can be accessed at <http://futurefurther.ca/role-models/>

Faculty of Law:

The Faculty of Law has appointed two Indigenous tenure track faculty (both appointments funded by the SPF for 50 new tenure track faculty) to commence in the 2016-2017 academic year:

Valarie Waboose, an Indigenous scholar from the Walpole Island First Nation and the 2015-2016 Ron Ianni Scholar in Residence at Windsor Law, has been appointed to a tenure track position beginning in the 2016-2017 academic year. She teaches and researches in the areas of Indigenous Legal Traditions, Aboriginal Law and Residential Schools, and coaches the Kawaskimhon Moot team. She holds an LLM from Osgoode and, earlier this month, successfully defended her PhD thesis at Trent on reconciliation and the Residential Schools process. Valarie formerly acted as counsel to the Walpole Island First Nation and is a member of the Three Fires Midewiwin Society.

Jeffery Hewitt is General Counsel to the Rama First Nation and recently completed his LLM at Osgoode. He currently teaches at Osgoode as an Adjunct Professor (winning an award for his teaching) and is past president of the Indigenous Bar Association. His diverse research and teaching interests include Constitutional Law, Art and Law, and Alternative Business Structures. Jeffery holds a Gonthier Research Fellowship from the Canadian Institute for the Administration of Justice.

In addition, the Faculty of Law is in the process of hiring an Aboriginal Support worker.

1. Initiatives and Strategies currently in operation:

- the Ron Ianni scholar is residence: in the 2015-2016 academic year Valarie Waboose, taught courses in Indigenous legal traditions, Aboriginal law (i.e., how the Canadian state addresses its relationship with First Nations), and Residential Schools.
- Ms Waboose worked with Professor John Burrows, University of Victoria, on an Anishinaabe Law Camp for the Faculty of Law. This camp is modelled after a similar camp offered for Osgoode faculty and staff. The Camp occurred on site at Walpole Island between April 14-17, 2016. This Camp engaged with Anishinaabe laws, pedagogy, and land-based teaching and learning. Professor Waboose created a curriculum with Professor Burrows for this event. The first iteration of the program involves only faculty members but subsequent iterations may include students.
- a dedicated webpage for Aboriginal Student recruitment and activities: <http://www.University of Windsor.ca/law/aboriginal/>
- Indigenous Law content in Orientation (including a visit by an Elder) and in the mandatory first year Access to Justice course.
- in September 2015 the Faculty of Law started a Truth and Reconciliation Steering Committee, co-chaired by the Associate Dean, Gemma Smyth.

2. Initiatives and Strategies in development:

A range of initiatives are being explored by the Faculty of Law Truth and Reconciliation Steering Committee. This committee, for example, is exploring initiatives to indigenize physical space through the use of art among other means.

Faculty of Nursing

- a) Indigenous content is embedded into core courses and one options course for senior students (see chart included below),
- b) Support is available for Indigenous students enrolled in the undergraduate program, and
- c) Dr. Heather Krohn established a Memorandum of Agreement with Walpole Island First Nation for research.

Information in the table below identifies courses that provide ongoing and specific curricular address to Indigenous Education topics within the Collaborative Four-Year Bachelor of Science in Nursing (BScN) Program.

Course	Course Type	Indigenous Education Content
63-388 - Community as Client Prof. Lucia Yiu	Core theory course Open to nursing students only	Course includes focused study unit content on Indigenous Peoples in Canada in terms of health status and issues related to health service access and utilization from a Canadian community health nursing perspective
63-399 - Selected Readings in Nursing Section 01 - Issues in Indigenous Health Dr. Heather Krohn	Open option theory course Open to nursing and non-nursing students	SIS Course Description: Exploration of theory, practice and research issues related to the health and health care of First Nations, Métis and Inuit populations in Canada. Among the topics covered, students will learn about the unique historical, sociocultural, environmental, political and economic factors which influence the health and health care experiences of Indigenous groups. Special emphasis will also be placed on strategies for promoting and evaluating culturally safe health care for Indigenous peoples. Offered in winter term 2012, 2013, 2016.
63-472 – Clinical Nursing Experience – Community Health Prof. Lucia Yiu	Core clinical practice course Open to nursing students only	In each of the fall and winter terms, four local Aboriginal health and social service agencies serve as clinical practice settings where a small number of 4 th year nursing students complete a full term working directly with First Nations and Métis staff, populations and programs
63-479 – Issues in Global Health Dr. Heather Krohn Dr. Lorna de Witt	Core theory course Open to nursing students only	Course includes focused study unit content on the health status, health determinants, health care priorities and human rights issues concerning Indigenous Peoples on a global scale (including the Indigenous Peoples of Canada)

Faculty of Education

- Education has a longstanding partnership with the Aboriginal Education Centre, and currently with them holds a substantial grant to fund the Beginning Time Teaching (BTT) course **(80-207)**, with Paul Petahtegoose, who is currently the Acting Director, and Education Professor Lara. The BTT helps sponsor, for example, the STEAM project, which assists elementary school students in learning about STEM disciplines using Indigenous perspectives.
- The re-designed Bachelor of Education degree, significantly enhances student exposure to the cultures, epistemologies, and teaching and learning modalities of First Nations peoples. Beginning Times Teaching, previously an additional service course offered by the Faculty of Education was converted into a service learning stream within the program. This course, designed and facilitated through collaboration with local First Nations elders, involves sustained experiential learning, including a two and half day cultural camp in a rural setting outside Windsor, and opportunities for teaching placements in First Nations communities. A new required course for all Bachelor of Education Students, *Aboriginal Ways of Knowing*, emphasizes critical reflection on the politics of education and exploration of resources that enable teachers to better support Aboriginal learners. The course seeks to raise awareness of First Nations, Métis and Inuit culture, and pedagogies that support multicultural and inclusive classrooms.
- The B.Ed curriculum includes not only a required Foundation course in *Aboriginal Ways of Knowing*, but also a Service Learning course in *Beginning Time Ab/Original Teaching*, in which students participate in a series of learning experiences designed to increase their familiarity with traditional teachings and ways of knowing, including on-site participation in cultural life and traditional practices. Some teacher candidates in this course had a placement on a reserve.
- The Education graduate program features a Master's level topics course in *Issues in Aboriginal Education*. Dr. Anthony Ezeife and Dr. Karen Roland are researchers specifically in this area.
- Events such as our recent Social Justice Conference, which is a required event for all B.Ed students and which also brings in Associate Teachers, school board members, AEC representatives, and other members of the community, help teacher candidates to learn about Indigenous as well as refugee and other diverse needs and perspectives in the young people they will be working with.
- Education also works closely with other AEC associates to help sponsor conferences and trips for our students.
- Education recently offered a non-credit course in Anishinaabe language, in which all teacher candidates were invited to participate.
- Two courses **80-209 Issues in Education** and **80-204 Differentiated Instruction** are required foundation courses that address Aboriginal Education.
- In the 2016-2017 academic year all teacher candidates will take the new required foundation course **80-210 Aboriginal Ways of Knowing**.

Faculty of Arts, Humanities and Social Sciences: Indigenous culture, history and perspectives are included in **selected courses** across its AAUs and programs as outlined below.

Department of Communication, Media and Film: Topics relevant to the media and reconciliation are included in the following courses:

40-101 Introduction to Media and Society

40-203 New Media and Social Movements

40-225 Media Literacy

Department of English Language, Literatures and Cultures: In addition to the course **26-283 Native Literature**, the Department offers an additional 8 courses that include Indigenous literature and culture.

Dr. Suzanne Matheson in the Scholarship and Bibliography course invites tribal Elders into the classroom to talk about indigenous methods of record keeping such as wampum, or graphemes such as petroglyphs as alternates to the codex as part of the examination of “book culture” and “bibliography.”

Dr. Johanna Frank, when teaching Drama courses, or Writing about Literature, covers at least one play by a Chicana writer (Chicana is the crossroads of Anglo-Mexican-Indigenous, but, is directly involved with Native or Indigenous American culture).

Dr. Katherine Quinsey includes in the Animals in Literature course “Canadian and American Indigenous beliefs, traditions, and tales. There is some work in hybrid encounters, Euro-Inuit in particular, through the lens of animal experience and human-animal relations, in such books as *Julie of the Wolves*.”

Dr. Joanna Luft regularly teaches Tomson Highway's *The Rez Sisters* and Thomas King's "A Coyote Columbus Story" in her courses in contrast to Western “master narratives”.

Dr. Andre Narbonne has taught at least one course on Native Literature and regularly includes Indigenous authors in many of his other courses.

Dr. Mark Johnston teaches Tomson Highway's play, *Dry Lips Oughta Move to Kapuskasing* (and its various contexts) in his Drama of the Western World: The Comic Vision course 26-123.

Dr. Louis Cabri features Indigenous literature in 26-420 Special Topics Seminar, "Poetry and Cultural Studies", 26-416 Seminar in Canadian Literature, 26-361 Topics in Canadian Literature, and 26-366 Canadian Poetry.

Dr. Nicole Markotic features the work of Tomson Highway in her courses on Canadian Literature.

Dr. Karl Jirgens as Editor of *Rampike* magazine has published FNMI poets. Over the past 30 years *Rampike* has published dozens of internationally recognized Indigenous authors.

Marty Gervais, who teaches for the English Department and is Director of Black Moss Press, has published books by Indigenous authors, e.g. *Glass Beads*, by Sandra Lynn Lynxleg, 2013.

The Department has also engaged in collaborations that indigenize the student experience by having First Nations authors as Writers in Residence. Past Writers in Residence funded by the Canada Council for the Arts, the FAHSS Dean's Office and the Department include Daniel David Moses and Marilyn Dumont. The Department with funding from the Ministry of Education and Turtle Island also hosted literary activities involving Indigenous authors and/or scholars at the University of Windsor, including in March 2016 Canadian Indigenous author Jordan Abel with collaboration from Susan Holbrook, Richard Douglass-Chin, and Carol Davison.

Department of History (an * indicates a course with a majority of Indigenous history content)

***43-114. Europe Encounters the World: The Age of Discovery, 15th-18th Century**

This course looks at the different forms of contact between Europeans and the rest of the world during their first period of imperial expansion (15th-18th Century). Special attention will be paid to the discovery, conquest and settlement of India, Asia, and the Americas, as well as the relationship of Europeans with native populations of these continents.

43-243. Canada from Early European Contacts to the Origins of Confederation, 1600-1867

An overview covering Aboriginal societies, European colonialism, and the emergence of the Canadian federation. Areas may include native / newcomer relations, colonial culture and society, imperial conflict, and the origins of confederation.

***43-246. Aboriginal Peoples in Canadian History I: Beginnings to Mid-Nineteenth Century**

Aboriginal peoples and their impact on the history of Canada. Areas will include an overview of aboriginal nations, and the changing dynamics of the relationship between the First Peoples and Europeans.

***43-247. Aboriginal Peoples in Canadian History II: Mid-Nineteenth Century to the Present**

Aboriginal peoples and their impact on the history of Canada since 1850. Areas will include relations with the state, cultural, land and resource issues, and the politics and protest movements.

43-249. Women in Canada and the United States, 1600-1870

A social history from the period of Native-European contact to the mid-nineteenth century. Work, family and sexuality, cultural ideals, and political status and activism among women of Native, African and European origins will be examined.

43-272. Modern Latin America

Nation-states in Spanish America, Brazil and the Caribbean, from the revolutions of independence to the present. Covers patterns of political and economic development shared throughout the continent. Country and thematic focus may vary from year to year, and may include the Haitian, Mexican, and Cuban revolutions, modern military dictatorships, resources and the environment, and gender and ethnic relations.

43-403. Medicine, Healing and the Health Professions

A social history of medicine, including non-Western and unorthodox traditions, with a cross-cultural focus on healers and an emphasis on the evolution of the allied health professions. Topics may include the consolidation of biomedicine, women and Indigenous healers, the modern hospital, and the patient's perspective.

43-458. Early American History, 1600-1800

Selected themes in the political and social history of early American, which may include European and Native American contacts, the political and social development of the American colonies, slavery, war and society, the changing status of women, and the American Revolution and its aftermath.

(Prerequisite: 43-261 or consent of instructor.)

Department of Languages, Literatures and Cultures: has two courses on the Ojibwe language although these have not been offered for several years.

Department of Philosophy: Indigenous philosophy is discussed in 01-34-359, Women, Knowledge, and Reality.

As part of the curriculum revision in 2016, the Department of Philosophy will evaluate how best to incorporate Indigenous thought in courses.

Department of Political Science: First Nations issues are discussed in the following courses

02.45.100 Introduction to Canadian Government and Politics

- Includes study of the role of Aboriginal Peoples in constitutional politics and Aboriginal self-government.

02.45.204 Quebec Politics Issues (in French)

- Includes study of Aboriginal politics in Quebec.

02.45.214 Legal Process in Canada

- Includes study of Aboriginal courts.

02.45.314 Constitutional Law and Politics in Canada

- Includes study of the role of Aboriginal Peoples in constitutional politics and Aboriginal rights in the Canadian constitution.

02.45.411/02.45.514 Canadian Politics: Participation and Processes

- Includes study of Aboriginal nationalism.

Department of Psychology:

Dr. Katherine Kwantes, Director, Centre for Culture and Organizational Research, and Professor, Industrial/Organizational Psychology, has been awarded a 2016-2017 SSHRC Connection Grant for a conference that aims to understand the experiences of Aboriginal Canadians in the workplace. The conference established connections with a significant number of Aboriginal communities and organizations as participants and collaborators. The overarching goal of this conference is to increase understanding of Aboriginal experiences in the workplace that can then guide collaborative research and interventions to address common challenges faced by Aboriginal and non-Aboriginal employees and employers, to increase workplace well-being and satisfaction and decrease turnover of Aboriginal workers.

The Higher Education Quality Council enlisted Applied Social Psychology doctoral candidates, Twiladawn Stonefish, Ashlyne O'Neil and Joan Craig, to survey provincial colleges for the study, The Recruitment of Underrepresented Groups at Ontario Colleges: A Survey of Current Practices. Their report can be read at <http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Recruitment-of-Under-represented-Groups-toOntarioColleges-A-Survey-of-Current-Practices-.aspx>

Department of Sociology, Anthropology and Criminology includes First Nations subject matter and perspectives in the following courses:

48-241 Race and Ethnicity

48-340 Food and Global Sustainability

48-368 Policing and Security

48-352 Citizenship, Rights and Social Justice

48-640 Race and Ethnicity

School of Social Work:

47-503 and 47-622, which are graduate Social Work policy courses, discuss the First Nations/Aboriginal reality. Moreover, as this is a major Social Justice issue for Social Work, other courses do address this issue. In 47-371 the Field Staff purposely reach out to First Nation partners to provide an orientation to students. In the first year the orientation was taught, Cecile Isaak and his wife from Walpole Island First Nation presented to the course on First Nations history, culture issues and strengths. Cecil Isaak has been a Field Staff /Instructor.

In 2013 Social Work approached First Nation service agencies as partners in educating 3rd year Social Work students. They have a First Nation and Métis front line providers group that meets each month. This as an opportunity for future Social Workers to gain knowledge of what First Nation and Métis front line providers felt a Social Worker should know about their history, culture, strengths and services. These sessions included Elders sharing, drumming, singing, personal sharing around the impact of the residential school system, the reclamation of cultural identity, etc. Some of the presenters were Field Instructors and some were recent graduates of the University of Windsor Social Work program. One of the course assignments was for the students to do a reflection on this experience. The School has invited First Nation and Métis front line providers back each year and they've brought in current developments such as legislative changes, the Idle No More movement and, this year spoke to the Truth and Reconciliation Commission's Calls to Action. This annual event ensures that all of Social Work undergraduate students receive some experiential learning directly from First Nation and Métis peoples. It has also been effective in building a respectful relationship with our regional First Nation community.

Based on the belief that some of the most powerful learning for Social Work students will come from First Nation and Métis peoples themselves within their communities, the School has expanded the number of First Nation field sites. These placements have been made available to some First Nation students, at both the graduate and undergraduate level, but the School has also placed non-indigenous students in these locations. These experiences have been positive for students and they are able to infuse discussion in their field integration course to the benefit of other students. One of these graduate students was hired on the reserve where she had her field placement. The following is the list of First Nation, Métis and Inuit organizations Social Work students have been placed with, six of which are located on reserves:

- The Metis Association of Canada – Windsor office
- The Department of Health –Arviat, Nunavit, Kiallig Region – Mental health and Addiction Service
- Amjewnaang First Nation (Chippewa of Sarnia) – Family Health Team
- Oneida First Nation – Health Centre
- Turtle Island – University of Windsor
- Ska Na Family Learning Centre
- The Aboriginal Child Resource Centre – Windsor
- CanAm Indian Friendship Centre
- CanAm Urban Homes
- Chatham Kent Health Alliance (serving Walpole Island and off reserve)
- Aunqamzin Centralized Services – Moraviantown
- Chippewa of the Thames – Family Health Team

Selected Social Work Research and Social Policy Reports: Mary Medcalf has facilitated meetings with First Nation communities to look at wellbeing issues for First Nation youth. She has authored 3 reports based on the outcome of these meetings. Dr. Robin Wright's National Arts and Youth Demonstration project (NAYDP) had one research site focused on the First Nation/Aboriginal Youth in Winnipeg, Manitoba. Dr. Brent Angell (Principal Investigator) Dr. Suzanne McMurphy (Co-Investigator) conducted a research project on "Understanding and Reducing the Impact of Vehicular Injury in First Nations, Inuit and Métis Communities" with funding from Auto 21. The project focused on assessing and reducing injury related to motorized vehicle accidents involving Indigenous people living in First Nations, Inuit and Métis communities and other urban and rural locales in Canada. The work builds on the report of the First Nations and Inuit Children and Youth Injury Indicators Working Group (2010), which identified vehicular accidents as the leading cause of death of Indigenous children, youth, and young adults under the age of 25 years. Naomi Williams, who is a First Nation doctoral student in Social Work, has also been part of research in these areas.

School of Social Work recognition of First Nations: Chris Reid, who is a member of the Field Staff in Social Work, is developing a celebration of the new Social Work building to recognize the School's relationship with First Nations partners and their contributions to students' learning. This will acknowledge the School's establishment on First Nation ancestral land, and provide an opportunity for consultation and discussion about the School's response to the Truth and Reconciliation Commission's Calls to Action.

School of Social Work Accreditation Requirements: New directions from the National Accreditation Executive will inform the School of Social Work's consideration of how best to adopt and imbed the 13 Principles on Indigenous Education into the curriculum. The School of Social Work Retreat in April had a First Nation/Aboriginal guest speaker, Dr. Joanne Sobeck. The retreat focussed on integrating a required course at the BSW level. Discussion also ensued about consulting with our First Nation colleagues and Métis colleagues about embedding the 13 Principles on Indigenous Education into the pedagogy and the curriculum across the School.

Women's and Gender Studies Program: The IQAP review identified limited coverage of colonialism and indigeneity as a shortcoming of the program. Members of the Program agreed with this critique in our curriculum retreat in May 2015. Dr. Chris Greig volunteered to be the curriculum leader for indigenous issues.

53-202 Women, Race and Social Justice, a required course, begins with the experiences of Indigenous women in Canada and the efforts of Indigenous women to correct these historic and present-day wrongs. The point of view offered is that of Indigenous (feminist) women, and the reading materials are largely those written by indigenous scholars.

57-370 Mothering and Motherhood includes discussion of Indigenous cultures and perspectives.

On March 7, 2016 the Friends of Women's Studies hosted a panel on "Living Truth and Reconciliation: Exploring Issues Facing Indigenous Women and Girls Today" with Mona Stonefish, Anishinaabe Elder, Theresa Sims, Upper Mohawk, Turtle Clan, Elder for South West Detention Centre, Elder for Two-Spirit Community in the Windsor region, Katie Baltzer, Métis student, Beth Cook, Anishinaabe Kwe, member of Bkejwanong First Nation, Aboriginal student, member of Missanabie Cree First Nation Northern Ontario, Kimm Ghostkeeper, Anishinaabe Kwe. Dr. Cara Fabre was the moderator for this panel.

Faculty of Science: The Faculty of Science has outreach initiatives directed to K-12 education, including collaborations with Turtle Island, such as the 4 Winds STEAM program <https://www.steambtt.ca/>. The Faculty of Science has welcomed the participation of Turtle Island in the annual Science Rendezvous day for the past two years.

4Winds STEM: workshops were held in 2013. Dr. Mutus (Chemistry & Biochemistry) was involved in coordinating these workshops and applying for SPF funding. It combined “western” science with traditional ways of knowing and First Nations culture.

Let’s Talk Science (LTS) Arts Camp: Every summer Turtle Island House hosts an arts camp at Catholic Central High School, for elementary FNMI students. For the past two summers, LTS at the University of Windsor has participated by delivering a workshop on ‘art and science’. In the first year, Science brought home-made smart phone microscope stands and had the students use them to take photos of natural objects like leaves, bugs, etc, and they made collages on iPads. This past summer, Science did a workshop on natural pigments and dyes, and the students used things like turmeric and crushed blueberries to paint. Participants talked about how ancient pictographs were created (traditional knowledge) and discussed some optics and chemistry as well (light and colour, solubility, etc). Supplies for the microscope stand activity came from the Celebration of Success funding that was given to LTS at University of Windsor and TI House for FNMI Outreach.

Let’s Talk Science (LTS) Outreach: LTS has a focus on First Nations, Métis, and Inuit outreach. There is a national staff member devoted to this who helps individual LTS sites connect with FNMI communities and leaders. The University of Windsor outreach site has established a working relationship with Walpole Island. Science visits the elementary school and day care each at least once per year. Dr. Chuck Macdonald brought a group of volunteers to Walpole Island Elementary School this past November and spent a day, collaborating with some volunteers from Western, and delivered workshops to 9 classes. Dr. Macdonald also visited the Walpole Island during pow wows and set up a booth with hands-on activities. Russell and Danielle from Turtle Island participated and the LTS FNMI Coordinator for one of the pow wows two summers ago.

Let’s Talk Science is also putting together a group of coordinators whose sites are actively involved in FNMI Outreach in Southern Ontario. The first meeting was during the Central Regional Conference, which was hosted at the University of Windsor January 29-31, 2016.

Dr. Aaron Fisk (Earth and Environmental Science and GLIER) has extensive research initiatives in the north that involve collaboration and permission from the First Nations peoples.

Dr. Richard Caron (Math and Stats) indicated that individuals from Math had participated in symposia/events such as: Mathematics Education in Aboriginal Communities. The questions below were examined by a workshop on Mathematics Education in Aboriginal Communities led by Kanwal Neel (SFU) and Louise Poirier (University of Montreal). In what way or ways might the mathematics education community in Canada contribute to the development of these curricula, pedagogy, and resources? In what ways do the aboriginal sense of knowing effect the teaching of mathematics in aboriginal communities? Is it possible to separate the challenges of learning and teaching mathematics in the aboriginal community from those encountered for other disciplines? What type of education about aboriginal communities should teachers of mathematics receive? What types of programs might universities offer to help aboriginal students to make the transition into mathematics and science programs? How is mathematics viewed within the aboriginal community? How might the efforts of this working group be shared after the forum?

Awards, Bursaries and Grants supporting Undergraduate and Graduate Indigenous Students' Education:

Aboriginal Postsecondary Education and Training Bursary: The Government of Ontario has created a bursary fund for students of Aboriginal ancestry (Non-status, Métis, Bill C-31, Status, Innu, Inuit). Eligible candidates must be able to demonstrate financial need and provide documented sources of support. Candidates must also be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) residing in Ontario.

Chippewas of Mnjikaning / McCarthy Tétrault LLP Aboriginal Scholarship: Interest from this trust will be awarded to an Aboriginal Law student based on financial need, academic excellence and commitment to the Aboriginal community. Applicants must also submit "Letters of Support" documenting their involvement in the Aboriginal Community. The Mnjikaning First Nation and McCarthy Tétrault LLP established this scholarship in 2002.

Geoffrey H. Wood Native Bursary: Candidates must be of Aboriginal ancestry (status, non-status, Métis, Bill C31, Innu and Inuit), maintain satisfactory academic standing and demonstrate financial need.

Leroy Freeman Altman Memorial Award: One or more bursaries awarded annually on the basis of academic merit and financial need to students in a program of studies concerned with or of direct benefit to the Aboriginal community in Canada. Established in 1983 in memory of Leroy Freeman Altman, member of Walpole Island Indian Band.

Stuart H. Surlin Bursary for Aboriginal Students: In recognition of Dr. Surlin's interests in Aboriginal culture and values, a bursary fund has been established in his name to assist in-course Canadian Citizen or Permanent Resident (includes those with Protected Persons status) students of Aboriginal ancestry residing in Ontario in completing their studies at the University of Windsor. Bursary awards in varying amounts will be awarded to Aboriginal students according to financial need. A minimum cumulative average of 65% is required.

These are all listed on a document posted to the University website at the page for Student Awards and Financial Aid. Unfortunately, Aboriginal status is not a parameter that is built into the student award search on the portal so students are unable to specifically search based on that criterion. Indigenous students are able to apply to a whole host of awards that are specific to their program, year and average.

To view all of the awards available for a specific program/year/average, while you are unable to access the database via the student portal, you can view awards that students can access via the portal. Go to www.UniversityofWindsor.ca/sis. Then Log in using GUEST as you ID or click on the following links below:

Awards Information

- [Search and Apply for U of W Scholarships, Awards and Need-based assistance \(including the Work Study Program\) you may be eligible for](#)
- [Find General Information about an Award](#)

University of Windsor FNMI Student Enrolment data Overall Fall semester headcount (Undergraduate & Graduate)

Count of Aboriginal Students		Fall Semester				
Enrolment Status		2011	2012	2013	2014	2015
Full-time						
Undergraduate		92	90	110	125	117
Graduate		2	3	4	6	5
Full-time Total		94	93	114	131	122
Part-time						
Undergraduate		17	13	11	10	16
Part-time Total		17	13	11	10	16
Grand Total		111	106	125	141	138

Undergraduate and Graduate FNMI Enrolment by Faculty (see page below)

Count of Aboriginal Students		Fall Semester				
Enrolment Status	2011	2012	2013	2014	2015	
Full-time						
Undergraduate						
ARTSS	64	55	60	63	68	
BUS	5	4	9	11	8	
EDUC	5	4	4	7	2	
ENG	1	6	4	5	2	
HK	7	7	9	10	9	
INTFAC	2	4	3	3	4	
LAW	1	1	6	5	6	
NURS	2	2	5	8	7	
SCIENC	5	7	10	13	11	
Undergraduate Total	92	90	110	125	117	
Graduate						
GRAD	2	3	4	6	5	
Graduate Total	2	3	4	6	5	
Full-time Total	94	93	114	131	122	
Part-time						
Undergraduate						
ARTSS	12	10	9	6	8	
BUS	1	1		1	3	
ENG	1		2		3	
HK		1				
INTFAC					1	
NURS	1					
SCIENC	2	1		3	1	
Undergraduate Total	17	13	11	10	16	
Part-time Total	17	13	11	10	16	
Grand Total	111	106	125	141	138	

Appendix 1: indigenization/decolonization of curricula through responsive academic programming, support programs, orientations, and pedagogies.

The environmental scan of the University of Windsor included in the Report of the Senate Working Group has a variety of teaching and curriculum-related activities in progress in a number of different academic department and faculties. These activities appear to have emerged on the basis of 'local' identification of need or individual recognition of an opportunity to take a step forward in a given course or program. Most of these activities, it would appear, are not the result of a cohesive or sustained policy or movement across campus. If we are to undertake an external review of the current environment at the University of Windsor, the review will likely show a range of dissociated of programs, and practices related to the theme of "indigenization of the curriculum". What, then, would a coherent and systemic approach to "indigenization of the curriculum" look like? How would a "made in Windsor" solution compare to initiatives in other regions and in other institutions?

We can look beyond our walls to see what other universities are doing in order to better inform our own process. Below are reports of work being carried out at other Canadian universities. This work includes committee deliberations, curriculum initiatives, policy development, workshops for professors, and conferences. All of these constitute components of what it takes to "indigenize the curriculum". Insights from other universities help us reflect on our practices at the University of Windsor and the considerations we might take into account as we move forward.

Examples of institutional definitions of indigenization in Canada

Indigenization at Camosun College, B.C. "Indigenization is the process of infusing Aboriginal knowledge and perspective into the structural layers of an institution."

"The goal is to create a more inclusive environment through the presentation of a different world view, and to enhance and enrich the educational and cultural experience of the educational community. This does not mean the institution is Indigenous-centred, but it does mean that consideration of Aboriginal issues comes 'naturally'. Purposes of Indigenization at Camosun College are to:

- develop and implement practices that ensure that Aboriginal students see themselves and their realities reflected in curriculum and service;
- ensure that non-Aboriginal students leave the college with skills and knowledge that enable them to work with and live alongside their Aboriginal neighbors knowledgeably and respectfully."

Indigenization of the curriculum at the University of Regina, Saskatchewan "The transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability." Indigenous Advisory Circle, University of Regina

A large number of Canadian universities are addressing, at various stages of development, the complex notion of *indigenization of the curriculum*. Some examples from coast to coast serve to illustrate the activities that typify this movement. The activities include environmental scans and committees formed

to study the issues involved in indigenization, policies regarding mandatory indigenous content, multi-day workshops to consider indigenization of the curriculum in some depth, language courses, and conferences on various aspects of the indigenous curriculum.

Simon Fraser University, for example, is at the “very early stages of an ‘indigenizing the curriculum’ initiative. In a personal communication in the month of January, Educational Consultant Janet Pivnick of the SFU Teaching and Learning Centre wrote: *“My first step is to connect with faculty who are involved with indigenous education to determine what they see the need as being. “Indigenizing the curriculum” means so many different things to so many different people that I am trying to ‘suss out’ what’s important here, in this context, for these faculty and students.”* Dr. Pivnick went on to explain that SFU is undertaking “an environmental scan...of work going on in this area across Canada.”

The University of the Fraser Valley appears to be further along in the process of indigenization of the curriculum. The UFV Director of Teaching and Learning, Maureen Wideman, in a personal communication in January, comments on the University’s progress: *“At UFV it is a goal to weave indigenizing ways of knowing and learning into each course. It is a tough sell, but we are getting there. Traditional disciplines i.e. chemistry, math, are beginning to understand that to indigenize is not just including content but includes how we teach and interact with students, as well. It is providing an environment for learning that is inclusive and appreciative of all who are in the room and acknowledging that. We are getting there.”*

An annual three-day faculty workshop is an indicator of UFV’s commitment to indigenization of the curriculum. In 2015 there were 22 participants, including 16 from across B.C. and about one-third who identified as indigenous. The workshop aimed at “course awareness” and “how to decolonize one’s curriculum”. The “very powerful” event “looked at outcomes, activities, readings, assessments, etc. as well as provided readings and background information on Indigenous culture and learning.” The University plans further workshops of this kind in May 2016. Organizers state that one of the keys to success is finding the appropriate, qualified facilitator.

The issue of introducing mandatory indigenous content is one to be handled with care according to some academics. The University of Saskatchewan has had indigenous content requirements in place for a long time. According to Assistant Professor Adam Gaudry, who is Métis, this is an important development in our universities, but, “decision-makers will need to think long and hard about how to ensure this effort achieves its goals.” Gaudry says that the application of the requirements differ across disciplines in the institution. To achieve the desired outcomes, Gaudry recommends that: *“Universities pursue three key components of implementation: a clear rationale for mandating Indigenous content, a critical mass of experts in the area with sufficient job security, and support for existing programs that have already been doing this work for years.”*

Brock University’s Vice-Provost Teaching and Learning, Anna Lathrop, has explained the University Senate Teaching and Learning Committee passed a motion to undertake a review of the University’s Indigenous education programming and support, and that it would be conducted “in light of the governance model reflected by the Two Row Wampum Belt”. Nearly 20 people responded to the call for committee members and “a small working group of 6 were selected to a) conduct an environmental scan of best practices; b) examine existing programs/supports offered at Brock; and c) develop a series of recommendations”. In a personal communication in January, Dr. Lathrop stated that “After a year of work, the working group has produced a document that will now be presented to the full committee (in February) and hopefully to Senate in March/April.”

In Atlantic Canada, recent reports indicate that Cape Breton University has developed a M'ikmaq history course that has attracted a great deal of interest. The new history course, a blended course offered both online and face-to-face, has attracted more than 2,200 registrants. Launched in January, the course is reported to cover "a range of topics, including the Mi'kmaq creation story, oral history, and traditions, as well as the legacies of residential schools and the impact of the Truth and Reconciliation Commission." Instructor Stephen Augustine is quoted as saying the course may become mandatory for all CBU students, regardless of program. The course is said to build on the courses offered at CBU in the past by drawing on the recommendations of the TRC.

Mount Allison is hosting an indigenous conference called "Expanding the Circle: Towards Cultural Proficiency" involving all levels of education, First Nations Communities, and the public. One of the three goals as stated in the conference announcement is to "find ways to begin the decolonization process of the curricula". It will take place on the Mount Allison campus in March.

Indigenization of the curriculum, at the University of Windsor as elsewhere in Canada, is a multi-faceted process involving personnel and professional development, policy, practices, and programs established and implemented by academic and support services across campus with the collaboration of the Indigenous community. As we take stock of the various activities already in place at Windsor, we should be mindful of the initiatives of other institutions in Canada in order to become aware of the many possibilities and challenges to progress and accomplishment.

Indigenous knowledge requirements

University of Winnipeg and Lakehead University: Starting next year, every undergraduate at these Universities will have to take at least one Indigenous Studies course. Fundamental knowledge might include a range of courses, including history focused on residential schools, or taking a course in an Indigenous language.

University of Regina: "Indigenization" is part of the institution's five-year strategic plan. All students in the Faculty of Arts must take an "indigenous course." In addition, Regina has initiated an Indigenous Advisory Circle to give guidance to the President and establish an Aboriginal Student Centre.

Mount Royal University (Calgary): The Strategic Plan includes establishing "Aboriginal-themed coursework" as a graduation requirement. The University is also developing an Indigenous research policy, a separate Indigenous student recruitment plan, new Aboriginal concentrations, aboriginally-themed field schools and an indigenous languages curriculum.

University of Saskatchewan Students' Union is asking that indigenous content be taught in every degree program.

Indigenization in the Strategic Planning of other Universities:

University of Fraser Valley:

Introductory statement to: "Strategic Planning Aboriginal Post-Secondary Education at UFV"
<https://www.ufv.ca/media/assets/aboriginal-access/IndigenizingUCFV.pdf>

Introduction In September 2005, Aboriginal Access Services received Aboriginal Special Projects Funding from the Ministry of Advanced Education – Aboriginal Branch to work on the project Indigenizing our

Academy to strategically plan post-secondary education for Aboriginal communities in traditional Sto:lo territory. To begin the project, Mark Point was hired in October 2005 to consult with the Aboriginal community within the UFV catchment. Specifically he was talking to people about developing an Aboriginal Studies department, enhancing Aboriginal research capacity, boosting Aboriginal enrolment and improving retention and success of Aboriginal learners at UCFV. In September of 2006 he submitted a four page report containing his findings to UFV's Aboriginal Community Council.

Subsequent to his work and, more importantly, upon the recommendations stemming from Mr. Point's findings, UFV Aboriginal Access Services has worked closely with the Aboriginal Community Council Sub-Committee to develop plans and make recommendations for post-secondary education at and with the University of the Fraser Valley. The resulting Working Document is an integral part of this continuation. It is being circulated, as widely as possible, to Aboriginal leaders, Elders, community education staff and to Aboriginal educators to invite open discussion on the development and improvement of Aboriginal Post-Secondary Education Programs and Services with the University of the Fraser Valley. This paper invites Aboriginal Elders, leaders, educators, and individuals to provide their ideas, criticisms and recommendations to the working committee through the use of this document.

The University of Regina: Strategic <http://www.uregina.ca/strategic-plan/priorities/indigenization.html>

University of Regina's Strategic Plan -- Opening Statement on Indigenization:

Indigenization is one of the University's two overarching areas of emphasis, along with Sustainability.

The University of Regina is situated on Treaty 4 and Treaty 6 lands. Aboriginal students, employees and community members are welcomed and supported at the University of Regina. Since the inception of the 2009-2014 Strategic Plan, we have been focused on implementing important initiatives to support the success of Aboriginal students, faculty and staff on our campuses, and Indigenize the University. This momentum is embedded and expanded in the 2015-2020 Strategic Plan.

Indigenization Definition The Aboriginal Advisory Circle to the President (AAC) defines Indigenization as "the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."

Indigenizing the Curriculum:

Useful document: 100 WAYS TO INDIGENIZE AND DECOLONIZE ACADEMIC PROGRAMS

By Dr. Shauneed Pete (Executive Lead: Indigenization), University of Regina

<http://www.uregina.ca/president/assets/docs/president-docs/indigenization/Indigenize%20and%20decolonize%20university%20courses.pdf>

Some universities in Canada (see above), have initiated required studies to ensure that all students have at least a fundamental understanding of Indigenous culture. Consideration, however, should be granted to the differences between current pedagogical methods and what might be termed "Indigegogy" or an Indigenous teaching method, which offers alternate teaching and learning approaches and alternate world views without re-inscribing colonial perspectives.

Algoma University: Algoma and Trent stand out from an infrastructural standpoint among other Ontario universities. Algoma is located on the grounds of the former Shingwauk Indian Residential School, incorporating many of the original buildings. This, coupled with the fact that Algoma was given degree-granting abilities in 2008, has allowed Algoma to build an infrastructure which takes into account more fully the needs of the Anishinaabe communities that call the Sault Ste. Marie area home.

In 2006, Algoma signed a “Covenant with the Shingwauk Kinoomaage Gamig, a sister institution, which shares the campus and provides unique educational programming from an Anishinaabe world-view. Algoma also has a specific mandate from the Ontario government which focuses their attention on the needs of Northern Ontario and cross-cultural learning between the Anishinaabe Aboriginal community and non-indigenous people. Also as part of the mandate, the University is committed to the hiring of Anishinaabe people at all levels including faculty, administrative, and support staff. Algoma also has the highest percentage of Indigenous students of any Ontario university at around 13%. Further, Algoma has committed to providing Anishinaabe content in *all* courses offered at the school.

Trent University: Trent, on the other hand, has built much of their social science curriculum around Indigenous cultures and ways of knowing. Their Canadian History program and strong Indigenous history requirements make that program unique. Trent has also dedicated a tremendous amount of space on campus for Indigenous and non-Indigenous people to co-mingle and engage in cross-cultural activities. Trent also has a world-renowned Indigenous Studies department with programs in Indigenous Studies, Indigenous Environmental Studies, Indigenous B of Education program, Indigenous Studies MA and PhD programs. All these programs focus on Indigenous ways of knowing and incorporate the surrounding Indigenous communities.

Lakehead University and Laurentian University: Both Lakehead and Laurentian have new initiatives which will require an “indigenization” of their curricula. Laurentian’s Senate voted to require every student who receives a BA degree to complete six credits in courses with at least 50% Indigenous content.

Lakehead has a similar requirement which extends to *all* degree recipients. All Lakehead University degree programs have a 0.5 Full Course Equivalent course containing at least 50% (18 hours) of Indigenous knowledge and/or Aboriginal content.

Both Universities plan to implement these requirements starting in the 2016-2017 academic year.

Nipissing University: Nipissing recently released their Strategic Plan concerning Indigenous initiatives. The strategic priorities and action plans indicate Nipissing intends to build the kind of infrastructural support for Indigenous students, faculty, staff, and communities that can be found at Algoma and Trent. A PDF copy of the strategic plan can be found at: <http://nipissingu.ca/departments/aboriginal-initiatives/nuace/Documents/STRAT%20PLAN%20web.pdf>

Carleton University and Ryerson University: Carleton and Ryerson have both built impressive spaces for inter-cultural activities and support for Indigenous initiatives. Carleton’s website indicates its Centre for Aboriginal Culture and Education (CACE) is one of the largest of its kind at any Canadian university and offers many services including smudging and other cultural activities.

Ryerson has The Centre for Indigenous Governance (CIG). The CIG is less a space for students than a research centre dedicated to Indigenous issues. The Chair of the Centre is prominent Indigenous rights activist and academic Pamela Palmetter. The Centre focuses on Indigenous Governance as a whole through workshops, seminars, and training programs on Indigenous Property Rights, treaties, and law among other things. The Centre was partially funded by Hydro One, the Nuclear Waste Management Organization and Vale Inc.

Brock University: The Brock Student Development Centre published a study in 2014 called “The Aboriginal University Experience: A case study at Brock University” that critically examines the University’s role in the experience of Indigenous students. There were a number of recommendations made in the study about how to improve in this area. The study can be found at:

https://brocku.ca/webfm_send/33265

Various initiatives

- Many universities offer self-identification over the internet (for students to use any time, either before or after applying to the school).
- Some universities such as McMaster University and Queen’s University among others have dedicated student advocacy groups for Indigenous students that have similar powers and jurisdictions as larger student groups such as the UWSA.
- Many universities offer early move-in dates for first-year students living in residence.

Indigenization of the Professoriate: There are several examples of hiring practices and priorities going hand-in-hand with indigenization of the curriculum in Canada. As the University of Windsor and other universities move in that direction, they should consider the terms of career advancement for Indigenous scholars. At the point of engaging Indigenous faculty charged with the task of indigenization of the curriculum, perhaps certain questions should be considered regarding research in relation to tenure and promotion. For some faculty members, it may be relevant to extrapolate from the diverse research practices and modes of publication recognized by the University of Windsor, particularly in creative arts disciplines for which musical compositions, performances, and exhibits are recognized research. Community-based research and teaching may also provide established examples of recognized research practices at the University of Windsor relevant to researchers engaged in indigenizing research and teaching.

Appendix 2: Sample Aboriginal Centres in Ontario Universities—Physical Space

(Updated 24 Feb 2016)

University	Office	Facilities	Link(s)
Carleton	Centre for Aboriginal Culture and Education (Ojigkwanong)	A large centre, open concept, is 1,800 sq feet. Has a lounge area, a kitchenette, partitioned space with 8 computers and space for 2 laptops, and an office. Also has a small circular space for the Elders Space, a study room, and a very small phone room (6x6 ft) for privacy where students can make long distance calls to contact their home community. It is the only place on campus where people can smudge without special permission, which is equipped with a separate exhaust to ventilate. The centre was designed by renowned Indigenous architect Douglas Cardinal (designed the Canadian Museum of History)	http://carleton.ca/aboriginal/
Ottawa	Aboriginal Students Resource Centre	Has an Aboriginal Students Resource Centre in the same building where the Human Rights office is located. The Resource Centre has ½ of the first floor of a building that has 3 floors. The space is comprised of 4 offices and a boardroom	https://sass.uottawa.ca/en/aboriginal
Queen's	The Four Directions Aboriginal Student Centre	Has the Four Directions Aboriginal Student Center which has its own house and includes counselling, elder and programming services for Aboriginal students.	http://www.queensu.ca/fdasc/home
Ryerson	Aboriginal Student Services	Located in one of the oldest buildings on campus, Kerr Hall. It's an enclosed suite with 5-6 officer and meeting room. Across the hall is another suite with a lounge, computer stations, kitchen. There are two additional offices in proximity where the director and coordinator for the Aboriginal Education Council has an office. The Aboriginal HR consultant is housed in HR.	http://www.ryerson.ca/aboriginal/ http://www.ryerson.ca/aec/index.html

Toronto	The First Nations House	The First Nations House has one floor of a building, comprised of approx. 10 offices, a large lounge, and a seminar room. Focus is on student services.	https://www.studentlife.utoronto.ca/fnh
	The Centre for Aboriginal Initiatives	The Centre for Aboriginal Initiatives has one floor in the same building with a similar footprint. Focus is on Aboriginal pedagogy and is mostly faculty	http://aboriginalstudies.utoronto.ca/centre-for-aboriginal-initiatives/
Trent	The First Peoples House of Learning	Has several spaces designed by and for the Indigenous population at Trent. There is a Tipi, a performance space, a gathering space and several other resource rooms and outdoor spaces.	
Waterloo	Aboriginal Education Centre	Has a multi-purpose room that fits approx. 50 people, a kitchen, 3 offices, and a resource room. Supports the needs of students, staff and faculty.	https://uwaterloo.ca/stpauls/waterloo-aboriginal-education-centre
Western	Indigenous Services Centre	Located on second floor of the Student Services building, is open floor concept with Computer lab, kitchen, quiet study space, lounge area, office spaces, Elders Office and quiet meditation room, free telephone/fax/printing available, 24-hr access for students registered with the Centre	http://indigenous.uwo.ca/welcome/index.html
Wilfrid Laurier	Aboriginal Student Services Office	Have a Senior Advisor, Aboriginal Initiatives as well as an Aboriginal Student Services office (they have their own house on the Waterloo campus). On the Brantford campus, have an Aboriginal House used by the Admin and space for Indigenous students. Both student houses have a healing garden and do Aboriginal programming on their respective campuses.	https://library.wlu.ca/locations/aboriginal-student-centre https://legacy.wlu.ca/homepage.php?grp_id=12448

York	Centre for Aboriginal Student Services	Large reception area with a few offices off it: 3 offices for staff and 1 programs room for the Elders or writing instruction or work study students etc. Also have a multi-purpose room with computers.	http://aboriginal.info.yorku.ca/
------	--	--	---

Appendix 3: What universities are doing to ensure respectful, welcoming, and equitable environments for Indigenous students as members of the university and broader community, including providing resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students.

Memorial University of Newfoundland

Services for Indigenous students are provided through the Aboriginal Resource Office (ARO). Staff includes a newly hired Aboriginal Cultural Education Officer, who is responsible for increasing education and awareness about Aboriginal populations.

1. Student Support and Referral
 - a. Support, guidance and encouragement provided on as needed basis
 - b. Counselling sessions provided as needed
 - c. Set up and pay for tutoring for Aboriginal students
 - d. Coordinate referral services for housing, childcare, secondary schools re off-campus resources
 - e. Provide information on policies and procedures (eg. Smudging Policy)
2. Cultural Programming
 - a. Provide opportunities for students to learn about various aspects of culture
 - b. Examples include Inuit drum-making session, dream catchers, sealskin crafts, dressing of a feather
 - c. Presentations by Elders and community on Smudging, the Moon Ceremony, and cultural medicines
 - d. Displayed Aboriginal themed videos
3. Social Activities
 - a. Offered each term to bring students together for informal events so that students feel more connected to the university and fellow Aboriginal students
 - b. Examples: boat tours, bowling, skiing, marshmallow and wiener roasts
4. Presentations
 - a. by ARO Staff to Faculty and Staff and external to the university
 - i. about Aboriginal cultures within Newfoundland and Labrador
 - ii. about the Aboriginal student experience
 - b. by well-known local and national level Aboriginal speakers to educate Memorial community on Aboriginal culture and history
5. Aboriginal Orientation to welcome students
 - a. Educate students about services
 - b. Tour of campus
 - c. Introduce new Aboriginal students to current Aboriginal students
 - d. Information sessions
 - i. ARO
 - ii. St. John's Native Friendship Centre
 - iii. Counselling Centre
 - iv. Academic Advising Centre
 - v. Writing Centre
 - vi. Library

6. Student Lounge: a safe and caring space for Aboriginal students
 - a. Computer access, printers and copier
 - b. Microwave, refrigerator, and snacks
 - c. Mid-week Munchies: ongoing outreach to Aboriginal students
7. Aboriginal Scholarship Book contains a list of internal and external scholarship available to Aboriginal students
8. Facebook Page (ARO Memorial) provides information about programmes and activities

University of New Brunswick

Services for Aboriginal students are provided through the Mi'kmaq-Wolastoqey Centre (MWC)

MCW Vision Statement

- Wolastoqey and Mi'kmaq identities, languages, values, beliefs, worldviews, ancestral teachings, way of knowing, knowledge systems and philosophies will flourish within University of New Brunswick
- While Wolastoqi and Mi'kmaq students attend UNB, they will be given opportunities to develop a strong cultural foundation as well as academic and professional skills
- Ultimately, all UNB students, faculty and administrators will be familiar with Walastoqey and Mi'kmaq histories, languages, worldviews, contributions, treaty rights and cultural, social, economic and political conditions

The Mi'kmaq-Wolastoqey Vision Statement embraces the principles of respect, sharing, harmony, acceptance and unity in diversity.

Support provided to Aboriginal students is framed in the Recommendations of the Truth and Reconciliation Commission (TRC).

1. Bridging Year Program for First Nations students who do not have required high school credits for admission to university. Courses cover topics relating to residential schools, TRC Recommendations and reconciliation
2. First Nations Governance and Leadership Program prepares First Nations students with skills to take leadership roles in their communities.
3. Connections with UNB Faculties to provide advice/guidance on incorporating Wolastoqey/Mi'kmaq content into curriculum and initiatives
4. Council of Elders provide guidance on development and implementation of programmes, services and initiatives with Wolastoqey/Mi'kmaq content
5. University President will be meeting with New Brunswick chiefs to discuss TRC
6. Recommendations
7. Speakers Series
 - a. Welcome to Our Talking Circle
 - i. Public lecture
 - ii. First one invited three survivors of Shubenacadie Residential School to speak of their experiences
 - b. Aimed at ways in which NB Student Alliance can support implementation of TRC Calls to Action

- c. Law Society Panel to share views on the meaning of reconciliation from an Aboriginal perspective
- 8. Medicine Wheel Garden: contains traditional medicinal plants
 - a. Planted by children and witnessed by Residential School survivors
 - b. Symbolises healing, regeneration, resilience and wellness among Residential School survivors
- 9. Lunch and Learn Sessions
 - a. Promote language and cultural activities for all students in informal setting
 - b. Focus on Residential Schools
 - c. MWC provides the feast
- 10. Cultural Activities aimed at establishing community-minded environment (home away from home) at MWC/UNB for students and their families
 - a. Basket-making, medicine pouches, drum-making,
 - b. Mini-socials
- 11. Partnership with National Centre for Truth and Reconciliation
 - a. 75-100 Residential School survivors gathered from PEI and NB First Nations
 - b. Survivors made recommendations to the National Centre for Truth and Reconciliation
- 12. Treaty Education Committee: make recommendations on the incorporation of treaty education into the curriculum of the public school system
- 13. Wellness Initiative: increase the overall wellbeing and community wellness of indigenous of Indigenous society
 - a. Raise awareness of culturally appropriate activities in Mi'kmaq and Wolastoqey communities
- 14. Research
 - a. SSHRC Project to examine how technology can be used to revive Wolsastoqey and Mi'kmaq languages and cultures
- 15. Post-secondary Education Training and Labour (PETL) Projects
 - a. Circle of Understanding
 - i. Event to honour Residential School survivors
 - ii. Annual themed Pow-wows
 - iii. Red Shawl Campaign to raise awareness of missing and murdered Aboriginal women among UNB faculty and students, as well as the general public
 - iv. Peace and Friendship Treaty Days to raise awareness of Peace and Friendship Treaties signed by the British Crown and Wabanaki Nations
 - v. Celebrations of Wolastoqey and Mi'kmaq Cultures
 - 1. One-day event
 - 2. Art showcase
 - 3. Museum artifacts display
 - 4. Storytellers, songwriters, traditional dancers, drummers/chanters
 - vi. Cultural Immersion for Faculty and Administrators
 - 1. In planning stage
 - 2. Also include Residential School survivors' experiences, TRC Calls to Action and path to reconciliation

- vii. Wampum Belt Project: a Wabanaki Belt replica was made to reflect a message of reconciliation among Anglophones, Francophones and Wabanaki nations
 - b. Developing Materials for Mi'kmaq and Wolastoqey Language Classes
 - i. Storybook: ibook featuring a traditional story recited in Mi'kmaq, Wolastoqey, French and English (nearly complete)
 - ii. Video Project featuring Wolstoqey and Mi'kmaq stories, songs, and worldviews; content provided by Elders in ancestral languages
 - iii. Language Committee consisting of language keepers
 - iv. Language Revival Strategy and Policy in process of developing a strategy and policy to continue language maintenance and preservation efforts
- 16. MWC has proposed the development of a reconciliation model that may be used within the NB context. Wolastoqey and Mi'kmaq traditional practices of reconciliation and forgiveness will guide the development of this model.

Recommendations of the Senate Working Group for Benchmarking the University of Windsor with the Universities Canada 13 Principles on Indigenous Education

1. The University of Windsor should implement an external review in order to gather further information about how best to implement strategies answering the TRC Calls to Action and the 13 Principles on Indigenous Education.
2. The University of Windsor should work with Turtle Island and the AEC to better recruit First Nations, Métis and Inuit students and to ensure their access to support and their success. This will address the TRC Call to Action to address the backlog of First Nations students seeking university education
3. The University of Windsor should evaluate its Education programs in relation recommendations made in final Report of the Minister of the Department of Indian Affairs and Northern Development's National Working Group on Education, including the recommendation that "post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers..." (p. 43).
4. The Faculty of Education at the University of Windsor should evaluate the opportunity to develop a Bachelor of Education in Indigenous Learning or its equivalent. Five Ontario universities now offer a Bachelor of Education in Indigenous Learning.
5. The University of Windsor should develop a sustainable strategy to indigenize and decolonize its curricula, particularly those of disciplines identified by the TRC Calls to Action. See **Appendix 1** concerning Strategies for indigenizing and decolonizing the curriculum undertaken by other Canadian universities.
6. The space allocated to The Aboriginal Education Centre -- Turtle Island should be reviewed as part of the Campus Plan so that space is allocated to make Turtle Island the "hub" of Indigenous culture on this campus. The space should provide for community use and class-room related activities, and promote dialogue between Indigenous and non-indigenous students and other members of our campus community. See **Appendix 2** on Aboriginal Centres in Ontario Universities.
7. The University of Windsor can serve as a role model to other institutions by providing meaningful funding in support of the 13 Principles, including assistance to help fund indigenization of conferences, visiting speakers/authors, theatre productions, panels, workshops, land-based learning and other such related events. See **Appendix 3** on How Universities are creating respectful, welcoming and equitable environments.
8. The University of Windsor should continue to address diversity in its hiring policy. Data from University of Windsor's 2011 Employment Equity Work Force Census indicates 1.6% of those responding to the Census self-identified as Aboriginal. Indigenization of the professoriate is also a part of the indigenization of the curriculum as discussed in **Appendix 1**.
9. The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and

consultation with Indigenous communities, to make this possible across all Faculties and disciplines. For an example of effective academic planning see the report of Nipissing University at <http://www.nipissingu.ca/departments/aboriginal-initiatives/Pages/default.aspx>

10. The University of Windsor should establish a Memorandum of Understanding with the Walpole Island First Nation and its Heritage Centre. In addition, the University of Windsor should identify other opportunities to work more broadly with First Nations, Métis and Inuit communities.
11. The University of Windsor should support the Department of History to develop a public history project about the mission of the Assumption Church to the First Nations of the region. Although the Assumption Church and the Jesuit mission did not involve a residential school, it would be appropriate to create a public history project as a means to answer the TRC Call to Action 59 concerning the role of churches in colonization.
12. The University of Windsor should conduct an annual census of the following activities and report them on the University website as a means to resource and enable systemic and cohesive academic planning.
 - a. indigenization of programs, courses and course content,
 - b. community-based initiatives contributing to indigenization such as National Aboriginal Day Celebrations (June 21st) and Bookfest, among others,
 - c. community-outreach activities contributing to high quality K-12 experiences for Indigenous youth, and
 - d. research relevant to the wellbeing, history and culture of First Nations, Métis and Inuit communities.

**University of Windsor
Senate**

5.2.2: **Senate Working Group on Learning Outcomes - Report**

Item for: **Discussion**

Forwarded by: **Senate Working Group on Learning Outcomes**

**See report attached.*

**Please click [here](#) to link to the appendices.*

Report of the Senate Working Group on Learning Outcomes

May 2016

The co-chairs would like to thank the Working Group members for their significant efforts and goodwill, which were critical to the completion of this review. The Working Group would like to thank all those who provided thoughtful feedback and comments.

Contents

Executive Summary	5
1. Mandate.....	7
2. Process	7
3. Learning Outcomes: A Definition	7
4. The Purpose of Learning Outcomes	7
5. Learning Outcomes: Provincial Context	10
The Quality of Student Learning	11
The Quality Assurance Framework.....	11
Differentiation.....	12
Student Mobility.....	13
Tension Points.....	14
Provincial Context: Conclusion.....	15
7. University of Windsor: Current Status.....	15
Learning Outcomes Development Progress.....	15
2015 Quality Assurance Audit Findings	16
8. Our Current Practices: Faculties and Departments	17
Academic Unit Process and Oversight	17
Learning Outcomes Policies	19
Alignment of Learning Outcomes with Assessment of Student Learning	20
Effective Practices Identified by Academic Units	20
8. Our Current Practices: Central Units	21
Roles and Responsibilities	21
Policies	23
Processes.....	23
Services and Resources.....	23
Effective Practices Identified by Central Units.....	24
9. Discussion of Internal Strengths, Weaknesses, Opportunities, Threats.....	24
Strengths	24
Challenges/Frustrations.....	25
Opportunities	26
Threats	26
10: Campus Input into Next Steps and Future Considerations.....	27
Capacity building	28
Coordination	29

Communications.....	29
Collection – Data, Resources, Repositories.....	30
Culture and Contextualization	30
11: Conclusion	31
References	32

Appendices (Contained in a separate document:

http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/sa160610-5.2.2_swgolo_appendices-final.pdf)

Appendix A: Fact-Finding Protocols

Appendix B: Learning Outcomes: Brief History and International Context

Appendix C: Funded Learning Outcomes Initiatives in Ontario

Appendix D: Practices, Policies, and Procedures in Academic Units

Appendix E: IQAP Flowchart

Appendix F: University of Windsor Policies, Procedures and Resources

Executive Summary

This report describes the findings of a working group tasked with identifying and describing what is being done at the University of Windsor related to the status and progress of learning outcomes. The Working Group included faculty, staff, and a student from a broad range of disciplines and services.

Learning outcomes are used to clarify student learning, encouraging the alignment of learning activities and assessments with intended learning. The environment in post-secondary education has changed such that currently in Ontario there is a strategic focus on the student experience and learning quality, institutional differentiation, and student mobility. The change in focus has placed a higher priority on learning outcomes and their assessment. The articulation by the Province of its strategic focus has funding implications for universities.

Members of the group contacted every Faculty on campus using a common survey protocol to gather input from central units and committees involved in supporting learning outcomes development. Additionally, Working Group members reviewed Senate records of learning outcomes completion and institutional and provincial policy documents related to learning outcomes development, ultimately gathering information to describe:

- the purposes of learning outcomes at the University of Windsor and provincially (Section 3-5);
- the state of program/course learning outcome development on campus (Section 6);
- procedures and policies (both centrally and within departments and Faculties), and their perceived efficiency and effectiveness (Section 7 and 8);
- identified strengths, challenges, opportunities, and threats (Section 9); and
- possible directions identified by the campus for further exploration, dialogue, and action (Section 10).

Learning outcomes are pressed into service to meet multiple goals at Ontario universities, and so some perceive requirements for their development as primarily bureaucratic gatekeeping for accountability, a purpose that has little to do with actual teaching and learning. However, at the University of Windsor many academic units indicate growing confidence in the value of learning outcomes-based approaches for improving teaching, learning, and the student experience. Many also indicated the value of learning outcomes would increase when integrated more fully and collaboratively into reflection, analysis, and decision making. This position is supported by extensive international scholarship.

The data collected by the committee indicated learning outcomes are usually developed at departmental and faculty levels for courses and programs and are reviewed by academic councils and central units. There is significant evidence at the University of Windsor of commitment, hard work, and good faith efforts to meet provincial requirements for learning outcomes development. There is also evidence of growth in capacity and engagement with learning outcomes as a way of collectively designing curricula and clarifying what students should know, value and be able to do by the end of a course or program. However, awareness, engagement and expertise across campus remains uneven.

Presently, approximately 45% of the University of Windsor's undergraduate programs and 63% of graduate programs have centrally recorded learning outcomes of some kind.

Very few programs have an integrated and systematic approach to evaluating the degree to which students are achieving their programs' learning outcomes, but a number of Faculties are developing strategies. In general, the development of learning outcomes without a strategy for systematic assessment and use of the findings of that assessment for course and program improvement significantly limits the impact of the investment we are making.

The procedures, requirements and approval processes surrounding learning outcomes development are at times a source of frustration for both academic and central support units, though many expressed appreciation for the support and efforts of others. The process, which involves multiple offices with diverse responsibilities, would benefit from greater cross-unit co-ordination, navigational support, and transparency. Feedback suggested the distributed nature of the work tends to mask the resource intensity of learning outcomes development on campus, and increase the chance of duplication and redundancy. **Campus input suggested clear consensus around some potential directions for next steps, focused on five main themes: capacity building, coordination, communications, collection, and enhanced culture and context.** There are numerous solid opportunities to enhance and streamline our processes, but coordination of multi-level dialogue, leadership, trust, and capacity building will facilitate the development and implementation of any action plan.

This document summarizes the evidence gathered from the campus community, including their concerns and recommendations. Determining an action plan was beyond the scope of the working group's mandate, but the working group hopes that this document will constructively inform further planning and action. Recommendations raised by faculty and staff during this review have been compiled, organized and listed in Section 10, *Campus Input into Next Steps and Future Considerations at the end of this report (p.27)*.

1. Mandate

In November 2015, the University Senate established a working group on learning outcomes with a mandate to identify “what is being done on campus related to learning outcomes.”

2. Process

The working group members, endorsed by Senate, included faculty, staff, and a student representing a broad range of disciplines and services: Dr. Alan Wright (co-chair), Dr. Erika Kustra (co-chair), Mr. Nick Baker, Ms. Joan Dalton, Dr. Stephen Pender, Mr. Michael Potter, Dr. Maureen Gowing, Dr. Julie Smit, Prof. Lionel Walsh, Ms. Erica Lyons and Mr. Ed King, with Ms. Beverley Hamilton in support.

In preparing this report, members of the group contacted and gathered input from every Faculty on campus, and all central units and committees involved in supporting learning outcomes development (Appendix A), reviewed Senate records of learning outcomes completion, and reviewed institutional and provincial policy documents related to learning outcomes development. This report summarizes their findings, including:

- the purposes of learning outcomes at the University of Windsor and provincially (Section 3-5);
- the state of program/course learning outcomes development on campus (Section 6);
- procedures and policies (both centrally and in the departments and Faculties), and their perceived efficiency and effectiveness (Section 7 and 8);
- strengths, challenges, opportunities, and threats identified (Section 9); and
- possible directions for further exploration, dialogue, and action identified by participants (Section 10).

3. Learning Outcomes: A Definition

Learning outcomes are assessable statements that indicate what students should know, value, or be able to do by the end of a course or program. To be assessable, learning outcomes must be observable (Goff et al., 2015; Potter & Kustra, 2012).

4. The Purpose of Learning Outcomes

A primary purpose for learning outcomes is to clarify the intended learning in a course and/or program, for the benefit of both students and instructors. Students’ active behaviours as learners, rather than teachers’ activities, have become the core focus of contemporary scholarly approaches to curriculum design (Biggs, 1999; Barr & Tagg, 1995; Tyler, 1949) (See Appendix B). Many scholars argue for an approach where learning and assessment activities align with intended course-level learning outcomes, and courses align with more general program-level learning outcomes to enhance student learning – a principle known as “constructive alignment” (Figure 1).

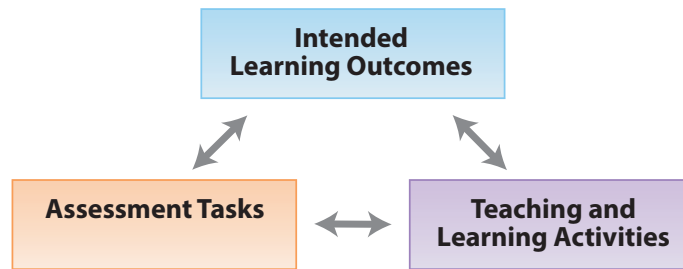


Figure 1. Constructive Alignment

Although this seems like a fairly straightforward idea, its full application integrates complex factors, extending into every area of pedagogical decision-making and improvement planning. Some of the complexity is summarized in Fig. 2.

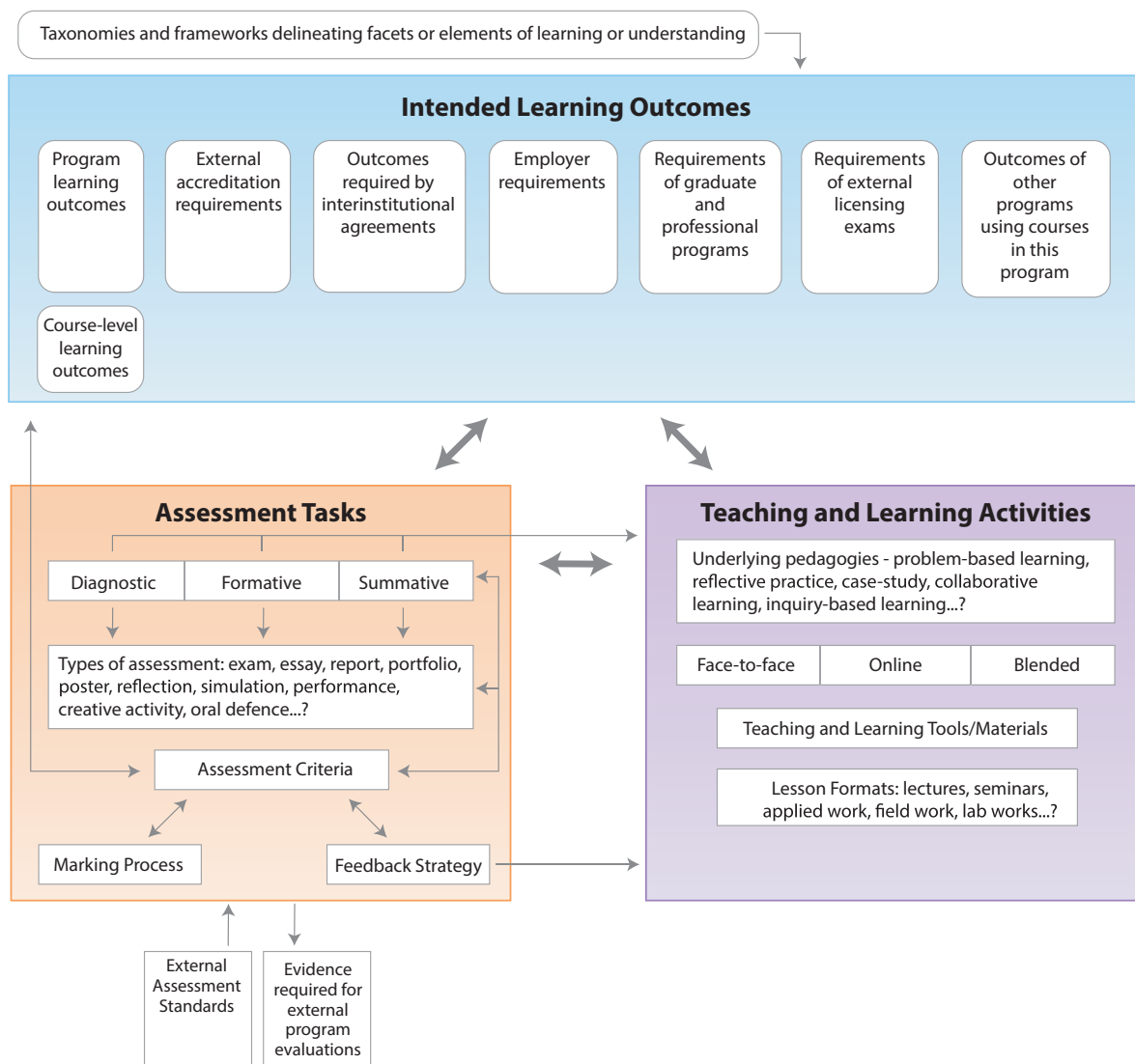


Figure 2. Factors impacting and impacted by learning outcomes decision-making. Adapted from Manchester Metropolitan University, 2016

Establishing systematic, institution-wide learning outcomes-based improvement processes is a difficult undertaking (Kuh et al, 2015); however, if done right, can yield many positive results. Implementing a constructively-aligned approach systematically shifts the pedagogical focus towards the learner and learning (Spronken-Smith et al., 2013), particularly if intentional and purposive assessment of student learning is a key cyclical driver in the process (Kuh et al., 2015). Using this approach can also encourage educational processes that systematically contribute to continual program and course improvement.

Internationally, learning outcomes are tied to a number of other purposes, systemic concerns, and policy priorities, and opportunities such as (See Figure 3):

- assessing and providing evidence as to whether students are learning what institutions claim they are;
- identifying and implementing more effective teaching practices;
- creating a common language so that all stakeholders can discuss post-secondary graduate expectations;
- providing evidence of program quality for accountability purposes;
- enabling student mobility through credential harmonization and the establishment of inter-institutional course equivalencies;
- facilitating inter-institutional comparisons of student achievement;
- assessing the degree to which institutions are meeting the terms of their Strategic Mandate Agreements (SMA), which are intended to drive differentiation among Ontario post-secondary institutions; and
- improving the global competitiveness of institutions or a post-secondary sector more generally (Altbach, Reisberg, & Rumbley, 2009; Deller, Brumwell, & MacFarlane, 2015; Wihlborg & Teelken, 2014).

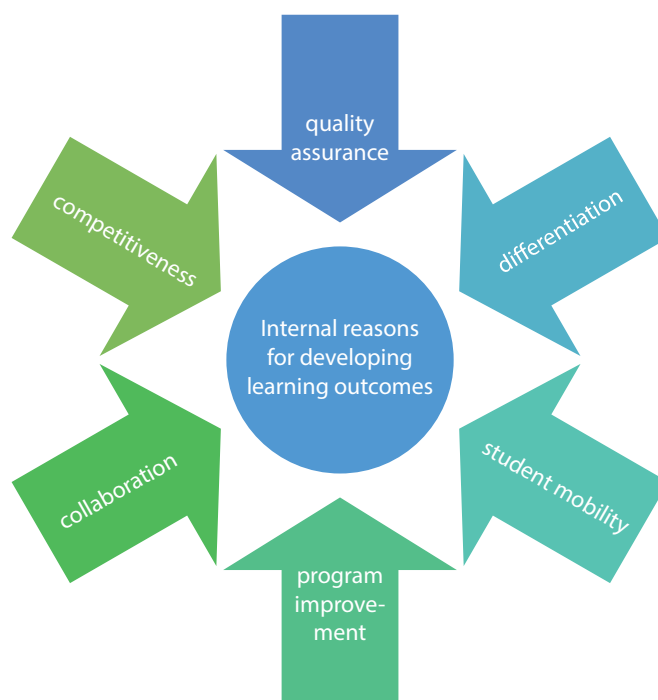


Figure 3. Purposes for learning outcomes development

In summary, constructive alignment can, and is intended to, enhance student learning experiences, pedagogical decision-making, and reflective practice. However, the motives that drive learning outcomes initiatives internationally and provincially are more broadly based, relating also to accountability, aspirations for greater sectoral integration, quality assurance, competitiveness, and so on. As Gosling and d’Andrea (2001) argue, teaching improvement, faculty engagement, quality assurance, and accountability practices are not always easily allied: trying to use the same process both for external accountability and to engage instructors with the ongoing enhancement of teaching and learning can be challenging. In some cases, it can lead to the prioritization of accountability requirements over educational needs (Biggs, 2001). The combined external pressures have, in many cases, produced what Kuh et al. (2015) refer to as a “compliance culture”, driven by the need to meet external requirements, rather than by a collective conviction that learning, as a guiding purpose, should drive thinking and decision making. Studies of successful initiatives suggest that deep and constructive engagement with learning-outcomes approaches requires sustained, multi-level leadership; coordinated cross-functional support; and respect for institutional and disciplinary cultures and contexts (Gosling and d’Andrea, 2001; Jones, 2009; Lennon & Frank, 2014; Spronken-Smith et al., 2013).

5. Learning Outcomes: Provincial Context

The University of Windsor’s ongoing commitment to learning outcomes development has occurred in a provincial post-secondary context that has increasingly emphasized learning outcomes and their assessment. The University of Windsor must respond to the provincial context, in part because the province remains a primary funding source. There are three priority areas where learning outcomes play particularly important roles: increased focus on the quality of student learning, demand for institutional differentiation, and enhancement of student mobility (See Figure 4). All of these have funding and sustainability implications, creating both opportunities and challenges for universities.

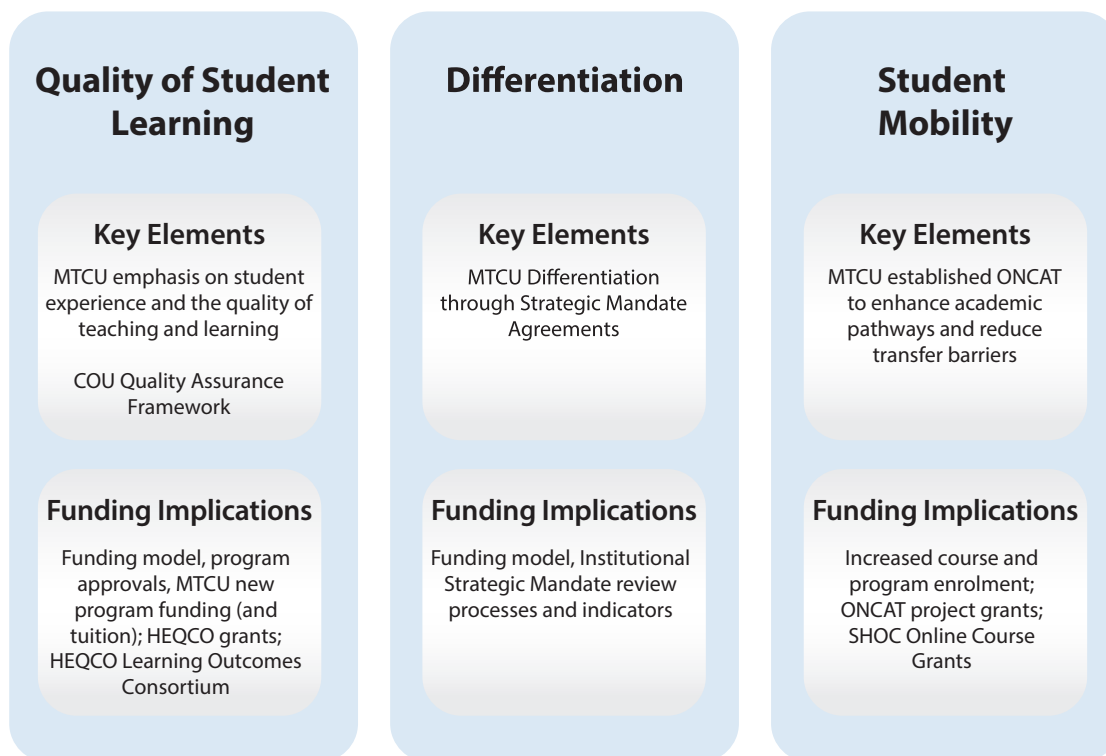


Figure 4. Key external drivers for learning outcomes, with associated funding levers in Ontario

The Quality of Student Learning

The Ministry of Training, Colleges, and Universities (MTCU) has repeatedly reiterated its intention to focus on “enhancing learning, demonstrating its value, and ensuring that this value is understood by students, families and society as a whole” (MTCU 2015, p. 38). The discussion paper *Focus on Outcomes, Centre on Students: Perspectives on Evolving Ontario’s University Funding Model* (MTCU, 2015) specifically links the assessment of learning outcomes with possible changes to the university funding model: “Understanding what students know – and what they should know – as a result of their time at university is critical to addressing quality”(p. 44). The report suggests that “...assessing undergraduate learning outcomes has the potential to add considerable value to the sector, enabling students to understand what they have learned, governments to understand what skills are being generated, and universities to drive continuous improvement”(p. 44) The document further advocates the acceleration of current work on learning outcomes at Ontario universities, prioritizing learning outcomes assessment as a condition of funding. The Ministry’s prioritization of this approach has very serious policy and procedural implications for universities.

The numerous institutional and interinstitutional projects funded by organizations such as the Higher Education Quality Council of Ontario (HEQCO) and Ontario Council on Articulation and Transfers (ONCAT) are further evidence of the priority the Province is placing on the use of learning outcomes-based approaches, including constructive alignment. These projects explore learning outcomes development and assessment, from the use of standardized tests, to student self-reporting, to capstones and e-portfolios. Several organizations also offer annual conferences and symposia on the topic. A summary of these projects and initiatives can be found in Appendix C.

The Ontario Undergraduate Students Alliance (OUSA) is also a strong advocate of learning outcomes-based practice. Their 2015 submission on teaching and learning noted that while many aspects of the social and academic missions of universities are difficult or impossible to quantify or simplify, learning outcomes and evaluations can “improve the experience of education for all, and can strengthen outcomes for students, those that work at universities and the Province as a whole” (p. 26).

The Quality Assurance Framework

The Council of Ontario Universities’ (COU) quality assurance framework (QAF) governs program approval and review processes at all Ontario universities. Established in 2010, the QAF is a key lever in the promotion of a consistent learning outcomes approach across the Province. The QAF presents a challenge to the University of Windsor first because it requires program-level learning outcomes for **all** for-credit programs in Ontario. Secondly, these learning outcomes must demonstrate that students graduating from programs will acquire institutionally-established degree-level expectations. Finally, the learning outcomes for programs and institutional degree-level expectations must map onto provincial degree-level expectations approved in 2005 by COU (<http://oucqa.ca/framework/appendix-1/>). In summary, the challenge is to assure that each program at the University of Windsor:

- identifies intended learning outcomes that describe what a student graduating from a specific program should know, value, and be able to do;
- identifies learning outcomes related to all of its institutional attributes;
- develops course-level learning outcomes that address some of the University graduate attributes;
- ensures that collectively the courses within a program enable students to acquire all of the University’s Graduate Attributes; and

- articulates practices for the assessment and monitoring of student learning outcome achievement.

Based on the data collected from the University of Windsor, the campus has made more significant progress on the first three points. The remaining two points were only recently incorporated into practice for cyclical program review.

Existing programs undergo cyclical review under the auspices of the Ontario Universities Council on Quality Assurance (the Quality Council), including internal and external review of both learning outcomes and assessment of learning outcomes within programs. The Quality Council also undertakes regular audits of quality assurance processes at universities, through a site visit and desk audit of program reviews from the previous cycle.

All new programs must include program-level learning outcomes and a description of how outcomes will be assessed. As part of new program submissions, these learning outcomes are reviewed externally prior to approval by the Quality Council. The MTCU has a separate process, which determines whether new programs are eligible for funding and whether students in new programs are eligible for financial assistance. This process also involves review of program-level learning outcomes, which inform the evaluation of a proposed program's distinctiveness and alignment with its institutional SMA. In addition to these processes, many professional programs must also demonstrate compliance with professional accreditation standards, which generally involve learning outcomes, competencies, or some other form of articulation and assessment of expected learning.

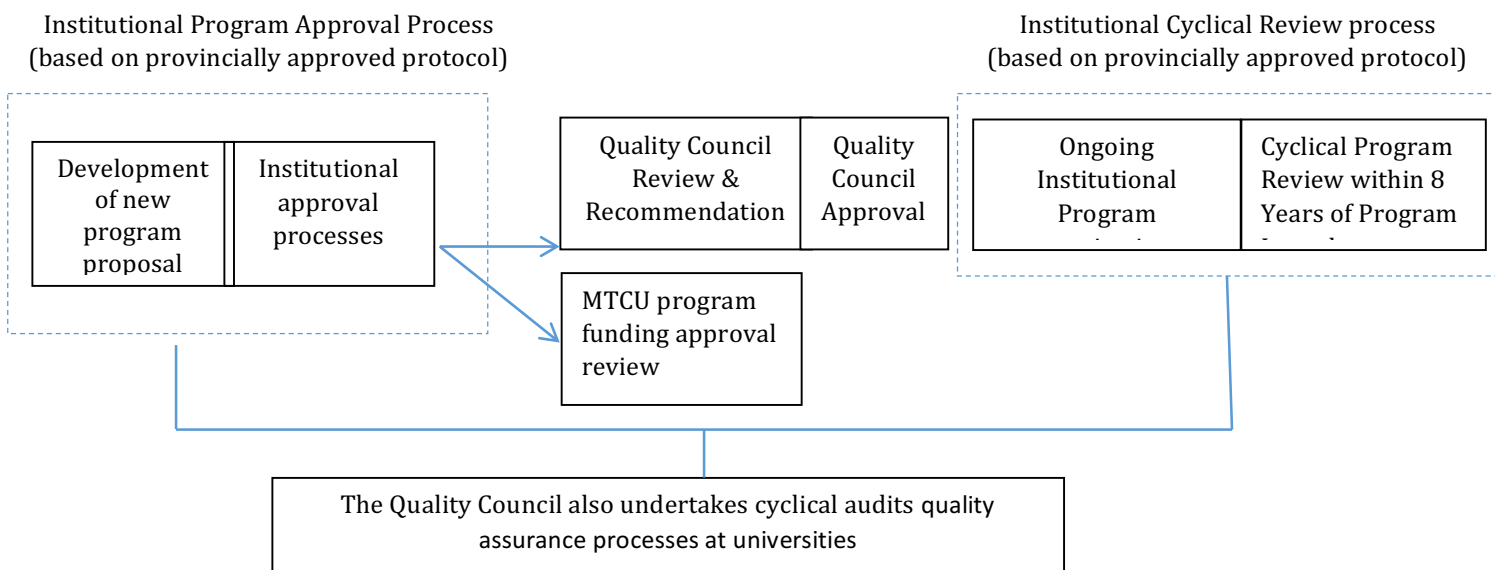


Figure 5. Mandated institutional and external program approval processes in Ontario

Differentiation

In *Ontario's Differentiation Policy Framework for Postsecondary Education* (MTCU, 2013), the Ministry identified differentiation as "a primary policy driver for the system" (p. 6). Differentiation is intended to limit institutional duplication in favour of greater emphasis on institutions' individual strengths. In principle, institutions should then operate together as complementary parts of a whole, more efficiently offering a diverse range of programs and opportunities for students. Each Ontario post-secondary

institution has developed and signed an SMA with the MTCU, outlining its strengths and unique character across six facets, reporting annually on performance indicators related to those facets. SMAs are re-developed on a cyclical basis (<http://www.tcu.gov.on.ca/pepg/publications/vision/universities.html>).

The *Policy Framework* indicates that over time, funding levers will align with differentiation. Student learning outcomes are identified as a potential area for metrics identifying unique strengths. The MTCU has indicated that implementation of a funding model incorporating the SMAs will take place over the first two SMA cycles (MTCU, 2015).

Student Mobility

Learning outcomes are also viewed provincially as a critical tool for improving student mobility and shared course and program development. The determination of course and credit equivalencies (Fallon, 2015) requires the accurate comparison of curriculum content at the course, year, and program levels. In 2011, the MTCU established the Ontario Council on Articulation and Transfer (ONCAT), with a mission to enhance academic pathways and reduce barriers for students looking to transfer among colleges or universities. ONCAT sees its role as assisting in the exchange of information and communication in order to enhance mutual understanding of each other's students and programs, using learning outcomes approaches as a central tool:

Learning outcome statement facilitate a clear comparison of credentials at the course, year, and program levels and, as such, can play a vital role in credit transfer, both improving existing pathways to maximize student success and by increasing the overall number of transfer opportunities. When discipline experts from various institutions, sectors, and jurisdictions come together to discuss their subject area through a learning outcomes lens, they gain greater understanding of what is expected of students in each program. The clarity and trust that results from such work enables partners to more confidently build partnerships and pathways among programs and institutions, which ultimately expedites the often lengthy and complex articulation process (Fallon, 2015, p. 4).

The Province has consistently communicated its intention to expand the use of learning outcomes approaches and the assessment of student achievement of learning outcomes at Ontario's post-secondary institutions. Institutions exhibiting efficient and effective engagement with these approaches create the opportunity to benefit from both greater success in new program development, and significant project-based funding to extend learning outcomes and learning outcomes assessment practices within their own institutions and beyond. Current indications from the post-secondary sector suggest that the mechanisms for learning outcomes assessment, as well as evidence of student achievement of learning outcomes, may begin to impact institutional funding within the next several cycles of SMAs. Although the intention is clear, the specific mechanisms or metrics that the Province may adopt for the measurement of learning outcomes are not.

Given this evolving emphasis, institutional expertise, efficiency, and clarity regarding the development and assessment of learning outcomes are likely to become increasingly important to programmatic and institutional sustainability. Further, expertise in this area may be a critical factor in influencing the ultimate form performance indicators might take.

Tension Points

Learning outcomes-based approaches continue to be controversial, here and elsewhere. Many connect the approach with increased managerialism, arguing that there has been a gradual shift in the mission of universities from an “aim of developing analytical and creative human capacities [as] a worthwhile social purpose” to “the equivalent of [a] barren utilitarianism” (Collini, 2016). From this perspective, learning outcomes approaches tend to emphasize those aspects of student experience that can be easily defined, measured, and predictably produced, a definition of learning that appears to be at odds with the principles, values, and experiences of many scholars and students.

A memorandum distributed by the Canadian Association of University Teachers (Robinson, CAUT, September 17, 2014), outlines arguments put forward by various faculty members and faculty associations from across Canada:

- Learning outcomes undervalue the learning process by focusing on outputs rather than process, emphasizing short-term rather than long-term benefits of university education.
- The pre-determined nature of learning outcomes runs counter to the educational mission of universities, in that it does not allow for the intellectual ambiguity, uncertainty, and experimentation that advance knowledge.
- The development of standardized learning outcomes impinges on faculty academic autonomy and freedom.
- Learning outcomes increase faculty workload and impose a bureaucratic burden of limited pedagogical value.
- Approaches to ‘measuring’ learning outcomes privilege quantitative over qualitative assessments of learning.
- Learning outcomes may be used punitively against institutions and faculty members, much like the high-stakes, standardized testing more common in the United States, e.g., faculty associations argue that such results might be used inappropriately in faculty evaluation or promotion decisions, or to reallocate funds within institutions.
- The implementation of learning outcomes is an externally imposed bureaucratic assessment of educational quality that implies that individual and collective faculty expertise – the knowledge upon which universities have relied for centuries — is somehow inadequate, and that the approach favours standardized externally imposed regulation over pragmatic, informed responsiveness to intellectual needs, questions, and inquiry.

For a significant number of instructors, for a diversity of reasons, the case for the value of learning outcomes has yet to be made. For many the question is not whether there are bottlenecks or challenges that impede the development of learning outcomes and their assessment, but whether a learning outcomes approach is beneficial at all. Some faculty at the University of Windsor raised similar concerns, including:

- The framing of the enterprise appears to imply, often without evidence, that something has been wrong with how universities have educated students at Ontario universities, something that requires remediation.
- The approach has more to do with the kinds of efficiencies required for increasingly depersonalized, industrial models of education.
- The level of analysis might be misplaced by using metrics collected for programmatic or institutional level analysis punitively at the individual level.
- The implementation of learning outcomes and assessment of learning outcomes may not have enough of an impact to support change for teaching and learning improvement.

- The emphasis on a learning outcomes approach misrepresents the core challenges facing the post-secondary sector as well as the ideals and fundamental mission of scholarly inquiry and scholarly teaching.

Certainly, adopting the approach is not an automatic pathway (or barrier) to intentionality, reflective inquiry, or effectiveness in teaching and curriculum planning. Vigilance, critical reflection on practice, and collective engagement, are critical factors, regardless of approach.

Provincial Context: Conclusion

While there is evidence of the potential value of well-enacted, well-supported adoption of learning outcomes approaches, there is also evidence of a number of potential threats. The resources and time spent creating learning outcomes or gathering evidence of learning for reporting purposes, may not efficiently translate into actually improving student learning or the student experience. To date, there has also been limited exploration of the opportunity costs involved in this approach – what universities are not doing because they are pursuing a learning outcomes development agenda. This is in part because the distributed resource allocations involved are difficult to tally. All of these factors contribute to the threat of disengagement and the potential for a “compliance culture”, rather than critical reflection on how to improve the intellectual development of graduates (Kuh et al., 2016). The opportunities and threats created by the external drivers for learning outcomes in the Ontario context bear further investigation, and substantially impact the context for learning outcomes initiatives at the University of Windsor. Even in a climate where learning outcomes-based approaches are required, it would be of benefit to have greater clarity about strategies that offer the greatest potential value for student learning and teaching improvement, while meeting provincial requirements and optimizing institutional opportunities.

The following section summarizes the evidence the working group gathered, describing our specific University of Windsor context. The findings suggest numerous avenues for improved efficiency and factors that could effectively enhance student learning and teaching – including capacity building, coordination, communication, collection of data and enhancing culture and context. Enabling faculty to engage through a diversity of approaches that reflect their own disciplinary understandings of learning is critical.

7. University of Windsor: Current Status

The University adopted institutional Graduate Attributes in 2003 by Senate approval. These were approved by Ontario Council of Graduate Studies and COU respectively, and then integrated into University program review and audit guidelines. In 2008, these were linked to COU’s Undergraduate and Graduate Degree-Level Expectations (<http://www.uwindsor.ca/secretariat/72/undrgraduate-and-graduate-degree-level-expectations>). Since then, programs and instructors have been engaged in developing or revising learning outcomes that are intended to map onto the university-level attributes and the degree-level expectations.

Learning Outcomes Development Progress

The University Secretariat maintains a record of all program-level outcomes reviewed and approved by PDC and Senate, and tracks program-level learning outcomes included in cyclical review documents but which have not actually been through formal PDC review. However, the decentralized nature of

curriculum and course design at the University of Windsor makes it impossible to report on what has actually been completed with total accuracy. Course-level learning outcomes are intended to be included in cyclical program review, but are not centrally tracked unless they are courses that have been approved since 2007. Programs in which enrolment has been suspended are still in the calendar, and therefore require learning outcomes unless deleted, but are often not considered for learning outcome development. Departments are also sometimes unaware of the need for learning outcomes for combined or joint programs. Currently, for example, approximately 85% of undergraduate combined degree programs lack learning outcomes. Finally, there are numerous programs that do have learning outcomes, but where the outcomes need revision to conform to the University's graduate-level attributes or to distinguish among numerous programs that now have common learning outcomes. Some programs also have learning outcomes that have not been sent through the normal review and approval process. Departments may benefit from greater clarity regarding missing outcomes and which programs require outcomes.

Table 1 summarizes the University's progress towards full achievement of program-level learning outcomes development. Column 3, "Has centrally recorded program learning outcomes of some kind", indicates the existence of program-level learning outcomes of any kind that have been documented by the University Secretariat. Columns 4-7 are subcategories of column 3: in other words, they are a more detailed breakdown of the status of the learning outcomes included in column 3.

	Number of programs or certificates	Has centrally recorded program learning outcomes of some kind	Fully approved learning outcomes	Need diversification among programs	Need revision for consistency with UWindsor graduate attributes	In program review – need formal approval
Undergraduate Programs	191	45%	22%	14%	3%	6%
Undergraduate Certificates	16	62%	38%	13%	6%	6%
Graduate Programs	74	63%	53%	4%	0%	7%
Graduate Diplomas	2	50%	50%	0%	0%	0%

*Please note limitations to reporting accuracy identified (e.g., some programs have been suspended, some are joint programs, and some learning outcomes have not been reported). Numbers are based on March 2016 data, new LO have been reviewed as of that time.

Table 1. Progress towards program-level learning outcomes in all UWindsor programs*

2015 Quality Assurance Audit Findings

As noted above, the Quality Council undertakes regular audits to determine whether institutions are in compliance with their Council-approved institutional quality assurance protocols. The University of Windsor underwent its audit in 2015. The audit process involves the examination of past program reviews, major modifications to existing programs, new programs, and new field proposals. Given that the University's current quality assurance process has only been in place for one audit cycle, many of the concerns identified had already been rectified through the efforts of the Office of Quality Assurance, the

University Secretariat, and departments undertaking their cyclical reviews. Findings of the audit relevant to learning outcomes are summarized below:

- University of Windsor administration, faculty, and staff are committed to the quality-assurance process, but to varying degrees.
- Concerns were raised by Faculties regarding the complexity of the quality assurance process, its unclear correlation with other forms of accreditation, and the availability of additional resources to ensure a successful and thorough process. However, they also expressed interest in practices and aspects process that might enhance the provision, quality and delivery of their programs.

The recommendations from the Quality Assurance Auditors are summarized below:

- Ensure that all existing programs develop and assess learning outcomes at the program level as part of the cyclical program review.
- Ensure that all new program proposals include explicit program-level learning outcomes.
- Ensure accuracy and transparency in listing all programs on its cyclical review schedule, including programs that are on hiatus as well as all collaborative, concurrent, and consecutive programs offered on campus or at other locations.

Several of the recommendations have been implemented, but as with any new process of this level of complexity, there remain a number of challenges and opportunities.

8. Our Current Practices: Faculties and Departments

Working Group members reviewed the current state of learning outcomes processes and practices in each Faculty, using a common protocol to survey or interview representatives who are heavily involved in learning outcomes efforts for that area. In Science, most Heads of Departments or their delegates were interviewed. In FAHSS, due to the large number of departments, an online FluidSurvey was circulated, completed by representatives from ten departments. A comparative summary of the information collected for all Faculties can be found in Appendix D.

The information gathered reflected the significant effort and resources that have been put into the development of learning outcomes over the last ten years, and in many areas (or among many instructors) improved reception of the principles involved. There is considerable variation in procedure, engagement, and degree of coordination and efficiency among Faculties, in part owing to different Faculty structures and external requirements such as accreditation. There was also a high degree of variation in people's knowledge of, and experience with, learning outcomes development and approval procedures, as well as in their overall perception of the benefits or potential benefits of using a learning outcomes approach.

Academic Unit Process and Oversight

The management of the learning outcome development process varies. Most commonly, it involves the following steps:

1. An individual faculty member, team, or curriculum committee develops or re-designs a program or course(s) and associated learning outcomes.
2. Learning outcomes may then be reviewed by a Department Head or Associate Dean.
3. Designated departmental or program-level committees approve course/program and associated learning outcomes.
4. Departmental and/or Faculty council and Faculty co-ordinating councils (as appropriate for different Faculty configurations) review and approve the learning outcomes.
5. Learning outcomes are then submitted to the PDC for approval.

6. Prior to formal review, courses and programs are referred to a PDC advisory committee to identify any potential barriers to approval in order to limit delays.
7. Should any problems with the learning outcomes be identified, academic units are referred to the Centre for Teaching and Learning (CTL) for assistance. Academic units are invited to meet with CTL at any point in the process. This assistance is advisory only: proponents ultimately determine what is formally reviewed by PDC.

Some departments and Faculties designate an individual responsible for learning outcomes or curriculum development. Business, for example, has an Assurance of Learning Coordinator, and Engineering an Undergraduate Programs Coordinator, who have designated responsibility for supporting learning outcomes and assessment of learning outcomes for accreditation. Most commonly, a person with another role is designated to oversee the process, such as the Associate Dean, Head, or Undergraduate Chair. The presence of a coordinating figure appears to be of benefit, as this provides an opportunity for expertise development and dissemination: one risk factor with this approach is that, without succession planning, when the person vacates the role, the expertise can be lost.

As the diagram below indicates, departments and individuals may consult central units, or be referred to central units, at multiple points during this process. The multi-unit support and approval system is intended to provide flexible, as-needed support, and is not centrally co-ordinated. This means that what recommendations have been made previously and by whom, how those were understood or implemented, and the context in which the learning outcomes are intended to operate are often not clear to the individuals providing support. There is considerable potential for mixed messages and misunderstandings despite best efforts to help. Gaps in information about requirements or procedures can result in missed opportunities for support and also create frustration as people come up against unexpected time constraints in the process.

These processes are outlined in Figure 6, below.

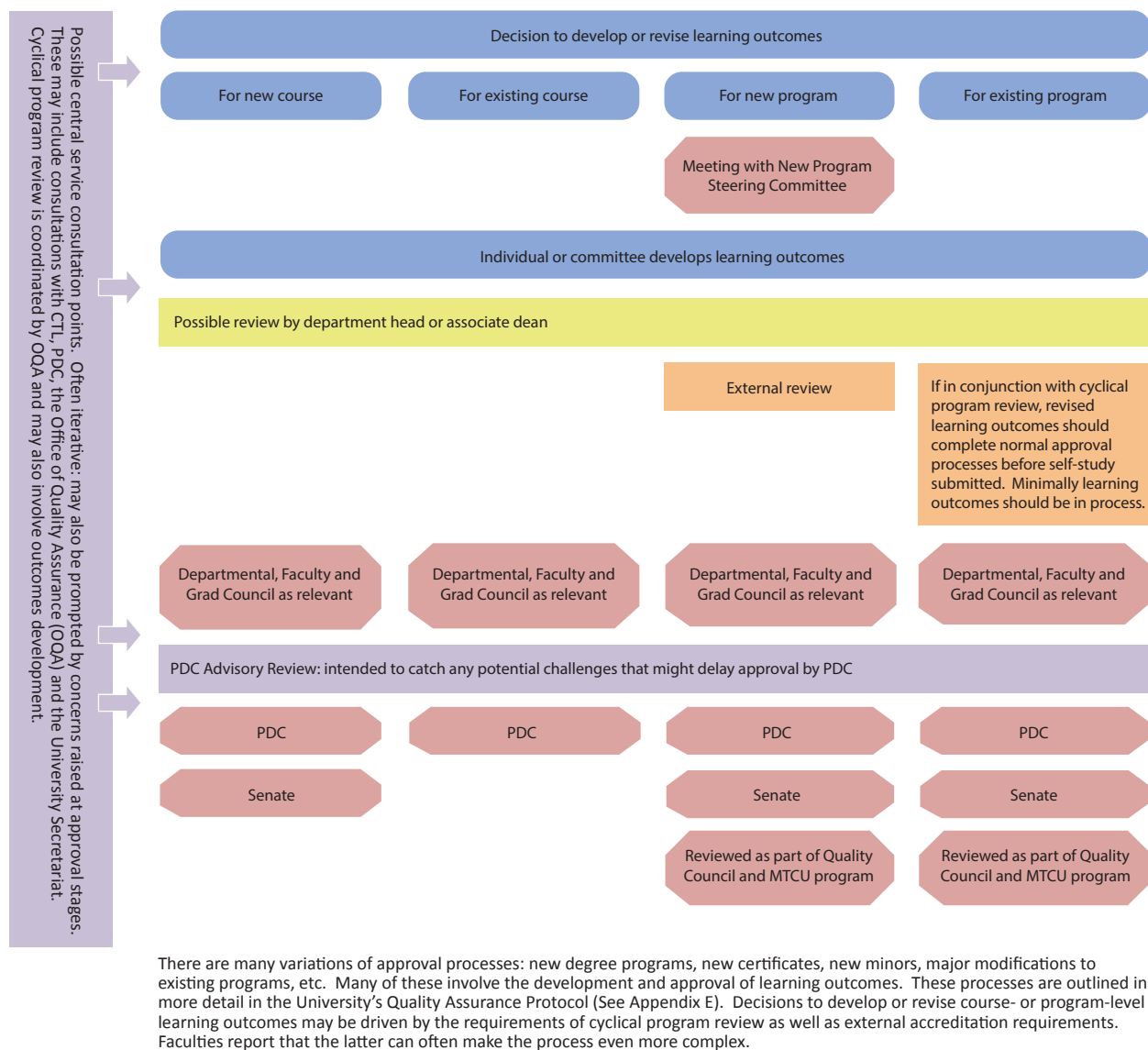


Figure 6. Learning outcomes development and review at the University of Windsor

Learning Outcomes Policies

There are not many specific Faculty-level policy requirements related to learning outcomes. The most common require the inclusion of course learning outcomes in course outlines or syllabi (FAHSS, Business, Engineering, HK, and the Collaborative Nursing program). In some Faculties, course-level learning outcomes included in the syllabi must also show alignment with the program-level learning outcomes (FAHSS, Business). While it does not have a policy, Education reports the development of a course syllabus template with alignment of learning outcomes and assessment. A standardized syllabus is under discussion in Science.

Accreditation processes have contributed to the development of Faculty-level policies in some areas. Business has a standardized set of program-level rubrics. Designated courses are used to assess progress on program-level outcomes and this information is included, connected with the rubric, on course outlines. Nursing is mandated to demonstrate 120 competencies. Engineering creates a course information sheet for each course for accreditation, and every instructor is required to maintain a binder of information with syllabi, lecture notes, sample student work, and marking schemes for this purpose. Accreditation processes appear to have contributed to more systematic approaches to learning outcomes and aligned assessment development; however, synchronizing accreditation and institutional quality assurance processes has proven both challenging and time-consuming for many Faculties.

Alignment of Learning Outcomes with Assessment of Student Learning

Learning outcomes development is not yet formally or consistently aligned with assessment of student learning in most University of Windsor programs. In most Faculties, work continues to focus on developing course and program-level learning outcomes to conform to the graduate-level attributes, without including assessments. However, Engineering and Business have undertaken alignment of assessment of student learning with their learning outcomes. Both Faculties are currently extending and embedding this practice in relation to external accreditation requirements. Education teaches the concept of alignment of learning outcomes, methods, and assessment. Additionally, some programs have begun curriculum mapping with initial identification of assessment methods. An essential component of assessment of learning outcomes is 'closing the loop', to reflect on the data gathered from the assessment and consider how to continuously improve the programs.

Effective Practices Identified by Academic Units

A variety of effective practices were identified by academic units, including:

- having a specific point person coordinate processes and provide support across the Faculty;
- using a standard course outline/syllabus;
- collecting and storing learning outcomes on a common drive or public website;
- developing resources for sessional instructors (e.g., sessional handbook);
- Faculty-led retreats to jointly determine learning outcomes;
- providing department specific assurance of learning workshops with the CTL;
- developing and using common curriculum maps;
- tracking indicators of graduate attributes through a Faculty curriculum committee in order to share best practices;
- regularly discussing the results of learning outcomes assessment, including identifying areas for change; and
- systematically evaluating Faculty processes for learning outcomes development to examine actual practices, led by the faculty members (in this case supported by an internal grant).

Overall, Faculties identified their most effective practices as those determined and engaged in collaboratively by the academic units with the majority of faculty members involved. Areas with the collaborative processes reported significant increase in buy-in and greater identification of benefits for both students and instructors. These practices may be facilitated by the CTL or disciplinary colleagues. Collaboration and dialogue at the level of the academic unit appears to be the pivotal factor.

8. Our Current Practices: Central Units

Five different central offices play significant roles in assisting departments and Faculties with the development, review, and use of learning outcomes on campus. Some offer consultation and support, while others coordinate processes that involve learning outcomes, or employ learning outcomes as an element of other institutional procedures. In collaboration with a working group member, each of these units undertook a self-study, describing its role in learning outcomes development; the resources involved; the boundaries of its responsibilities; and perceptions of progress and challenges. This information was then synthesized and compared with the reports of departmental experiences to find common ground and divergence of perspective.

Roles and Responsibilities

The chart below summarizes these units' roles and responsibilities.

Office	Role
Office of Quality Assurance (OQA)	<p>Consultative and regulatory</p> <ul style="list-style-type: none">Ensures that new program and program cyclical review documents are complete and ready to be reviewed by external quality assurance bodies, including the Ontario Universities Council on Quality Assurance (academic quality) and the MTCU (program funding). Emphasis is primarily on ensuring that program-level learning outcomes have been completed, and whether course outlines have learning outcomes. OQA does not formally assess the quality of learning outcomes.Coordinates the New Program Steering Committee, a preliminary program development checkpoint intended to assist in the development of a work plan for those at the earliest stages of program development. <p>Contact Person: Erica Lyons</p>
University Secretariat (USec)	<p>Regulatory</p> <ul style="list-style-type: none">Coordinates the Program Development Committee (PDC) and Senate approval processes as well as bylaw and policy development and approval, which may impact when and how learning outcomes are required. Receives and undertakes preliminary review of all documents including learning outcomes where relevant. Coordinates multi-stage review and revision processes and tracks learning outcomes approvals at the program level. Proponents, AAU Heads, and Associate Deans contact the University Secretariat for clarifications regarding proposals, including learning outcomes.Learning outcomes are reviewed by PDC as one element of the program and course review process.A PDC Advisory group involving PDC, CTL, OQA, the Registrar, and the Provost's Office previews course and program proposals prior to formal review by PDC to expedite approval processes by helping departments to resolve challenges that might impede approval and create delays.

	<ul style="list-style-type: none"> • A University Program Review subcommittee of PDC reviews cyclical program reviews including learning outcomes, and proposes program recommendations for the next cycle. <p>Contact Person: Renee Wintermute</p>
Centre for Teaching and Learning (CTL)	<p>Consultative and educational</p> <ul style="list-style-type: none"> • Provides consultation, support, and educational opportunities for individuals, departments, Faculties, PDC, and OQA regarding learning outcomes, curricular alignment, and course and program design. • Works with departments either throughout the process or at the point of course and program review, usually iteratively. Its support role focuses on consultation, review, feedback, and recommendations. • Offers workshops, courses, and retreats focusing both on curricular alignment and learning outcomes generally, and specifically focused on supporting units developing and mapping learning outcomes and curricula. • Supports external accreditations processes involving discipline-specific learning outcomes, competencies, or objectives upon request. • Offers a peer-reviewed granting scheme intended to support instructor-led research and initiatives within their own disciplines, including projects involving learning outcomes. • Involved in the implementation of Blackboard-related learning analytics tools that will support learning outcomes assessment. • CTL staff and faculty also play significant leadership and scholarly roles in learning outcomes related research and practice provincially. <p>Contact Person: Erika Kustra</p>
Office of Open Learning (OOL)	<p>Consultative and educational</p> <ul style="list-style-type: none"> • Contributes to learning outcomes development for online, hybrid, and technology-enabled courses and programs. • Involved in the implementation of Blackboard-related learning analytics tools that will support learning outcomes assessment. • In internally and externally funded pedagogical projects, the OOL course-development team assists in the cooperative refinement of proposed course learning outcomes <p>Contact Person: Nick Baker</p>
Registrar's Office (RO)	<p>Regulatory and consultative</p> <ul style="list-style-type: none"> • In co-operation with AAUs and Faculties, reviews learning outcomes equivalencies that impact articulation agreements, course-to-course equivalencies, and international agreements to determine whether the equivalencies are accurate. <p>Contact person: Karoline Fox</p>

Table 2. Central offices' roles in learning outcomes

Policies

The frameworks governing learning outcomes development here and at other Ontario universities originate outside of the University. The practices and processes outlined in our institutional quality assurance protocol, for example, must conform to a generic provincial framework for quality assurance. The principle themes required in programmatic learning are similarly a response to COU-approved graduate attributes. The University has accordingly developed a number of policies and forms in conformity with such provincial standards. Links to these documents can be found in Appendix F.

Processes

Central support units each have a different role, related to specific internal or external responsibilities that touch on learning outcomes. Because these roles have evolved independently, albeit with a degree of interdependence, coordination among units has to date been informal and somewhat idiosyncratic. One consequence of this history is that central units' processes and procedures are often not mutually visible: tracking is unique to each unit, and when a new request for support or set of documents arrives in an office, the context is sometimes not clear. Units often refer proponents to another unit at various stages, but whether those meetings occur, or the results of those meetings, are often not clear to the referring unit. Units who provide support or coordination of learning outcomes are also committed to providing support responsively, and so have adopted a degree of flexibility. While flexibility was felt to be a strength, a need for better coordination and systematic communication was identified by all units. A plan to explore and improve coordination is underway: and all central units supported establishing co-ordinated document management as well.

Services and Resources

Central units play many roles in supporting Faculty-based activities, offering educational opportunities, and developing resources for Faculty-based efforts. They are also involved in oversight and regulatory activities related either to internal academic governance or ensuring that proposed and implemented programs (and their related documentation) meet externally established standards.

Central units have developed numerous documents, templates, and web resources over the last decade, in addition to the provision of over 130 workshops, courses, and other events related to the learning outcomes, constructive alignment, and learning outcomes assessment. Institutional funding has also enabled teams in various units to undertake projects to develop, revise, or assess learning outcomes, through both the Centred on Learning Innovation Fund (CLIF) and the Strategic Priority Fund. A listing of relevant resources and weblinks developed at the University can be found in Appendix F.

Reporting emphasized the overall resource intensity of learning outcomes development across the entire institution. Instructors, support staff, and administrators in individual AAUs; staff, faculty, and administrators in central units put in many hours on these tasks. Faculty contribute hundreds of service hours contributed across multiple levels of academic governance, through departmental and Faculty councils, committees, external review contributions, and Senate. The CTL, for example, reviews and provides feedback on approximately 120 sets of learning outcomes per year, based on their internal tracking, all of which are developed by Faculty, reviewed by departmental and Faculty councils and Senate committees, and often then forming part of external review as well. Each of these sets of learning outcomes can involve multiple rounds of feedback and revision in collaboration with faculty members, and sometimes using multiple forms of communication (face-to-face, telephone, and email). This time is difficult for everyone to predict and schedule, as most of this work is done on an as-needed/just-in-time basis, often with little advance notice and an immediate deadline. Even in central units, there is no individual for whom learning outcomes development, review, or support is their sole

or primary responsibility: for everyone involved, this is work that has to be fit in around many other responsibilities and priorities.

Effective Practices Identified by Central Units

A number of effective practices were reported by the central units, including:

- establishing strong working relationships with other centralized units and with departments and proponents;
- responsiveness to departmental needs and timelines wherever possible;
- team-based approaches to resolving challenges and bottlenecks;
- ongoing expertise and capacity building which takes role transition into account;
- inter-institutional collaboration and knowledge exchange;
- ongoing efforts to improve technology use in order to streamline processes and enhance assessment tracking; and
- emphasis on supporting Faculty-driven collaborative program and curriculum development which employs learning outcomes as an element of constructive alignment, effective program and course design, and ongoing assessment of program effectiveness.

9. Discussion of Internal Strengths, Weaknesses, Opportunities, Threats

Based on information gathered from Faculties, departments, and centralized support units, the committee undertook an analysis of strengths, challenges, opportunities, and threats in our current practices and context. Reports from each Faculty and central unit were analyzed, and comments were categorized. While both central and academic units identified challenges and frustrations with the University's current process, there was also extensive agreement in the ideas generated suggesting common ground for potential next steps.

Strengths

- Both Faculty and central units report **progress in the quality of learning outcomes expertise** and **perception of potential value** of learning outcomes approaches for program improvement, instructors, and students. There is considerable variability across campus.
- There is an **ongoing, good faith effort to offer support**, provide learning opportunities, resolve bottlenecks, and improve efficiency for those developing learning outcomes; and willingness to engage in practices that will significantly improve programs and student learning opportunities.
- Many identified the **support provided to them by central units** as helpful.
- Numerous instructors on campus value learning outcomes approaches, have engaged in **collaborative curriculum mapping**, or are otherwise seriously engaged with the use of learning outcomes and with explorations of how to link learning outcomes to assessment: these **faculty members' experiences offer important "on the ground" knowledge and insights to others**.
- Faculties and central units report **strong success and engagement with collaborative approaches** that emphasize support for Faculty involvement and **leadership in program development**. These included:
 - **curriculum retreats**, whether facilitated internally or by a central unit;
 - constructive alignment approaches that employ tools such as **curriculum mapping** and **evidence of learning** to foster dialogue and analysis in order to streamline and enrich curriculum for student learning;
 - **establishing designated positions or roles** in departments and Faculties to support learning outcomes development in connection with curriculum design, often acting also as liaisons with the CTL and other units; and

- developing a **central repository** of learning outcomes both as a resource for others and as a tool for collective curriculum mapping and discussion.
- **Process efficiency and coordination** are improving: the current project has been a useful opportunity to further these efforts.
- Some areas and units have developed strong levels of expertise, including **significant evidence of provincial and interinstitutional leadership** in learning outcomes development and assessment.

Challenges/Frustrations

- Between one half and one third of **programs do not have program-level learning outcomes**.
- It remains very difficult to **accurately track** learning outcomes progress across the institution.
- People often experience learning outcomes primarily as a **bureaucratic or regulatory barrier**, rather than an integrated part of the activities that make up a teaching and learning environment. For many, the learning outcomes process is something entirely separate from their efforts as teachers or curriculum designers. Many – whether trying to get their forms approved, or trying to engage others with a more holistic, integrated approach to constructive alignment – object to what they perceive as the **constrained vocabulary and “sentence-completion exercise”** nature of how we currently approach learning outcomes. More detailed discussion across the University community and exploration of approaches at other universities would be of benefit in identifying next steps.
- Although units involved in supporting learning outcomes have worked hard to streamline the process, a number of areas continue to require greater clarity, including:
 - **what requires learning outcomes** – this holds up processes when departments believe they are ready to move forward, but then discover they are not;
 - **factors that impede approval** of learning outcomes, and belief that advice regarding these factors is accurate and consistent (multiple iterations and sources of advice, and time constraints, exacerbate this challenge); and
 - **consistency** (or at times perceived consistency) **of feedback** from different advisors.
- There is a need for **greater co-ordination, role clarity, and transparency** among units providing support for learning outcomes development and review. Common tracking, shared document management, automated workflows, and increased dialogue could significantly improve both efficiency and effectiveness of our processes.
- There is a need for **greater support and dialogue in the early stages** of program development to facilitate more integrated approaches to program design, streamline processes and reduce bottlenecks, and improve program development success rates and efficiency. This requires programs to work with central units earlier in the process than they do now: further exploration of why this is often not the case would be of benefit.
- The **approval process**, with its multiple, hierarchical approval stages, often **appears unduly long, unclear, and even arbitrary**, particularly for those undertaking it for the first time. For the most part proponents have limited experience and few undertake the process often enough to become experienced navigators. Also, despite multiple approval layers, documents arriving at final approval stages still require considerable revision, suggesting that the process is not entirely addressing potential problem areas.
- Progress on **systematic assessment of program-level learning outcomes** has been limited, also impacting the use of such information for program improvement.
- Programs with complex **external accreditation** standards find it difficult to map those standards on to institutional learning outcomes, resulting in extra work and shorter regulatory cycles.

Similarly, processes for interinstitutional programs, and in particular college-university partnerships, can be complex.

The factors described above sometimes contribute to frustration and confusion for proponents, and for those seeking to support them. Proponents feel that the CTL, PDC, or other departments are keeping them from getting their new course or program approved. Concomitantly, central units express a sense that repeated efforts to provide support and suggestions are sometimes ignored, misunderstood, or rejected resulting in further delays and problems in the approval process, particularly when time is a factor, or when requirements are discovered late in the process. Possibly further dialogue and perspective taking would assist in establishing a greater degree of mutual trust and more constructive dynamics.

Opportunities

- The implementation of learning **outcomes and analytics tools** can provide the campus with new ways to explicitly align learning outcomes with learning activities at course and program levels, and gather information about assessment of those learning outcomes. These tools are intended to enable programs to generate evidence of achievement of learning outcomes at the course, program, and Faculty level. How do we develop third party tools effectively to support expanding engagement with assessment of learning, as well as enhancing other emerging initiatives aimed at learning outcomes assessment?
- The **recent re-organization of the CTL and OQA** under a common reporting structure offers an opportunity to enhance service and tracking integration, while the University Secretariat's current project to develop **online interfaces** for program development may offer infrastructure for enhancing a coordinated approach. The New Program Steering Committee may also be an opportunity to explore **more integrated service and support models**. How do we make the greatest impact with these new organizational structures?
- **External accreditation requirements appear to provide external leverage** for the development and assessment of learning outcomes, and often provide discipline-specific resources for that process. How do we make the most of this opportunity while alleviating the pressures created by the multiple quality assurance standards these programs face?
- We are part of **strong interinstitutional networks related to learning outcomes and learning outcomes assessment**. How can we identify and adapt approaches at other institutions that appear to be internalizing and integrating learning outcomes thinking more deeply and constructively?
- **Learning outcomes articulation is typically limited to academic coursework**: there is some sense that more holistic analysis of student learning across their whole range of experience at the University – service learning, co-curricular experiences, research experiences, and so on – would be to their benefit and ours. How might learning outcomes help departments articulate the promise of their program for recruiting?

Threats

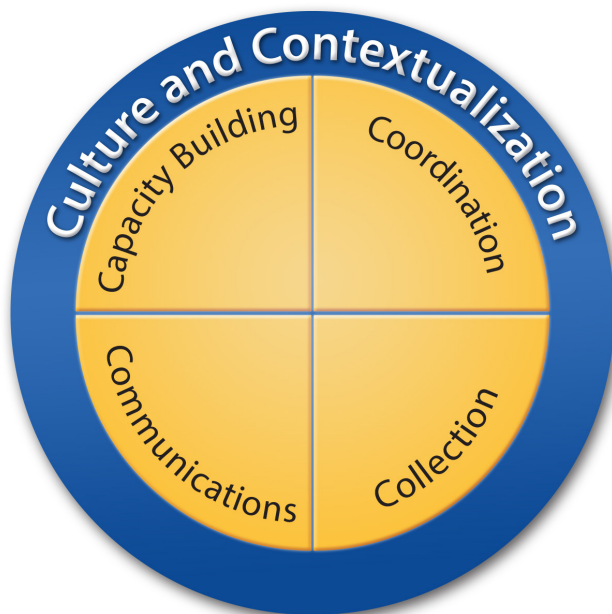
- A key threat to engagement is **time** - a very important resource for faculty and staff.
 - The **timelines involved in these processes limit nimbleness and innovation** in collaborating with external agencies, institutions, and industrial partners, impacting our competitiveness.
 - Units who must also respond to **external accreditation requirements** frequently find the **dual regulatory demands onerous, problematic, and time consuming**, resulting in frustration and disengagement with quality assurance processes.

- Given the time and resource intensity of these processes, it is important to consider how best to construct these processes to **maximize their positive impact and limit their potential to foster cynicism and “minimal compliance”** (Gosling & d’Angela, 2001).
- Resources appear to be insufficient to support the breadth and depth of culture and process change involved.
- As an institution, the University of Windsor has not systematically connected learning outcomes, assessment, and program improvement: this integration appears to be of increasing concern to the MTCU. We need to **develop the capacity to assess student achievement of learning outcomes** in ways that are intellectually rigorous and consistent with disciplinary norms. If these processes are to become integral to instructors’ work, they must be **efficient, and their value must be evident** to instructors, students, and programs.
- Disciplines’ epistemological differences appear to affect **perceptions and uptake of the learning outcomes approach**: further discussion and exploration of these divisions might enable new approaches to articulating students’ intended learning experiences.

10: Campus Input into Next Steps and Future Considerations

The University – faculty, staff, and administration – has made serious efforts to establish learning outcomes at both the course and program level, beginning from an essentially decentralized, but centrally regulated, model. To date, results have been mixed: some units and individuals have integrated learning outcomes and learning outcomes assessment into their ongoing practices in ways that they perceive to effectively inform their pedagogy and curricula, while for others the requirement to create them remains a bureaucratic and potentially counter-productive burden. There is evidence that this approach can enhance instructor and program efforts to optimize student learning, provide markers for program improvement. However, collective instructor engagement is ultimately fundamental to its efficacy.

Many of the individuals and units consulted offered suggestions for improvements to our current processes and practices. The Working Group reviewed these collectively, identifying four key themes or



areas: capacity building, coordination, communications, and collection of data and resources. All of these contribute to, and are informed by a fifth key theme - the broader cultural and contextual factors. These themes are summarized below, and are submitted with the suggestion that the University should establish a cross-functional Working Group that includes staff, faculty, and administrators currently involved in learning outcomes efforts on campus to implement a feasible working strategy for improvement. As always, time and resources will be important to the consideration of this challenge.

Figure 7. Key themes in participant recommendations

Capacity building

Many identified strategies that might systematically support the development of the expertise, resources, and infrastructure required to create systematic processes for the development and assessment of learning outcomes in all academic units.

- Value and build capacity for **distributed leadership** on curriculum development and learning outcomes development in order to extend and sustain the knowledge base across campus and in AAUs.
 - Create processes and resources to **develop the expertise of new members** on program committees, departmental committees, Faculty councils, PDC, IQAP and Senate; and develop strategies for ensuring that knowledge is passed on as roles change.
 - Continue to provide **ongoing and systematic training** for instructors on how to develop learning outcomes within the context of course and curriculum development that clarify the value of the process, and the unique strengths of the programs.
 - Develop **curriculum maps** with different Faculties.
 - Develop **expertise within academic committees and councils**. This may assist councils to more effectively and properly vet the documents they are approving, as course and program forms would benefit from more careful review before submission to PDC.
 - Consider more fully the very significant **resource implications** of this distributed responsibility, and how systematic, proactive support might improve efficiencies for everyone.
 - Explore potential ways in which the significant time commitments involved in fostering this approach can be recognized in **faculty and staff workloads**.
 - Reward service.

- **Streamline course and program design** by establishing mechanisms through which departments and teams can work with individuals who are regularly involved in course and program design and who can assist with navigating the complex system involved, while respecting the disciplinary expertise and vision of those developing the programs.

Coordination

All areas identified a need for improved coordination. Centralized units are exploring better integration, transparency, and co-ordination of services. Greater coordination within Faculties, and between Faculties and central units would also be of benefit.

- Establish a **cross-functional advisory team** to streamline and enhance processes, procedures, support, communications, and education. This advisory unit can also function as a useful sounding board for the identification of bottlenecks, problems, and ambiguities, which require addressing. The advisory might also include faculty representatives who meet on a routine basis.
- **Streamline** and formalize processes for learning outcomes development and assessment in ways that support these efforts within AAUs and centrally.
 - Continue to ensure that advice from CTL is provided through one point person throughout the process in order to streamline process and avoid the potential for variability in advice and consultation.
 - Explore how to offer effective early support and navigational assistance to those seeking to develop new programs.
 - Help Faculties find more feasible ways to address and synchronize external accreditation processes and internal IQAP processes.
 - Implement technology that can facilitate the routine distribution and approval of routine changes, to improve the responsiveness and agility.
- Consider the allocation of a **position for a curriculum specialist** to support curriculum committees as well as individuals and Faculties. Having **at least one liaison** person in each AAU trained in learning outcomes development and assessment, who reviews, in consultation with the CTL, proposals prior to their submission to councils might also be of assistance. These individuals could also provide invaluable feedback about faculty perceptions and experience with the learning outcomes development process, and function as an important information exchange network on campus. They could also implement orientation and faculty development relevant to learning outcomes and the assessment of learning outcomes, depending on how the workload implications of these responsibilities were taken into account.

Communications

All academic and central units identified improved communications – clarity, quantity, and impact – as a critical need. They identified recommendations from improved resource materials, to administrative communications, to transparency of process and expectations.

General communications issues:

- Work towards **consistent and accurate messaging** regarding the creation and implementation of learning outcomes from all levels of administration, the CTL, OOL, Senate, and the Quality Assurance Office.
- Explore mechanisms for improving communications of **updates and changes** within Faculties and across the institution.
- Define and communicate **roles** of each unit/person involved in supporting or coordinating the processes of learning outcomes development, and making that information widely available.

- Determine ways to **encourage early consultation** with CTL and the OQA.
- Work towards greater departmental awareness regarding **PDC/IQAP/external processes** to clarify for Faculty and departments the reasons for internal processes.

Specific documents, forms, and resources:

- Establish **accessible, well-informed, official University of Windsor guidelines resources** for creating and implementing learning outcomes, including examples and well-articulated, defensible standards against which submitted learning outcomes can be assessed.
- Continue to **explore potential improvements to PDC forms**, including the integration of assessment, and the use of technology to streamline the processes.
- Establish **regular communications channels at the university-level** among department heads, associate deans, and curriculum committee chairs.
- Establish **clear policies that identify what requires separate learning outcomes**, what does not.

Collection – Data, Resources, Repositories

Related to communications and coordination was the clearly identified need to explore infrastructures that would facilitate the collection of data, resources, and exemplars from campus and beyond – structures that would be searchable and open to the campus community. This would save people time and decrease the learning curve by sharing examples of good learning outcomes from a variety of disciplines and levels.

- Create a **searchable online archive of approved course and program-level learning outcomes** sorted by departments and programs to which they belong, so that new sets of learning outcomes can be reviewed in the overall context of their programs, and good models can be more easily shared.
- Establish a **joint document management infrastructure**, which support and coordinate learning outcomes processes.
- Implement learning outcomes packages with an emphasis on potential for **tracking and assessing learning outcomes at the course and program level**, and engage Faculties in considering the potential of a tool for learning outcomes assessment.
- Develop technological methods to **decrease the manual labour involved in collecting and analyzing** learning outcomes and learning outcomes assessment (such as a well-supported roll-out of learning outcomes analytics software, and use of freeware).
- Create **electronic forms and e-approval processes** with access for everyone involved in the process, which would also enable proponents to see where their proposals were in the process.
- Develop an **online electronic course outline system** that would support the collection of consistent information on all courses. These are common internationally, and can contribute to the development of aligned curriculum by providing frameworks for thinking through these issues.

Culture and Contextualization

For most institutions, departments, programs, and instructors, effective, deep engagement with learning outcomes-based approaches involves cultural change, which may be made more complicated by the levers and resistance created by external regulatory pressures, and attendant anxieties regarding managerialism. While it might seem as though increased regulatory pressure is the key to compliance, an institutional culture that values teaching, and invests in the resources to support intentional development of curriculum may provide more scope for departments to engage with the principles of learning outcomes in ways that meet their own objectives as well as those of the institution. Efforts to

implement the suggestions identified above are likely to have significantly more impact if culture and context are taken into account.

- Engage in **open dialogue**.
 - Discuss the purpose, value and implications of learning outcomes.
 - Explore barriers, listen to, recognize, and work with the **legitimate philosophical, pedagogical, and political concerns** that faculty members raise about the mandated quality assurance processes of the province.
 - Seek legitimate and serious ways for instructors to identify, document, and assess student learning in ways and using language that reflects an awareness of their disciplinary and academic practices and concerns.
 - **Share evidence** of the impact of learning outcomes.
 - **Share methods** to collect and analyze data, and to use the information gathered from assessing learning outcomes to enhance programs.
- Establish expectations that information gained from assessment will be used.
 - Establish **processes to discuss and use the information** from program-level learning outcomes assessment.
- Collaborate at program and departmental levels.
 - Wherever possible, **focus on determining the aims of programs and instructors**, using learning outcomes and learning outcomes assessment as tools for furthering those aims.
 - Include **curriculum mapping** as a core practice in program review with an aim of enriching dialogue over curricular alignment.
- Engage in action at the institutional level.
 - Explore the generation of **an institutional vision for teaching and learning**, including a teaching and learning strategic plan with achievable and operational outcomes.
 - Provide **appropriate resources and rewards to support** AAU development of curriculum and learning outcome expertise and to allow appropriate support from CTL, OOI, IT, and OQA.

Overall, if engagement with learning outcomes approaches is institutionally valuable, we need to explore **approaches that recognize, value, and prioritize the work of developing them and developing a culture that values them**.

11: Conclusion

This scan was a preliminary overview of a very complex practice, summarizing what is being done on the University of Windsor campus related to learning outcomes. Input from our academic and central units identified progress, strengths, weaknesses, and potential directions for future work around five major themes: coordination, communications, capacity building, collection, and culture and context.

We recommend these themes form the basis for discussion and planning of next steps, both through Senate and through units involved in the development or support of learning outcomes practices. Given the obvious limitations of resources, and the many priorities of the University, the identification of a limited number of feasible and high impact initiatives is an important next step.

References

- Altbach, P., Reisberg, L., & Rumbley, L. (2009). *Trends in global higher education: Tracking an academic revolution*. Paris: United Nations Educational, Scientific and Cultural Organization. Retrieved from: <http://www.uis.unesco.org/Library/Documents/trends-global-higher-education-2009-world-conference-en.pdf>
- Barr, R.B. & Tagg, J. (1995, November/December). From teaching to learning: A new paradigm for undergraduate education. *Change Magazine*, 27(6), 12-25.
- Biggs, J.B. (1996) Enhancing teaching through constructive alignment. *Higher Education*, 32, 1-18.
- Biggs, J.B. (1999, 2001). *Teaching for quality learning at university*. Buckingham: Open University Press.
- Collini, S. (2016). Who are the spongers now? *London Review of Books* 38(2), 33-37.
- Council of Ontario Universities [COU]. (2011). *Ensuring the value of university degrees in Ontario: A guide to learning outcomes, degree level expectations and the quality assurance process in Ontario*. Toronto: Council of Ontario Universities. Retrieved from: <http://cou.on.ca/wp-content/uploads/2015/05/COU-Ensuring-the-Value-of-University-Degrees-in-Ontario-November-2011.pdf>
- Crosier, D. & Parveva, T. (2013). The Bologna process: Its impact in Europe and beyond. In F. Caillods & N.V. Varghese (Eds.), *Fundamentals of educational planning*. Paris: UNESCO: International Institute for Educational Planning.
- Deller, F., Brumwell, S., & MacFarlane, A. (2015). *The language of learning outcomes: Definitions and assessments*. Toronto: Higher Education Quality Council of Ontario. Retrieved from: <http://www.heqco.ca/SiteCollectionDocuments/The%20Language%20of%20Learning%20Outcomes-Definitions%20and%20Assessments.pdf>
- Fallon, N. (2015). Learning outcomes in credit transfer: A key tool for innovation in student mobility. Toronto: Ontario Council on Articulation and Transfer. Retrieved from http://www.oncat.ca/files_docs/content/pdf/en/oncat_reports/ONCAT_Positon_Paper_on_Learning_Outcomes.pdf
- Gosling, D. & d'Andrea, V. (2001). *Quality development: A new concept for higher education*. Proceedings from the Sixth QHE Seminar: The End of Quality? Birmingham.
- Kuh, G., Stanley, O., Ikenberry, N., Jankowski, N., Caine, R., Ewell, P., Hutchings, P., Kinzie, J. (2014). *Using evidence of student learning to improve higher education*. San Francisco: Joseey-Bass.
- Lennon, M., Frank, B., Humphreys, J., Lenton, L., Madsen, K., Omri, A., & Turner, R. (2014). *Tuning: Identifying and measuring sector-based learning outcomes in postsecondary education*. Toronto: Higher Education Quality Council of Ontario. Retrieved from <http://www.heqco.ca/SiteCollectionDocuments/Tuning%20ENG.pdf>
- Madden, S. & Rose, Z. (2015). *Those who can, teach: Evolving teaching and learning strategies in Ontario*. Toronto: Ontario Undergraduate Student Alliance.

- Ministry of Training, Colleges and Universities [MTCU]. (2015). *Focus on outcomes, centre on students: Perspectives on evolving Ontario's university funding model, final consultation report*. Toronto: Ministry of Training, Colleges and Universities. Retrieved from http://www.tcu.gov.on.ca/pepg/audiences/universities/uff/UniversityFundingFormulaConsultationReport_2015.pdf
- MTCU. (2013). *Ontario's differentiation policy framework for postsecondary education*. Toronto: Ministry of Training, Colleges and Universities. Retrieved from: http://www.tcu.gov.on.ca/pepg/publications/PolicyFramework_PostSec.pdf
- Ontario Universities Council on Quality Assurance [Quality Council]. (2012). *Quality assurance framework*. Retrieved from <http://oucqa.ca/resources-publications/quality-assurance-framework/>
- Spronken-Smith, R., Bond, C., McLean, A., Darrou, M., Frielick, S., Smith, N., Jenkins, M., & Marshall, S. (2013). *How to engage with a graduate outcomes' agenda: A guide for tertiary education institutions*. Wellington: Ako Aotearoa. Retrieved from: <https://ako.aotearoa.ac.nz/download/ng/file/group-5324/graduate-outcomes-final-report.pdf>
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.
- Manchester Metropolitan University. (2016). *Writing and assessing unit level learning outcomes: Constructive alignment explained*. Retrieved from: http://www.celt.mmu.ac.uk/curriculum/learning_outcomes/constructive_alignment.phphttp://www.celt.mmu.ac.uk/curriculum/learning_outcomes/constructive_alignment.php
- Potter, M.K. & Kustra, E. (2012). *A primer on learning outcomes and the SOLO taxonomy*. Windsor: University of Windsor. Retrieved from <http://www1.uwindsor.ca/ctl/system/files/PRIMER-on-Learning-Outcomes.pdf>
- Robinson, D. (2014). *Memorandum 14:28 student learning outcomes*. Ottawa: Canadian Association of University Teachers. Retrieved from: http://www.acadiafaculty.ca/sites/542b0b0c47aebaa4de03faf2/assets/542ed53947aeba13e90b2600/CAUT_Student_Learning_Outcomes.pdf
- Wihlborg, M. & Teelken, C. (2014). A critical review concerning the Bologna Process: Proving an overview and reflecting on the criticism. *Policy Futures in Education* 12(8), 1084-1100.

**University of Windsor
Senate**

5.3: Report of the Academic Colleague

Academic Colleagues met in Toronto on May 19 and 20, 2016.

Academic Colleagues Dinner Meeting

Our discussion of experiential learning continued as Colleagues discussed “talent development” focusing on experiential learning opportunities and perceptions of preparation of graduates for employment. Perspectives of the role of universities and industry in developing the next generation of employees/researchers/entrepreneurs were discussed. While universities do have strong and diverse experiential learning opportunities, the articulation of skills and job readiness is an area that can be developed in both institutions and alumni. Universities are already moving to assist graduates in considering alternative career models (entrepreneurship for example), improving graduate’s communication skills, increasing opportunities for interdisciplinary studies and supporting curriculum and co-curriculum reporting.

COU Update to Academic Colleagues

Federal Infrastructure Investments A new Post-Secondary Institutions Strategic Investment Fund of \$2B was announced on April 6, 2016. MTCU is allowing universities to use facilities renewal funding as provincial matching dollars. Projects will not be ranked by the province, just supported or not supported based upon criteria MTCU has set.

Funding Review MTCU has released a memo confirming the next steps of the funding formula review and expects recommendations will be made to the government by the fall of 2016. The government has committed to establishing a working group with COU. Design options (not implementation) development has been mandated to Glenn Craney (Executive Director of ONCAT) as an advisor to the project. The model is expected to be simple, in line with the ministry’s SMA approach, and should enable expansion of experiential learning opportunities.

Graduate Programs Outcomes Survey OCGS and the CUPA (Council on University Planning and Analysis) have developed a survey in collaboration with MTCU. Currently under review by OCAV (Ontario Council of Academic Vice-Presidents). Protocol for data collections and use of information is still under development. The survey should be deployed in fall of 2016.

Net Tuition A collaborative project between OSAP and COU will yield important information for students and families to better understand the real cost of tuition and the extent of assistance that is available.

OSAP There is a transition going on to a new system that will require infrastructure and process changes at institutions. OSAP aid will be sent directly to institutions rather than to the students. A steering committee has been set up to advise and guide the necessary changes.

Faculty at Work Project Data has been collected on university faculty and teaching staff, and a report is under development.

Sexual Violence Action Plan Bill 132 passed on March 8. COU's Reference Group on Sexual Violence is seeking a legal opinion regarding best practices in investigation and adjudication which may be helpful as universities develop both policies and practices.

Academic Colleagues Meeting

Update on Sector-Wide Strategic Communications Plan. David Lindsay, President and CEO of the Council of Ontario Universities, updated the colleagues on the changes in the approach to the communications plan as a result of considerations that were raised by both Academic Colleagues and Executive Heads.

- Original presentation by consultants was narrowly focused.
- Plan needs to address many audiences.
- Long term effort is needed to change perceptions.
- Communications plan is communication, not recruitment.

Three phases are expected

- Phase 1: The Listening Tour. Frame the problem by identifying what the public is interested in and concerned about.
- Phase 2: Synthesis. Collate information gathered and develop ideas to take charge of the story.
- Phase 3: Own the Solution. Develop and deploy the key messages (and possibly advertisement). Timing is good for a spring election in 2018.

Planning is beginning this summer.

Other Business. Colleagues reported on committee activities they are involved in and planning was started for electing a co-chair. Mark Green from UOIT was thanked for his service as co-chair. Meeting Schedule for 2016-17 was discussed.

Respectfully Submitted
P.J. Dutton, Academic Colleague

**University of Windsor
Senate**

***5.5.1a: Bachelor of Musics -Music Education Stream – Minor Program Changes**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That the degree requirements for the Bachelor of Music (Music Education Stream) be changed according to the program/course change forms*.

**Subject to the approval of expenditures required.*

Rationale/Approvals.

- The proposal has received approval from the School Council, the Faculty of Arts, Humanities and Social Sciences Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.3 .

**University of Windsor
Senate**

***5.5.1b: Philosophy – Minor Program Changes**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That the degree requirements for the General Philosophy, Honours Philosophy, Combined Honours Philosophy, Minor in Philosophy, and Philosophy Major and Minor Concentrations in the Interdisciplinary Arts and Science program be changed according to the program/course change forms*.

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Art, Humanities and Social Sciences Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4.

**University of Windsor
Senate**

*5.5.1c: **General Science – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Bachelor of Science (General Science) be changed according to the program/course change forms.***

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Science Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5 .

**University of Windsor
Senate**

*5.5.1d: **History – Minor Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the BA Honours History be changed according to the program/course change forms*.**

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Arts, Humanities and Social Sciences Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6 .

**University of Windsor
Senate**

***5.5.1e Computer Science – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Minor in Computer Science and Minor Concentration be changed according to the program/course change forms*.

**Subject to the approval of expenditures required.*

Rationale/Approvals.

- The proposal has received approval from the Departmental Council, the Faculty of Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7 .

**University of Windsor
Senate**

*5.5.1f: **Law - New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

- 98-966. Judicial Internship – Criminal**
- 98-965. Judicial Internship – Family**
- 98-967. Judicial Internship**
- 98-848. Health Law in Practice**
- 98-909 Criminal Advocacy**
- 98-910. Law, Disability and Social Change: Comparative and Transnational Perspectives**

**Subject to approval of expenditures required.*

Rationale/Approvals

- These changes have been approved by the Faculty of Law and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8 .

**University of Windsor
Senate**

***5.5.1g History – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made*:
43-212. Islamic History 1500-1800: Early Modern Empires
43-380. History on the Web
43-421. State of Apartheid: South Africa (1900s-1990s)
43-480. Public History
43-481. Public History Practicum

**Subject to the approval of expenditures required*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Arts, Humanities and Social Sciences Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.9 .

**University of Windsor
Senate**

***5.5.1h: Master of Social Work – Minor Program Changes**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That admission requirements for the Master of Social Work be changed according to the program/course change forms.*

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Arts, Humanities and Social Science Council, the Faculty of Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.11.

**University of Windsor
Senate**

***5.5.1i: Education – BEd in Technological Education/Diploma in Education (Technological Studies) – Minor Program Change (PDC Form C)**

Item for: Approval

MOTION: That the degree requirements for the BEd in Technological Education/Diploma in Education (Technological Studies) be changed according to the program/course change forms*.

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Faculty Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.16 .

**University of Windsor
Senate**

*5.5.2: **University Program Review Report - Languages, Literatures and Cultures**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background

- The attached reviews have been conducted under the new Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and new cyclical reviews.
- Some of the information contained in the status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

University Program Review Report
Languages, Literatures and Cultures

New Report

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
REPORT ON: LANGUAGES, LITERATURES AND CULTURES (LLC)
UNDERGRADUATE PROGRAMS
May 2016

EXECUTIVE SUMMARY

Review Preparation

In preparing this document, the Program Development Committee reviewed the following: LLC's Greek and Roman Studies Self Study (GRSS) (April 2015), LLC's French Studies Self Study (FSSS) (April 2015), LLC's Modern Languages Self-Study (MLSS) (April 2015), the undergraduate program review report of the external reviewers on Greek and Roman Studies (GRER) (June 2015), the undergraduate program review report of the external reviewers on French Studies (FSER) (June 2015), the undergraduate program review report of the external reviewers on Modern Languages (MLER) (June 2015), the response from the Head (HR) (September 2016), and the response from the Dean (DR) (March 2016) to the above material.

The external reviewers were: Dr. Margot Irvine, School of Languages and Literatures, University of Guelph (for: French Studies Programs and Modern Languages Programs), Dr. Donato Santeramo, Department of Languages, Literatures and Cultures, Queen's University (for: Greek and Roman Studies Programs and Modern Languages Programs), Dr. Jeremy C. Trevett, Department of History, York University (for: Greek and Roman Studies Programs and French Studies Programs), Dr. Johanna Frank, Department of English Language, Literature and Creative Writing, University of Windsor (for: French Studies Programs), Dr. Catherine Hundleby, Department of Philosophy, University of Windsor (for: Modern Languages Programs), and Dr. Guy Lazure, Department of History, University of Windsor (for: Greek and Roman Studies Programs).

Undergraduate Programs

The Department offers a Bachelor of Arts (Honours) in Greek and Roman Studies (with Greek or Latin Option), a Bachelor of Arts (General) in French Studies, a Bachelor of Arts (Honours) in French Studies, a Bachelor of Arts (Honours) in Modern Languages with Year Abroad, a Bachelor of Arts (Honours) in Modern Languages and Second-Language Education, and a Bachelor of Arts (Honours) in Modern Languages with Two Languages Option. Students also have the option of combining their Honours Greek and Roman Studies, their Honours French Studies, or Honours Modern Languages major with a major from another discipline. The Department also offers an eight-course Certificate in Second Language Education.

Note: Students who successfully complete BA (Honours) in Modern Languages and Second-Language Education, or the BA (Honours) in Modern Languages with Two Languages Option are eligible for the Certificate in Second Language Education upon application to graduate.

The Department collaborates with the Faculty of Education to offer a Concurrent Bachelor of Arts (General) in French Studies/Bachelor of Education (revised and reinstated January 2016). Students in this concurrent program may upgrade to an Honours French Studies degree by continuing their studies for a fifth year and completing the fourth year of the Honours program.

The Department offers Major and Minor Concentrations for the Bachelor of Interdisciplinary Arts and Science (BAS) in each of Greek and Roman Studies, French Studies, and Modern Languages, a BAS Minor Concentration in Linguistics and Literature, as well as the following Minors:
Minor in Greek and Roman Studies

Minor in French Studies
 Minor in Modern Languages (Concentration in Language)
 Minor in Modern Languages (Concentration in Language and Culture)
 Minor in Modern Languages (Concentration in Linguistics and Literature)
 Minor in Arabic Studies
 Minor in Jewish Studies
 Note: Classical Civilization was renamed Greek and Roman Studies in Spring 2014.

The Department does not offer graduate programs.

Enrolments

Undergraduate

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Greek and Roman Studies Full-Time	26.5	29.5	30.5	26	15.5
Greek and Roman Studies Part-Time	6.5	7	8	4.5	3.5
French Studies Full-Time	213.45	197.85	206.55	156.95	124.3
French Studies Part-Time	26.8	38.26	32.75	18.81	21
Modern Languages Full-Time	51	45.5	40.5	46.5	37.5
Modern Languages Part-Time	11.5	20.5	15.5	14	13
Total LLC Full-Time	289.95	272.85	277.55	229.45	177.3
Total LLC Part-time	44.8	65.76	56.25	37.31	37.5

Human Resources

Faculty/Instructors

Tenured/tenure-track faculty	14 (including Head)
Sessional Lecturers	4
Faculty members involved in graduate program delivery	2

Full/Part-time Staff

Secretary	1
Secretary	.7

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs

Dedicated faculty members, “the high quality of instruction and strong sense of engagement on the part of both instructors and students” are all significant strengths of the Department of Languages, Literatures and Cultures, and contribute the success of its programs and students. (GRER, p.2, FSER, pp.5-6, MLER, pp.4-5). Specifically, “making use of a local Roman Re-enactor group to illustrate aspects of Roman military history, [...] the archeological practicum in Greece”, the Concurrent Bachelor in French Studies/Bachelor of Education, and the Modern Languages year abroad program – defined by the reviewers’ as “the department’s flagship degree” – are evidence of the Department’s commitment to the student experience and to delivering high quality, innovative undergraduate programs. (GRER, p.3, MLER, p.2)

Opportunities for Program Improvement/Enhancements

While the three external reviewers' reports acknowledged the strength of the Greek and Roman Studies, French Studies, and Modern Languages programs in LLC, all three noted that the Department would benefit from greater collaboration and "inter-faculty cohesion" within the AAU, noting that "there is still some way to go in recognizing that, while respecting the need for students' exposure to a number of different target languages and the specificities of individual programs, LLC will be a stronger whole the more it adopts a shared approach to planning. LLC members must work together to increase the visibility of the LLC's activities on campus and in the community, by underscoring their important contributions to Windsor's strategic priority to promote international engagement and to engage in community partnerships that support the well-being of the Windsor-Essex region". (FSER, p. 5, MLER, p.4) As evidenced by this statement from the reviewers', while such collaborations could lead to the creation of interdisciplinary courses that touch on two or more of the disciplines in the AAU (offered either as required courses or as courses that students may opt to take to fulfill open requirements), adopting a shared approach to planning is not limited or specific to curriculum development. The decision to prepare three separate Self-Studies illustrates the reviewers' concern who believed "that a holistic approach would have allowed for a more incisive report which may further the important role LLC plays in delivering vital program for the [F]aculty and the university." (MLER, p.2, p.4)

Further opportunities for program improvements are captured in the recommendations listed below.

IMPLEMENTATION PLAN

Recommendations (in priority order)

(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers reports, the Head's response and the Dean's response.)

Recommendation 1: That the Department submit learning outcomes and assessment methods for each of its undergraduate programs and courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that some work has been done on learning outcomes for its undergraduate programs and courses as provided in the Self Studies, and looks forward to receiving a complete package of learning outcomes for each of its programs and courses, appendix 3]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Recommendation 2: That the Department develop a curriculum map that identifies the level of mastery for each course.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Recommendation 3: That there be greater collaboration between the various Programs offered within the Department, which would enhance its position in the Faculty and would reflect the need for a more integrated, interdisciplinary approach to learning. (This may include initiatives such as those suggested by the external reviewers.¹)

¹ Monthly informal lunch meetings, the creation of a curriculum committee for the LLC or departmental research presentations may initiate discussions on collaborations. Concrete examples of collaborative ventures could include cross-listing courses, integrating French Studies in to the Second-language pedagogy certificate offered in Modern Languages, advertising opportunities to participate in short-term language immersion opportunities to students in the whole department (for example,

Agents: Department Head, Department Council, faculty members

Completion by: Fall 2019

Recommendation 4: That the Department pursue strategic collaborations with other departments and post-secondary institutions. (This may include initiatives such as those suggested by the external reviewers².)

Agents: Department Council, Head

Completion by: Fall 2019

Recommendation 5: That the Department review existing Greek and Roman Studies degree program regulations to improve clarity and consistency.

Agents: Department Council, Greek and Roman Studies Program Committee

Completion by: Fall 2017

Recommendation 6: That the Department develop a plan to investigate non-traditional modes of delivery of their courses (blended, flipped and greater use of technology in and outside of the classroom) which would further strengthen the learning outcomes, and implement appropriate changes.

Agents: Department Head, faculty members, Office of Open Learning

Completion by: Fall 2017 (plan); Fall 2019 (implementation)

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

Agents: Department Head, faculty members, Dean of FAHSS

Completion by: Fall 2017

Recommendation 8: That the Department make a case to the Dean of FAHSS for additional resources in the form of one tenure-track faculty member (to be cross appointed to two or three programs within LLC) and two sessional instructors. The tenure-track faculty member could be hired in support of the planned Certificate in Translation as a 60% French and 40% Modern Languages appointment. The first sessional instructor could be a specialist in Second-language acquisition, with a 60% Modern Languages and 40% French appointment. The second sessional instructor could support the program in Greek and Roman Studies.

Agents: Department Head

Completion by: Fall 2017

the Explore program or the OBW International Lake Constance Summer School), appointing a faculty member as “recruitment officer” who would attend the University’s recruitment events on behalf of all programs or organizing a conference on minority languages and literatures. The creation or cross-listing of courses that can be taken by students in more than one program would also help alleviate the pressure on faculty resources within LLC. [MLER, recommendation 2; FSER, recommendation 2; GRER, recommendation 2]

² Strategic collaborations outside the department with other humanities departments, the Faculties of Nursing, Law, the Cross-Border Institute, Collège Boréal and Laurentian University, should also be envisaged when programs can be mutually enhanced by sharing their strengths. [FRER, recommendation 3] Greater collaboration with other departments that would perhaps help lessen the burden of heavy teaching loads on faculty members and at the same time give students a broader understanding of the subject matters they are studying. [MLER, recommendation 3]

**University of Windsor
Senate**

*5.5.3 **Law (JD) – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

PROGRAM TITLE: Law

DEPARTMENT/FACULTY: Law

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. - articulate the nature of legal reasoning; - identify and analyze orthodox legal canons, as well as recognise law as a socially constructed phenomenon; - apply this knowledge in an ethical way to advance individual and societal goals in the pursuit of justice and the rule of law.	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. - apply discipline specific research methodologies; - formulate research questions, undertake legal research, and evaluate research outputs;	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. - draw from their own observations, research and experience to critically analyse problems and issues from a legal perspective; - provide constructive solutions consistent with standards of ethical behaviour and the advancement of justice.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. - Summarize, analyze, and convey the meaning of complex legal material using appropriate terminology, and with precision, logic, and economy.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

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
E. - identify ethical obligations (including those derived from rules of professional conduct); - demonstrate civility as expected of a legal professional; - demonstrate cultural competency; - articulate and apply the ethical obligations owed to clients, the legal system, the profession and the general public, and adapt practice accordingly.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. - demonstrate professionalism with the law school community, clients, other legal professionals and the public; - communicate coherently and persuasively, orally and in writing, to a variety of audiences in both formal and informal contexts; - effectively represent the interests of clients through a variety of approaches and contexts, including in client counselling, negotiation and mediation).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. - evaluate and contribute to effective group processes; - assume various roles in teams to achieve defined outcomes in various legal projects; - display personal leadership through advocacy for clients as well as in broader legal or policy issues; - work autonomously as a self-regulated learner, as well as effectively contribute to teams.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. - apply existing law to real and complex legal problems to provide potential solutions; - recognise, describe and create elegant and creative solutions to complex legal and sociolegal problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. - recognise and describe the dynamic nature of law as a body of knowledge and articulate the subsequent need for continuous learning to maintain and enhance professional competence; - recognise and seek out available learning opportunities to strengthen competence.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor
Senate**

*5.5.4 **Honours BAsC in Civil Engineering and Honours BAsC in Civil Engineering (Co-op) – Learning Outcomes Honours BAsC in Environmental Engineering and Honours BAsC in Environmental Engineering (Co-op) – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

DEPARTMENT/FACULTY: Civil and Environmental Engineering, Faculty of Engineering

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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

Honours BAsC in Civil Engineering and Honours BAsC in Civil Engineering (Co-op) – Learning Outcomes

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
Honours BAsC in Civil Engineering and Honours BAsC in Civil Engineering (Co-op) – Learning Outcomes <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>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. A. Apply knowledge of mathematics, natural science, and the fundamentals in civil engineering to solve infrastructures related issues including to water resources, transportation, structures and geotechnical applications.	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

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p>Honours BAsC in Civil Engineering and Honours BAsC in Civil Engineering (Co-op) – Learning Outcomes</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>Appropriately incorporate economics, management, and business practices, such as project, risk, and change management, into the practice of engineering.</p> <p><i>Co-op students will apply additional real-world experience gained through work placements to solve practical engineering problems.</i></p>		
<p>B. Conduct investigations of complex civil engineering problems, by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid design conclusions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Design solutions for complex, open-ended civil engineering problems in water resources, transportation, structures and geotechnical applications.</p> <p>Design civil engineering systems that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations..</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to address and communicate a range of civil engineering activities, while recognizing the physical social and economic limitations of potential design alternatives.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Recognize the roles and responsibilities of the professional engineer in the society, especially the primary role of protection of the public and the public interest applying professional and ethical responsibility, and professional practice</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<p>Honours BAsC in Civil Engineering and Honours BAsC in Civil Engineering (Co-op) – Learning Outcomes</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	
<p>standards.</p> <p>Abide by the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.</p>		
<p>F. Communicate effectively orally and in writing about complex civil engineering activities within the profession and society at large.</p> <p>Comprehend and write effective reports and design documentation.</p> <p>Give and effectively respond to clear instructions.</p> <p><i>Co-op students will receive, incorporate and act on feedback acquired in professional settings.</i></p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills</p> <p>6. Autonomy and Professional Capacity</p>
<p>G. Work effectively as a member of engineering teams. Work effectively as a member of engineering teams and demonstrate leadership qualities.</p> <p><i>Co-op students demonstrate professionalism in their work place settings.</i></p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills</p> <p>6. Autonomy and Professional Capacity</p>
<p>H. Design solutions for complex, open-ended civil engineering problems that meet the engineering requirements and respond to end-user needs for innovative and successful solutions.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>6. Autonomy and Professional Capacity</p>
<p>I. Identify self-educational needs in a changing world in ways that maintain the required competence as a civil engineer capable of contributing to the advancement of the profession.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

Honours BAsC in Environmental Engineering and Honours BAsC in Environmental Engineering (Co-op) – Learning Outcomes

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
<p>A. Apply knowledge of mathematics, natural science, and the fundamentals in environmental engineering to solve environmental issues related to water, air and land pollution.</p> <p>Appropriately incorporate economics, management, and business practices, such as project, risk, and change management, into the practice of engineering.</p> <p><i>Co-op students will apply additional real-world experience gained through work placements to solve practical engineering problems.</i></p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid design conclusions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Design solutions for complex, open-ended environmental engineering problems related to water, air and land pollution. Design solutions for environmental engineering problems that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to to address and communicate a range of environmental engineering activities, while recognizing the physical social and economic limitations of potential design alternatives.</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Recognize the roles and responsibilities of the professional engineer in the society, especially the primary role of protection of the public and the public interest applying</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</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> <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
<p>professional and ethical responsibility, and professional practice standards.</p> <p>Abide by the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.</p>		
<p>F. Communicate effectively orally and in writing about complex environmental engineering activities within the profession and society at large.</p> <p>Comprehend and write effective reports and design documentation.</p> <p>Give and effectively respond to clear instructions.</p> <p><i>Co-op students will receive, incorporate and act on feedback acquired in professional settings.</i></p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills</p> <p>6. Autonomy and Professional Capacity</p>
<p>G. Work effectively as a member of engineering teams. Work effectively as a member of engineering teams and demonstrate leadership qualities.</p> <p><i>Co-op students demonstrate professionalism in their work place settings..</i></p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills</p> <p>6. Autonomy and Professional Capacity</p>
<p>H. Design solutions for complex, open-ended environmental engineering problems that meet the engineering requirements and respond to end-user needs for innovative and successful solutions..</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>6. Autonomy and Professional Capacity</p>
<p>I Identify self-educational needs in a changing world in ways to maintain the required competence as an environmental engineer capable of contributing to the advancement of the profession.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**University of Windsor
Senate**

*5.5.5 **Civil and Environmental Engineering – Graduate - Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This document includes Learning Outcomes for the following programs:

MASc in Civil Engineering

PhD in Civil Engineering

MASc in Environmental Engineering

PhD in Environmental Engineering

See attached.

PROGRAM TITLE: Master of Applied Science – Civil Engineering**DEPARTMENT/FACULTY: Civil and Environmental Engineering/Faculty of Engineering**

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

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

Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (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>	OCGS-approved Graduate Degree Level Expectations
A. Apply advanced concepts of civil engineering to the design and/or development of infrastructures and processes in industry and/or academia.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Define and solve complex engineering problems relevant to structures, water resources, transportation and geotechnical applications. Propose, design and construct appropriate research methodologies relevant to the specific research area.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Design innovative systems, components, or processes that meet specified needs and conform to regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Write formal papers with the correct scientific structure (e.g. include proper citations, references, results, analysis, conclusions etc.).	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills

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>	OCGS-approved Graduate Degree Level Expectations
Select and execute appropriate analytical, modelling and experimental techniques.		
E. Promote and advance the roles and responsibilities of the professional engineer in society, especially the primary role of protecting the public and the public interest. Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
F. Effectively communicate ideas and information in graphical, oral and written formats. Produce scientific reports of sufficient quality for publication in peer-reviewed journals.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Work independently and as a member or a leader of teams in multi-disciplinary settings.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Identify, design and apply practical, innovative solutions for complex civil engineering problems.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Assess and defend the commitment to engage in life-long learning as part of maintaining their professional competence and their commitment to ensuring the best possible engineering solutions to the problems within their scope of practice.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

PROGRAM TITLE: Doctor of Philosophy (PhD) – Civil Engineering

DEPARTMENT/FACULTY: Civil and Environmental Engineering/Faculty of Engineering

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>	OCGS-approved Graduate Degree Level Expectations
A. Acquire, assess, synthesize and extend relevant information in civil engineering relevant to structures, water resources, transportation and geotechnical applications. Analyze the relevant literature as it relates to specific research areas within civil engineering	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Locate, access and analyze resources and integrate information to address specific civil engineering problems. Propose, design and construct appropriate research methodologies relevant to structures, water resources, transportation and/or geotechnical applications. Integrate facts, concepts, and methods from multiple engineering disciplines and apply them to civil engineering research. Determine, develop and solve original research problems related to civil engineering.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Analyze and assess limitations of experimental designs and methodologies in a research area within civil engineering. Formulate and test hypotheses and employ practical skills for scientific/technological problem-solving.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge

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>	OCGS-approved Graduate Degree Level Expectations
D. Write formal papers with the correct scientific structure (e.g. include hypotheses, proper citations, references, results, analysis and conclusions, etc.). Select and execute appropriate analytical, modelling and experimental techniques.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Apply ethically sound and safe practice techniques in a range of laboratory situations (physical or virtual) and onsite in an industrial setting. Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
F. Effectively communicate ideas and information in graphical, oral and written formats, while demonstrating fluency in the terminology of civil engineering. Produce scientific reports and/or articles at the level of quality required for a peer-reviewed journal.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Participate constructively and cooperatively as members and leaders of civil engineering research teams.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Identify original, innovative solutions for complex civil engineering problems.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Improve knowledge of emerging research areas within civil Engineering.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

PROGRAM TITLE: Master of Applied Science – Environmental Engineering

DEPARTMENT/FACULTY: Civil and Environmental Engineering/Faculty of Engineering

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>	OCGS-approved Graduate Degree Level Expectations
A. Apply advanced concepts of environmental engineering to the design and/or development of infrastructures and processes in industry and/or academia.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Define and solve complex engineering problems related to water, air and land pollution. Propose, design and construct appropriate research methodologies relevant to the specific research area.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Design innovative systems, components, or processes that meet specified needs and conform to regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Write formal papers with the correct scientific structure (e.g. include proper citations, references, results, analysis, conclusions etc.). Select and execute appropriate analytical, modelling and experimental techniques.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Promote and advance the roles and responsibilities of the professional engineer in society, especially the primary role of protecting the public and the public interest. Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge

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>	OCGS-approved Graduate Degree Level Expectations
F. Effectively communicate ideas and information in graphical, oral and written formats. Produce scientific reports of sufficient quality for publication in peer-reviewed journals.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Work independently and as a member or a leader of teams in multi-disciplinary settings.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Identify, design and apply practical, innovative solutions for complex civil engineering problems.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Assess and defend the commitment to engage in life-long learning as part of maintaining their professional competence and their commitment to ensuring the best possible engineering solutions to the problems within their scope of practice.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

PROGRAM TITLE: Doctor of Philosophy (PhD) – Environmental Engineering

DEPARTMENT/FACULTY: Civil and Environmental Engineering/ Faculty of Engineering

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>	OCGS-approved Graduate Degree Level Expectations
<p>A. Determine, develop and solve original research problems related to environmental engineering.</p> <p>Analyze the relevant literature as it relates to specific research areas within Environmental engineering</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>B. Locate, access and analyze resources and integrate information to address specific Environmental engineering problems.</p> <p>Propose, design and construct appropriate research methodologies relevant to the specific research area within the environmental engineering discipline.</p> <p>Integrate facts, concepts, and methods from multiple engineering disciplines and apply them to environmental engineering research.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. Analyze and assess limitations of experimental designs and methodologies in a research area within Environmental engineering.</p> <p>Formulate and test hypotheses and employ practical skills for scientific/technological problem-solving.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>D. Write formal papers with the correct scientific structure (e.g. include hypotheses, proper citations, references, results, analysis and conclusions, etc.).</p> <p>Select and execute appropriate analytical, modelling and experimental techniques.</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</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> <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>	OCGS-approved Graduate Degree Level Expectations
<p>E. Apply ethically sound and safe practice techniques in a range of laboratory situations (physical or virtual) and onsite in an industrial setting.</p> <p>Adhere to the Code of Ethics of Professional Engineers Ontario, including its requirements to behave ethically toward the public, employers and other practitioners.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge</p>
<p>F. Effectively communicate ideas and information in graphical, oral and written formats, while demonstrating fluency in the terminology of civil engineering.</p> <p>Produce scientific reports and/or articles at the level of quality required for a peer-reviewed journal.</p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>
<p>G. Participate constructively and cooperatively as members and leaders of environmental engineering research teams.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>
<p>H. Identify original, innovative solutions for complex environmental engineering problems.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>I. Improve knowledge of emerging research areas within Environmental Engineering.</p>	<p>I. the ability and desire for continuous learning</p>	<p>4. Professional Capacity/autonomy</p>

**University of Windsor
Senate**

5.5.6: Education – Graduate – Major Program Change – Med International Cohort- Second Language Acquisition, Culture and Society Concentration

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That the Second Language Acquisition, Culture and Society as a concentration within the International Cohort MEd be approved.

Approvals:

- The program has received approval from the Faculty of Education, the Faculty of Graduate Studies Council, the Provost and the Program Development Committee.
- Provost Comments: *I have reviewed the submission, and I support it. I think the proponents make a good case for the new concentration, integrating it into their current offerings and thus making efficient use of existing resources. There is evident interest in the concentration.*
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

A. Basic Program Information

FACULTY:	Education
AAU:	
Program Title:	M. Ed. (Second Language Acquisition, Culture and Society as a concentration within the International Cohort M. Ed.)
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) <i>[Please note that, for general degrees, the discipline is not included on diplomas.]</i>	M. Ed.
Proposed Year of Offering [Fall 20xx]:	Fall, 2016
Mode of Delivery:	Classroom
Planned Student Enrolment (per section B.4.2)	8 initially; steady state of 25
Normal Duration for Completion:	Four semesters (Fall, Winter, Spring, Fall)
Will the revised program be run on a cost-recovery basis?	Yes, this will be a modification to Education's International Cohort M. Ed.

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised 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)

Rationale for the proposed change: Students who enter Education's International Cohort M. Ed. Program are primarily Asian (Chinese). Students who are admitted to this program and who choose this concentration will benefit since they are often interested in issues of language acquisition, both for themselves and for students whom they will potentially teach as learners of English when they return to their home country. Additionally, this concentration is offered in Education's Domestic cohort, which includes international students as well. International students arriving as part of the International Cohort become aware that International students who are part of the Domestic cohort have an additional 'concentration' option and often ask if this option is available to them. Finally, because the course currently offered for the Second Language Acquisition, Culture and Society (SLACS) concentration in the Domestic Cohort will now be available to both cohorts, it is expected that registration in these courses will be higher, thus making our program more fiscally viable.

The overall aim and intended impact of the revised program is similar to that of the original program when it was introduced into the M. Ed. Domestic Cohort, Fall 2014. The Master of Education programs provide students with an opportunity to pursue advanced studies in education and to build a foundation of important critical scholarly skills appropriate for the work of developing scholars and researchers in the field of education. Students are afforded the opportunity to develop:

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- appropriate attitudes and skills related to intellectual inquiry and scholarship that are conducive to professional growth and lifelong learning
- a sound, informed knowledge base of current theory and research relevant to curriculum and administration of various educational and institutional contexts
- understanding of principles of and strategies for quantitative and qualitative research
- the means to evaluate strategies and knowledge that position the student to be an informed and critical educator capable of drawing upon existing scholarship

With this in mind, the addition of this concentration to the International Cohort M. Ed. will give students in that program the opportunity to develop critical scholarly knowledge and pedagogical skills that will enhance teaching practices in second or additional language acquisition and promote a deeper understanding of language learners in their linguistically and culturally diverse country as well as in the globalized and interdependent world. Since the International Cohort SLACS students will be taking required foundational courses in addition to their SLACS courses (80-527 - Research in Education; either 80-510 - Statistics or 80-530 – Qualitative Research Methods), they will be able to synthesize different aspects of education that will serve them as educators and academics of second or additional language acquisition. The purpose of this new concentration is to give language educators a solid theoretical foundation and practical skills to bring to educational institutions both in their home countries and globally. The Faculty has a number of researchers actively working in this area and ready to share their expertise with International Cohort graduate students.

Second and additional language education is an important area of scholarship and practice—locally, nationally, and internationally. English is used throughout the world as the language of choice in diplomacy, commerce, scholarship, tourism, internet, and other venues where speakers of various languages need to communicate. Existing estimates suggest that 1.5 to 1.8 billion people use English as a first or additional language (CIA world factbook, 2007; Cristal, 2000). According to the British Council, English is spoken as a first language by approximately 375 million and as a second language by roughly 375 million speakers in the world; additionally, around 750 million people speak English as a foreign language. Currently, the majority of international scholarly and scientific conferences across all academic fields are conducted in English.

Not surprisingly, over the past few decades, TESOL (Teaching English to Speakers of Other Languages) has become a professional field with its own organizations, standards, and growing body of research as well as with academic teacher preparation programs mushrooming across the world. Currently, there are nearly thirty doctoral programs in North America related to the field of TESOL. This well-established field crosses boundaries with many other disciplines, including linguistics, psychology, sociology, education, anthropology, cross-cultural studies, and multicultural education. In addition to doctoral and master's programs in the area of second language or additional language education all around the world, there are dozens of tier 1 academic journals and research-based books, including those published by Cambridge and Oxford. TESOL is also a large international professional association focused on language and teacher education all over the world. Its annual conference is well attended by over 10,000 professionals and educators in English as a second/foreign/international/global language.

Thus, the aim of offering this new concentration to the International Cohort M. Ed. students is to:

- prepare teachers to teach in linguistically and culturally diverse schools that recognize the need for a more robust sense of cultural and linguistic responsiveness
- further diversify and internationalize the Master of Education program
- make better use of existing resources and strengths in the Faculty
- increase our graduate enrolment in language acquisition for professionals from around the world
- encourage international and interdisciplinary collaborations in teaching and research

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

This proposal aligns well with the University’s strategic plan to (1) increase internationalization in terms of student demographics and exposure, (2) recruit and retain high quality faculty, and (3) enhance the learning experiences of its students.

More specifically, this new concentration will expand the number of courses offered in the International Cohort of the Master of Education program, thus increasing enrolment and promoting research in the area of second and additional language pedagogy. Our Faculty includes scholars from various linguistic and ethnic backgrounds and already conducts research with many national and international partners, such as Indigenous Communities on Walpole Island, Southwest University of China, and Teachers for Tanzania. This increasing demand for experts in second or additional language acquisition from domestic and international students and educational partners has prompted the Faculty to propose the offering of this concentration in Second Language Acquisition, Culture and Society to its International Cohort students.

Windsor and Essex County is a culturally and linguistically diverse region with an increasing number of English as a second or additional language learners and institutions. These institutions, along with others demonstrate the relevance of this concentration locally, and some may serve as appropriate sources of internship placements for these students during their fourth semester Internship:

- Language Instruction for Newcomers to Canada (LINC) Windsor Testing Centre: provides English teaching and testing services to non-native speakers of English.
- New Canadian Centre of Excellence: teaches English as a Second Language to newcomers to Canada.
- College Boreal Windsor: teaches French as a Second Language, English as a Second Language and Spanish as a Foreign Language.
- Frontier College Leamington: teaches Spanish and English literacy to both Canadians and newcomers.
- The Multicultural Council of Windsor & Essex County: provides language and skills training for newcomers to Canada.
- St. Clair College: teaches English, French, Spanish and Italian to the public for various purposes.
- The Windsor Essex Catholic School Board and the Public School Board: both provide instruction of English, French and Spanish to non-native speakers.
- The French Public School Board: teaches English to French speaking Canadians and to newcomers to Canada.
- Windsor Women Working With Immigrant Women: offers language instruction (LINC) to newcomers to Canada.

B.2 Changes to Program Content (QAF Section 2.1.4)

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

The addition of the SLACS concentration to the International Cohort program builds on the Faculty of Education’s programs that lead to a Master of Education degree. This concentration will follow the same requirements as those of the SLACS offering in the Domestic Cohort program, but will be consistent with the requirement that the completion stream will be course based with Internship as is required for the other two concentrations in the International Cohort program. The expectations for admission, study, and graduation will not vary in any respect from what is currently required of International Cohort students in the other two concentrations.

Of the courses that are already “on the books,” there are nine courses that align well with the new concentration in Language Acquisition. They are as follows:

1. 80-539 Second Language Teaching: Theories and Practices
2. 80-556 Approaches to Literacy Development
3. 80-557 English Language Arts (Methodology): methodological issues covered here will include lesson / unit planning, material analysis and development, curriculum for specific contexts (ESP, LINC, EAP); methodology / techniques for: listening, speaking, reading, writing, grammar, vocabulary, pronunciation (including

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

segmentals and suprasegmentals), intercultural awareness, and communication; assessment / feedback (error correction, standardized exams, classroom tests

4. 80-527 Research in Education
5. 80-530 Qualitative Methods in Educational Research
6. 80-524 Fundamentals of Curriculum Theories and Development
7. 80-550 Issues in Education
8. 80-551 Information and Communication Technologies (ICT) for Teaching and Learning
9. 80-515 Comparative and International Education

Moreover, the final program requirement in the form of the Internship (80-793) is already in place for students to complete their program.

Additional courses have been developed that are specific to this area of study: Language Assessment; Language System Analysis; Language, Culture, and Society; and Special Education and Language Acquisition. Details regarding these courses follow at the bottom of this page.

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

A survey of subjects taught in other similar courses reveals that the following areas are addressed:

- Linguistics (applied linguistics, sociolinguistics, psycholinguistics)
- Second language acquisition theories
- Second language teaching methods
- Second language assessment methods
- Language and culture
- Technology and English Language Teaching (ELT)
- First language acquisition theories
- Second language education research methods
- Second language teacher education
- Internship

The proposed concentration is unique for the following reasons:

- it will include a special education and language acquisition component not addressed by any other program but crucial to language assessment and instruction in K-12 setting
- it will incorporate unique internship opportunities, as noted in B1
- while a majority of programs in Ontario focus on English as a second or additional language, the proposed concentration will also address French as a second or additional language and English as a global language
- in addition to issues of multilingualism and multiculturalism, it will also address issues of multiliteracies

The following courses have been developed and are available to students as part of this new

Language Assessment

This course introduces participants to the principles and practice of assessing language ability. It also engages participants in the debate on this subject. As assessment itself has been reconceptualized over the years, so has the matter of assessing one's proficiency in an additional language. But what exactly are the indicators of language proficiency? How should these indicators be measured? What sorts of assessment tools are most effective in this regard? To what degree should assessments be learner-centred? To what degree should they be standardized? A variety of national and global methods of language assessment will be critically discussed in this course. Participants

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

will also compare and evaluate research that explores this subject as they justify their own conclusions on the above-mentioned questions.

Part of this course will require the students of the new concentration to work on special projects. This will include a ten-hour observation and a ten-hour supervised teaching practicum (20 hours in total).

Language System Analysis

This foundational course provides an overview of the technical components in the study and research of a language. This course includes the following topics in linguistics: phonology, phonetics, morphology, syntax and semantics. It will also cover socio-linguistics and look at the basic intersections of these aspects in different languages where intersection and similarity of structures are possible.

Language, Culture, and Society

This course considers the relationships between language, power, and society, understanding language as always socially and politically situated. This course investigates the social constructions associated with language acquisition and contemporary critical theories that challenge deficit models sometimes associated with “ESL” students. What are the larger systemic forces reflected in classrooms that affect students’ opportunities to acquire language skills and cultural competencies? How do hybrid cultural identities develop? This course will draw upon multiliteracies and discourse analysis to further explore the relations between language acquisition, culture, and society. The course will also study the nature of language as influenced by urban setting and the rapidly changing societal structures.

Special Education and Language Acquisition

The relationship between language acquisition and perceived learning dis/abilities has been the subject of ongoing debate. Are some language learners challenged by a learning dis/ability associated with language acquisition itself? How should language learners be assessed as candidates for special education support? Should language learners even be able to access special education support if they already access language-oriented support? Why have language learners been disproportionately represented in some special education programs? How inclusive is the support students receive? These questions indicate that the intersection between special education and language acquisition is not only a matter of debate but also a matter of equity and social justice. In this course, students will critically examine a range of current research, and draw conclusions about the discourse on the intersection between special education and language

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

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

The current usage of the degree designation and nomenclature encompasses many different aspects of teaching and learning, including second language acquisition. The degree name will not change. The intent of this proposal is merely to introduce a new concentration in *Second Language Acquisition, Culture, and Society* that leads to the completion of a Master of Education degree for the International Cohort.

B.4 DEMAND FOR THE MODIFIED PROGRAM

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

Students in the Faculty of Education International Cohort M. Ed. Program will be recruited using the agent network employed by CEPE internationally. Mr. Chris Busch, Director of CEPE, has indicated, based on his experience with the agent network and international students, that this concentration will be of interest to a large number of students. He has projected a first year enrolment of 15-20 new students in this concentration. Our Faculty projections are more conservative, with an estimate of approximately 8 new International Cohort students. No new

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

resources beyond the potential hiring of one or two additional sessional instructors, and the additional classroom space, will be required, since SLACS students in both the Domestic and International cohorts will share classes. This will mean more efficient operations, since where now SLACS courses may be offered to sections that are not fully subscribed, with the addition of International Cohort students, these sections will more likely have a higher number of students. Additionally, by blending the enrolment in such classes between Domestic Cohort and International Cohort students, we are meeting one of the concerns expressed by International Cohort students that they wish to participate in classes in which Canadian students are enrolled. If indeed the enrolment exceeds the anticipated numbers, then we will be required to offer tenure stream faculty overload opportunities, or hire additional sessional instructors.

More specifically, The Centre for Executive and Professional Education (CEPE) currently recruits for the two existing concentrations within the Master of Education International Cohort Program. CEPE was engaged by the Faculty of Education to conduct a market study to determine feasibility of offering the proposed Language Acquisition, Culture and Society (LACS) concentration.

CEPE evaluated international student demand by conducting key informant interviews, surveying the University's Educational Representative Network (“agents”), and holding informal “interest discussions” with prospective students at multiple international educational fairs. The results of these endeavours indicate that offering a third concentration (LACS) would be received positively, by the International student market, and attract a novel group of students to the University; specifically, students who are interested in obtaining a position teaching English within a University or College in their home country, especially China.

In China, enthusiasm for language acquisition, specifically English, has now reach a historical high point due to the social and economic development that is occurring in the country. The expansion of language acquisition skills development and demand for skilled educators is occurring in Chinese Universities due to mandates issued by the China State Education Commission with an objective to prepare a future work force highly educated in the terms of specific specialized knowledge and competence in English.

Since inception of the Master of Education – International Cohort, the program has received over 420 applications (2013: 39, 2014: 49, 2015: 133, and 2016*: 200). While this is not an indicator of future success of a new concentration it does demonstrate strong market interest in graduate programs in Education. The Faculty of Education, Centre for Executive and Professional Education, and Office of the Vice Provost – International Development do not see any indicators suggesting that this trend will not continue for the next 3+ years.

Additionally, during the Winter 2016, the Faculty conducted a survey of existing International Cohort M. Ed. Students to determine how these students would respond to three specific questions. We received 5 responses, approximately 16% of the eligible respondents, which would be considered a decent rate for an email/online survey. To Question 1 (If you were starting your M. Ed. At the University of Windsor in the Fall 2016 semester, and this concentration [SLACS] were available, how likely is it that you would register for it?) all respondents indicated Definitely Yes or Very Likely. To Question 2 (Among your friends at home who might in the future consider coming to the University of Windsor, how many of them do you think would be interested in registering for the SLACS concentration?) two respondents indicated 1-2, one indicated 3-5, and one indicated 5+. One respondent indicated 0. To Question 3 (Do you believe it is a good idea to offer this concentration in the M. Ed. International Cohort?) four respondents answered yes, and one indicated that he/she did not understand the question.

*- As of March 29, 2016

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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

There are a number of different factors that strongly suggest that this proposal to add a new concentration to the suite of offerings leading to the International Cohort M.Ed. is a viable move. For instance, McMartin (2005) noted that many new teachers are looking to the larger global market for teaching positions. Further, since 1990, China, specifically, has hired 89% more English language teachers; the United Arab Emirates (UAE) has hired 75% more (ISC, 2007). As well, the number of international language schools has doubled in the past 25 years (Jacoutot, 2008). As international students return to their home countries with both improved English language proficiency as a result of their completion of a graduate degree in English, and with expertise in the field of Language Acquisition as gained from this new concentration in the International Cohort M. Ed, it seems likely that these students will be much better positioned to fill such English Language teaching positions in their home countries.

In Canada, many language programs, such as Language Instruction for Newcomers to Canada (LINC), that provide language training to newcomers as well as government agencies that are required to provide executive level officers with language training create a demand for language professionals. Both settings provide job opportunities in Canada for graduates of the SLACS concentration, specifically for those graduates who wish to remain in Canada after their graduation.

Furthermore, a number of faculty have developed strong working relationships, as researchers and educators, with a number of educational partners around the world, e.g., the Kititimo Child Centre in Singida, Tanzania; the Comhairle nan Eilean Siar schools practicum in Scotland, United Kingdom; and the Southwest University of Chongqing, China. Those international connections, as a part of the proposed concentration, will give our M.Ed. program competitive capabilities, thus attracting more international students. In addition, the proposed concentration will help to strengthen the University's international relations and existing partnerships, as international graduates become integrated as employees with potential educational partners globally.

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

We estimate that there will be an approximately equal number of students applying to this M. Ed concentration in both the Domestic (domestic and international students) and International Cohorts (international students). Students will be new to the University of Windsor, as they will be recruited globally.

B.4.2 Expected Impact of Changes to Estimated Enrolments

Provide details on projected enrolments for the revised program 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 of the revised program. (If the program is in operation, use actual and projected data.)</i>	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
<i>In the regular program (non-co-op)</i>	8	15	20	22	25
<i>In the co-op/experiential learning stream (if applicable)</i>	N/A				

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM "B"

<i>For co-op options: projected number of international students enrolled in the co-op stream</i>	N/A				
---	-----	--	--	--	--

<i>Annual projected student intake into the first year of the revised 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>	8
<i>Annual projected student intake into the first year of the co-op/experiential learning version of the revised 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 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

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

N/A

B.4.4 Evidence of Societal Need for the Revised Program (MTCU section 6)

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 modified program

Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.

We currently have a formal partnership with Southwest University in China within our pre-service program, which has been successfully launched and developed over the last five years. Thus far, this partnership has resulted in 12-week exchanges for Chinese concurrent students and in 4-week exchanges for Canadian pre-service students. Additionally, starting in 2015, undergraduate students were joined by M. Ed students, and the stay in China was extended to 3 months, so that these students, supported by MITACS funding of \$5000 could participate in more formalized research during their stay in China. In addition to conducting research projects, students audit courses and participate in school and community events as part of the academic and cultural exchange. The administrators of Southwest University in China have approached the Faculty of Education to further develop the partnership. The collaboration we envision with them, along with other international universities, includes the development of a Master of Education degree that focuses on Language Acquisition as an area of concentration within our existing Master program. This vision was accomplished in 2014 with the approval of the SLACS concentration within the Domestic Cohort. It is now important that this concentration be made available to students in the International cohort since international students returning to their home countries, as well as Canadian students, will benefit from the knowledge, skills, and attitudes they develop in relation to language acquisition, since these are skills that will be highly valued, based on the desire in many non-English speaking jurisdictions to acquire English as an

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

addition language. Please see section B41 for more details in this regard, as well as the following. We believe this expansion will serve the needs of the following two groups:

- (a) In China and other countries where English is a second or foreign language, there has been a great demand for English language teachers and educational researchers of second language acquisition. Further, there has been a great demand for teachers’ professional development in this geographical area. As the primary language of communication in business worldwide, English is the preferred language of commerce. Thus, our concentration will be attractive to professionals in the field of English as an Additional Language (EAL/ESL) because it will provide them with a theoretical as well as a practical base to develop their knowledge and skills. Second and Additional Language Acquisition is a well-established field globally, so the work that these students do in this Master’s degree will receive appropriate recognition when students travel back to their home countries or elsewhere. Ontario’s education system is internationally recognized by such organizations as PISA as the third best education system in the world (Ministry of Education, 2010), which, in turn, makes our program desirable for international teachers and administrators interested in the pedagogical methodologies employed in Canada. There is a set of Ontario Ministry of Education documents, e.g. *Many Roots, Many Voices and Supporting English Language Learners in Kindergarten*, which speaks to the need in the Ontario context for educators to be prepared to work with ELL students. This is applicable in this context in that international students who travel to Canadian universities for study purposes sometimes choose to remain in Canada. When this happens, these students, equipped with an M. Ed with a SLACS concentration will be well positioned for Canadian employment opportunities.

English is the official language of over 70 countries and it is the language most widely taught as a foreign language in over 100 countries. Worldwide, higher education is very much valued in the profession of teaching. Non-native English teachers who get a graduate degree in Second Language Acquisition from a native-speaking English country, such as Canada, will be better equipped to attain their long-term professional goals.

- (b) Professors teaching in the current pre-service and Master of Education programs have in recent years had students inquire about a program that can qualify them to teach and/or conduct research in the area of second language education. Statistics Canada shows that the demographics of Canadian schools have changed dramatically. For example, while overall Canada’s total population increased by 1.6 million between 2001 and 2006, a growth rate of 5.4%, newcomers who arrived in the country between January 1, 2001 and May 16, 2006 were responsible for 69.3% of this population growth (Statistics Canada, 2006, p. 46). In light of the fact that one in every five students in Ontario is an immigrant (GECDsB, 2011, p. 6), school boards know they need to hire teachers who can effectively work with a linguistically and culturally diverse body of students. This may present opportunities for International Cohort students who wish to stay in Canada and attain the necessary additional Canadian teaching qualifications.

A report entitled *Statistics Canada: A Changing Portrait of International Students in Canadian Universities* by Kathryn McMullen and Angelo Elias gives some insight into changing demographics of this group. Salient points of this portrait are as follows:

- While there have been some shifts over time in the region of origin of international students, the picture in 2008 was very similar to that in 1992. Asian students have consistently accounted for the largest share of international students, though that share dipped in the late 1990s. In 1992, students from Asia accounted for 49.8% of international students. That share fell to 36.5% in 1999, then rose steadily to reach 52.7% in 2008.
- The next largest group consists of students from Europe, with their share being 16.3% in 1992, rising to 24.9% in 1998, then falling to 17.9% in 2008. In contrast, students originating from countries in Africa have accounted for a declining share of international students, falling from 17.1% in 1992 to 11.8% in 2008.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- With respect to the Canadian region of destination of international students, the largest shifts are observed in the provinces of Quebec and Ontario. Quebec's share of international students rose from 27.7% in 1992 to 37% in the 1997 to 1999 period, falling thereafter to 26.1% in 2008. The pattern was reversed in Ontario, with Ontario universities accounting for 37% of international students in 1992 with that share falling to 27.5% in 1998, then rising again in the early 2000s. In 2008, this share was 33.8%.

This report indicates that there has been growth in the market of international students doing graduate degrees in Ontario. We can tap into this market through our existing international partnerships with other universities.

The inclusion of the SLACS concentration into the existing International Cohort Master of Education program aligns the Faculty of Education even more closely with the University of Windsor's strategic priorities, particularly in relation to Item 1 (Jobs, Innovation, and Economic Development), Item 2 (Teaching and Learning), Item 3 (Student Population [in relation specifically to “international students”), and Item 6 (Institutional Collaboration to Support Student Mobility). Our Faculty's demographics is one of the most diverse on campus. This diversity is a strength upon which we plan to capitalize. We have extraordinary access to international connections with universities around the world, which will allow for us to continue to facilitate significant learning for international students in a highly desirable field of study, as well as employment opportunities both locally and globally.

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.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

Carleton University School of Linguistics and Language Studies Master of Arts	This program in applied linguistics and discourse studies, for full-time or part-time study, offers a September intake with courses offered year-round, one required course each of the first two terms of the program, and hands-on research. The program may be completed through one of three pathways: course-based, research essay, and thesis. The course-based and research essay pathways can be completed in 4 terms; the thesis is usually completed in 2 years. Faculty conduct research in the areas of second and foreign language teaching, curriculum and methodology in second and foreign language teaching, language testing and assessment, languages for academic/specific purposes, formulaic language and phraseology, writing in academic, professional, and community contexts, second language writing and biliteracy, discourse analysis, language and identity, language policy and language preservation.
University of Ottawa Faculty of Education Master of Education	The Faculty of Education offers a program leading to a concentration in second language education. This concentration allows students to enhance their knowledge of the theoretical foundations of second language teaching and related research, the development of educational programs and materials, and educational practices. The program provides students with the tools needed to identify and evaluate how related disciplines (psycholinguistics, sociolinguistics and pedagogy) contribute to second language teaching, to analyse and evaluate various approaches based on the fundamentals of the discipline, and to acquire a critical and creative perspective on the methods and techniques used to teach second languages.
University of Toronto (OISE/UT) Faculty of Education Department of Curriculum,	Studies in the Second Language Education (SLE) Program focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly English and French in Canada, but also other languages and settings, including studies of language learning, methodology

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Teaching and Learning Master of Education/Master of Arts	and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.
York University Faculty of Education/ Faculty of Liberal Arts & Professional Studies/ Faculty of Health/ Glendon College Master of Arts	This is a one-year MA program in which students can opt for a program in the theoretical field or in the applied field. The program focuses on the broad study of language and society, language variation and change and second language pedagogy. The theoretical field centres on two interrelated areas, sociolinguistics and language contact, linked through the study of language variation and change, particularly the role of social groups in initiating and propagating changes. These two areas also share an interest in the social and political relationships between groups of different linguistic backgrounds and in the manipulation of language to signal social relationships, identities and attitudes. The applied field covers topics related to language in society and second and foreign language education, broadly defined to include language pedagogy, issues of culture and identity, applied sociolinguistics, narrative inquiry, literacy and multiliteracies, second language acquisition, bilingualism, discourse analysis, communicative competence and language contact studies. Language policy and planning is an emerging area of expertise in the applied field, and critical applied linguistics or critical ESL/EFL pedagogies are areas of particular strength in the program. Issues related to English for Academic Purposes (EAP) are reflected in several faculty research agendas, as well as in various graduate courses. The program also welcomes those with an interest in teaching additional languages other than English.

The following institutions in Michigan also offer Master's programs in TESOL or in linguistics with a TESOL concentration: Aquinas College, Central Michigan University, Cornerstone University, Eastern Michigan University, Grand Valley State University, Madonna University, Michigan State University, Oakland University, University of Michigan.

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

In light of the connections that already exist between Windsor and a number of Chinese institutions, as well as based on the responses of students currently in the International Cohort, we anticipate that a large number of students who already have a connection with Windsor will demonstrate interest in this program.

Although a few Ontario programs do address the issue of additional language acquisition, these programs are not in a Faculty of Education that addresses matters of pedagogy, that is, teaching and learning. Three programs of study (Ottawa, OISE, and York), which serve students in the GTA and points east, are situated in faculties of education, but only two lead to a M.Ed. This point is important when students are “selling” themselves to potential future employers who will recognize the connection to education and grounding in pedagogical matters. Programmatically, this program is similar to the program offered at Ottawa. The program at OISE is somewhat different in that it leads to a slightly different degree designation, although the program is delivered in the Faculty of Education.

While these programs may overlap somewhat with our own, the opportunity for students to engage in this program through the International Cohort offers a significant advantage to students who wish to enter a structured course and internship based program and focus on matters of pedagogy is what sets this program apart from the others.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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 revised program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the modified program proposal.]*

B.5.1 Resources Available

[Complete Budget Summary Sheet – Appendix A]

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 support the program change(s).

A number of Faculty members currently situate their work in the area of Second Language Acquisition; although there are a number of other Faculty members who work this area, for the purpose of this proposal, we note the work of Drs. Kara Smith, Shijing Xu, Susan Holloway, Zuo Chen Zhang and Cam Cobb.

Dr. Smith’s research areas have included multilingual parenting, culture and language, and comparative-international methods of teaching languages in other countries (namely Scotland, France, and the United States), and literacy assessment perhaps (the ELT).

Dr. Xu has been teaching “Second Language Teaching: Theories and Practices” in the MEd program. (Drs. Holloway and Xu co-taught this course once and Dr. Smith has taught this course prior to Dr. Xu’s arrival to the Faculty.) Dr. Xu also teaches Supporting English Language Learners in the Mainstream Classroom in the pre-service program. Her research focuses on narrative approaches to intergenerational, bilingual and multicultural educational issues and school-family-community connections in cross-cultural curriculum studies and teacher education. Her current research is on the reciprocal learning between the west and the east in a “WE consciousness. Dr. Xu also serves as advisor to Master’s and doctoral students who work with research topics that involve teaching and learning of second languages including French and English.

As previously noted, Dr. Holloway has co-taught Second Language Teaching: Theories and Practices. She also teaches graduate courses: Approaches to Literacy Development and Sociology of Education, as well as Language, Culture and Society. She teaches Literacy courses and Language across the Curriculum in the pre-service program. Her research focuses on critical literacy, and a large part of “multiliteracies” (one main component of critical literacy) that is to understand how socially/culturally we broaden linguistic diversity in meaningful ways within education in a globalized world.

Dr. Zhang’s research areas include ESL and EFL, Technology and ELT, Computer-aided Language Learning (CALL). He has taught Research in Education and Information and Communication Technologies ICT for Teaching and Learning in the MEd program.

Dr. Cobb is interested in language acquisition and has significant EFL teaching experience in Korea and Taiwan. He is interested in offering courses in the area of English Language Learners and Special Education, an area strongly aligned with his research interests in social justice, special education, parental involvement, inclusion, and democratic pedagogy. At the graduate level, he has taught Special Education and Language Acquisition. Dr. Cobb has taught courses in the pre-service and graduate programs in the areas of differentiated instruction for students with special needs, and fundamentals of curriculum theory.

The following Faculty members also are engaged in significant international work.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- Andrew Allan
- Jonathan Bayley
- Clinton Beckford
- Benedicta Egbo
- Anthony Ezeife
- Dragana Martinovic
- Glenn Rideout
- Terry Sefton
- George Zhou

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 revised program. Indicate in the table the involvement of each faculty member in the revised 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 revised and existing program(s)	
		Existing program(s) in the AAU	Proposed program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Allen, Andrew	Full	Full	Full
Bayley, Jonathan	Full	Full	Full
Beckford, Clinton	Full	Full	Full
Cherian, Finney	Full	Full	Full
Cobb, Cam	Full	Full	Full
Daniel, Yvette	Full	Full	Full
Egbo, Benedicta	Full	Full	Full
Ezeife, Anthony	Full	Full	Full
Glassford, Larry	Full	Full	Full
Greig, Christopher	Full	Full	Full
Holloway, Susan	Full	Full	Full
Martinovic, Dragana	Full	Full	Full
Rideout, Glenn	Full	Full	Full
Salinitri, Geri	Full	Full	Full
Sefton, Terry	Full	Full	Full
Smith, Kara	Full	Full	Full
Stanley, Darren	Full	Full	Full
Starr, Elizabeth	Full	Full	Full
Xu, Shijing	Full	Full	Full
Zhang, Zuochen	Full	Full	Full

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Zhou, George	Full	Full	Full
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Roland, Karen	None	Full	None
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Tousignant, Wayne	None	Full	None

Most faculty teach in the B.Ed. program. All category 1 members have Graduate Faculty Status. They are involved in the delivery of the Master of Education or PhD programs as instructors and/or supervisors. A number of faculty teach in more than one of the three concentrations in the ‘domestic cohort’ Master of Education program. Faculty members who developed this new concentration have taught or will be teaching in the SLACS concentration in the domestic cohort and will continue to do so the in International cohort.

B.5.1.1b

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

See section B.5.1.1 for details.

B.5.1.1c

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

The Master of Education program is currently delivered by tenured professors and sessional instructors as needed. During the two years that the SLACS concentration has been offered in the Domestic Cohort, we have used one sessional instructor who has qualifications in this field, along with professors identified in B.5.1.1. It is possible that we may cross-appoint a tenured or tenure-track professor from Modern Languages to our Faculty to teach some of the courses as the demand for these courses increases.

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 in the revised program.*

All five professors who have contributed to the development of this concentration in the Domestic Cohort are tenured. There will be no supervision requirements since in the International Cohort, this concentration will be offered as course based. (Students who wish to pursue a research intensive route via thesis completion will be able to apply to switch to the domestic cohort. This may increase the demand for supervision in the Domestic cohort: Key faculty in this concentration have agreed that they will distribute the supervision of graduate students amongst

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

themselves, with the exception of students who may want to work with other professors within the Faculty where research interests are better aligned.)

B.5.1.1e

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

The International Cohort operates on a cost recovery basis, so no financial assistance is available. For those students who wish to switch to the Domestic Cohort, as identified in B.5.1.1d, the faculty GA budget is sufficient to consider offering such students GAships. Additionally, students who switch to the Domestic cohort will be eligible for entrance scholarship, as confirmed by Dr. Patti Weir, Dean, Faculty of Graduate Studies.

B.5.1.1f Other Available Resources

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

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

Leddy Library

The Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law, which is served by the Paul Martin Law Library. The Main Building houses the University Archives, Rare Books and Special Collections, the Academic Data Centre, the Windsor branch of the Statistics Canada Research Data Centre, the main monograph collection, the ready reference collection, government documents, newspapers, microfilm collections, videos, multimedia items and a map collection. The West Building contains the print journal collection, reference collection, theses and major papers from the University of Windsor and the Curriculum Resource Centre (Education Library within the Leddy Library). All of these resources will prove useful, in varying degrees, to students in the program.

Students will be able to use the Leddy Library's online library catalogue from offices, laboratories, or from home to access library collections. The catalogue provides access to resources in the Leddy Library. It also includes records and links for the growing electronic book collection. The library's catalogue is part of the Conifer integrated library system, an open source platform based on the Evergreen system from Georgia. Windsor librarians have been developing Conifer along with partners from Laurentian University, Algoma University and the Northern Ontario School of Medicine. This new system allows for greater flexibility to present and organize both physical and digital resources as well as connect to the University's learning management system.

Additionally, there is the Curriculum Resource Centre (CRC), which is a specialized information and library service for under-graduate students, graduate students and faculty from the Faculty of Education. The Curriculum Resource Centre contains useful materials to assist with field placement teaching. The CRC is located in the Leddy Library's West Building on the first floor. Relevant CRC collections include:

- Circulating Books: primarily a collection of up-to-date books on the theory and practice of teaching, but it also includes education relevant books on child psychology, behaviour, etc.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- Reference Books: mostly books containing subject-related classroom activities and lesson plan ideas. Additional information on Web sources for activities and lesson plans is provided on the CRC’s “Resource Guide”.
- Juvenile Books: a small, but select, collection that ranges from traditional classics (Anne of Green Gables) to contemporary (Harry Potter). It also selectively includes titles in French and other languages.
- Picture Books: contains many favourites: “Richard Scarry”, “Dr. Seuss”, “Robert Munsch”, and many more. Most award winning books are represented and a few in other languages (e.g., French and Spanish).
- Big Book: a growing, collection of story books intended for pre-school and kindergarten.
- Mounted Pictures: visual images on a multiplicity of topics, but the main theme is ‘nature’: animals, plants, insects, etc.
- Posters: a collection of large, colourful print images covering many popular classroom topics such as language arts, human body, health, ancient world, etc.
- Kits: visual aids, games, hand puppets, manipulatives, etc. for use in the classroom.
- Videos and DVDs: a collection of educational resources such as TVO, National Geographic, National Film Board of Canada, CBC, TLC and many other organizations.
- CDs: CDs cover music and narrative on a variety of topics.

There are, as well, other collections that students will find useful to their work, including a range of digital resources, government documents, rare books and the special collections, and the University’s Archives.

Computing Resources

Students will be provided with an account on the university’s mainframe computer that gives them access to e-mail, the internet (including wireless access on campus), statistical software packages, e.g., SPSS, library resources, on-line journals, graphics packages, and common university licensed software, etc. Additionally, students may access more centralized resources for computer language compilers, video editing, and various other esoteric applications. The Faculty of Education has recently purchased copies of NVivo, installed on every computer in the graduate lounge and Doctoral Student Offices, for those students wishing to work with qualitative data.

Six classrooms in the Faculty of Education are currently equipped with Interactive Whiteboards and all have multimedia projection equipment. Our Graduate Student Lounge seminar room is equipped with an Interactive Whiteboard as well. Graduate Students are given access to 10 desktop computers in the Graduate Student Lounge. There are also 60 iPad minis available to graduate students. All have most Ontario Software Acquisition Program Advisory Committee (OSAPAC) software installed. Other microcomputers are also available to graduate students in the Faculty of Education building.

Space

Students have access to shared office facilities in the Faculty of Education graduate lounge. For Masters students, this space includes desktop workspace, a number of computer work stations and a shared printer, and a series of lockers for students to store personal belongings. A small lounge area is also available, with chairs, sofa, books and journals, microwave, etc.

Student Support Services

CEPE provides support to students in the International Cohort M. Ed. Further, the International Student Centre, the Centre for English Language Development, and the Writing Support Advisors in the Leddy Library are available to support students in matters pertaining to their academic and personal lives.

Teaching and Learning Supports

The Centre for Teaching and Learning already provides campus Instructors with a number of supports that aim to enhance the work that goes on in classrooms across campus. Some Instructors may require assistance with the setup and design of course websites to facilitate course work and interactions. It is not expected that this will

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

require much more work on behalf of CTL, since Instructors have already offered their SLACS courses in the Domestic Cohort.

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

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

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

Provide relevant details.

N/A

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 revisions to this program.*

No further resources are anticipated to support the introduction of this concentration to the International Cohort.

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 support of the revisions to this program.

Cost savings in the delivery of this concentration in the International Cohort will be realized in that the SLACS courses are already being delivered in the Domestic Cohort. In some cases at least, SLACS International Cohort students will be able to enroll in these courses without the Faculty needing to hire an additional instructor, since the Domestic Cohort classes may not be full. This means that in some cases we will be able to increase revenues without increasing instructional costs.

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 revised program.*

Faculty: AS noted in B.5.1.4, there will not likely be any need for additional faculty resources. As the demand for the courses increases in the International Cohort, there are several faculty members who are aligned with this concentration (see B.5.1.1) who have not yet taught in the SLACS concentration. As required, these faculty members, will be available to teach these courses.

Staff: No additional staff is required. This new concentration falls under the auspices of the Office of Graduate Programs, Faculty of Education, and is supported by CEPE. There is sufficient support to oversee the addition of those students enrolling in this concentration.

GA/TAs: None are required. GA support is for undergraduate level programs and does not apply in this case.

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

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

There are no changes being made to the current admission requirements to the Master of Education program.

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

The admission requirements to this concentration are sufficient because the overall learning outcomes and expectations are the same as for the other concentrations in this program. This proposal is for a new concentration, which is merely a different aspect of the educational field.

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 revised 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.

*Identify in **BOLD** the changes to program requirements.*

Total courses: The Master of Education is a 10-credit program. In the International Cohort, each of the two existing concentrations (Educational Administration and Curriculum Studies) as well as the proposed SLACS concentration, may be completed following the course-based stream: nine (9) courses + Internship.

Degree requirements: All the students in the International Cohort Master of Education with SLACS concentration will be required to take:

- 80-539 (Theories and Approaches in Language Acquisition and Instruction)
- 80-527 (Research in Education)
- Either 80-510 (Statistics in Education) or 80-530 (Qualitative Methods in Educational Research)
- Two of the the following: 80-540 (Language, Culture and Society); 80-542 Language Systems Analysis); 80-543 (Special Education and Language Acquisition); 80-591 (32) (Special Topics: Language Assessment)
- Four of the following:

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- 80-515 Comparative and International Education
- 80-524 Fundamentals of Curriculum Theories and Development
- 80-527 Research in Education
- 80-530 Qualitative Methods in Educational Research
- 80-533 Survey Design and Research
- 80-534 Individual Reading
- 80-540 Language, Culture and Society
- 80-542 Language System Analysis
- 80-543 Special Education and Language Acquisition
- 80-550 Issues in Education
- 80-551 Information and Communication Technologies (ICT) for Teaching and Learning
- 80-556 Approaches to Literacy Development
- 80-557 The English Language Arts
- 80-565 Sociological Aspects of Education
- 80-591 Special Topics in Education
- 80-591 (32) Special Topics: Language Assessment

- (Please note that the calendar includes the following wording for students taking SLACS in the Domestic Cohort: “It is important to note that with regard to these four courses, SLACS candidates are encouraged to take, as available, the two remaining courses not taken as compulsory courses as part of the Electives list specified for this concentration.”
 - This wording will also be included in the calendar entry for students taking SLACS in the International Cohort

- 80-793 (Internship).

Courses used to calculate the major average are: All courses included in C.2 will be included.

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

Description of experiential learning components (if applicable):

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

All students will be required to complete the Internship (80-793)

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable: The Internship is graded as a course in the program, and will have a weighting equal to each of the other courses in the program.

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? Completion of the Internship course is a requirement of the program.

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

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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

The creation of a new concentration does not change the program length. As with the other concentrations already in existence, program requirements can reasonably be completed within the proposed time.

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 revised degree program.*

The requirements for completing the degree are not modified for this proposal.

New or Changes to 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]*

Presently, there are two concentrations (fields) that comprise the International Cohort Master of Education degree: Curriculum Theory and Educational Administration. This new concentration in Second Language Acquisition, Culture, and Society would be a third concentration.

C.3.2 For All Program Proposals:

C.3.2.1 New or Changes to 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 new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

Master of Education students follow the requirements for continuation in the program as noted in the current graduate web calendar.

Students working toward the Master's degree must maintain at least a 70% average in all course work. A candidate for the Master's degree who does not obtain graduate credit in any course may repeat the course once only, and not more than one course may be repeated. Normally, graduate credit will be given only for courses with a minimum grade of 70%.

C.3.2.2 New or Changes to 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 new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

Master of Education students follow the requirements for graduation as noted in the current graduate web calendar.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

C.3.2.3 New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised 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 revised 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).

Following is the course sequencing as proposed for the 2016/2017 academic year. Please note that these courses are prescribed for SLACS students in the International Cohort, and that in completing these courses in this sequence, these students will have had increased opportunity to participate in blended (with students in the Domestic Cohort) classes.

Semester 1 (FALL)

80-539 (Theories and Approaches in Language Acquisition & Instruction)

80-515 (Comparative & International Education)

80-551 (Information & Communication Technologies for Teaching)

Semester 2 (WINTER)

80-527 (Research in Education)

80-565 (Sociological Aspects of Education)

80-510 or 80-530 (Statistics in Education or Qualitative Methods)

Semester 3 (SUMMER)

80-543 (Special Education and Language Acquisition)

80-591-32 (Special Topics: Language Assessment)

80-556 (Approaches to Literacy Development)

Semester 4 (FALL)

80-793 – Internship

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

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

COMPLETE THIS TABLE FOR GRADUATE DEGREE PROGRAMS

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

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

Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (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>	OCGS-approved Graduate Degree Level Expectations
A. 1. Critically reflect, discuss, and analyze key language acquisition theories, stages, characteristics, correlates, and constraints in relevant developmental domains. 2. Critically reflect, discuss, and analyze key linguistic-oriented learning needs that may arise in a classroom. 3. Critically reflect, discuss, and analyze resources that support the facilitation of differentiated instruction, formal and informal in response to the multicultural and multilingual education settings that of increasing cultural diversity	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. 4. Evaluate the effectiveness of language acquisition-oriented instructional strategies in relation to a wide variety of social, cultural and global contextual factors. 5. Analyze the parameters of a range of differentiated instructional strategies (and programs) that set out to support a variety of learning needs.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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>	OCGS-approved Graduate Degree Level Expectations
6. Evaluate the effectiveness of a range of differentiated instructional strategies (and programs) that set out to support a variety of linguistic-oriented learning needs.		
C. 7. Apply core principles of language acquisition and equity when identify areas of strength and need in a school's/program's approach to language-oriented instruction. 8. Apply core principles of second language acquisition and equity to put forward suggestions for change and also justify those suggestions for change.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. 9. Integrate current findings on the role of knowledge transfer between first and second language in the development of literacy and numeracy skills with classroom practice. 10. Improve the literacy and numeracy skills of learners of other languages to a level considered necessary to help them secure employment or pursue further education and training in English dominant society.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. 11. Respond constructively to some common issues, such as equity, in the implementation of both formal and informal language-acquisition processes.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits 5.
F. 12. Utilize techniques of enhancing one's interpersonal and intercultural communications skills in research and pedagogical practice.	F. interpersonal and communications skills	5. Level of Communication Skills
G. 13. 11. Utilize teamwork, personal, and group leadership skills in the completion of the group tasks and through applying course materials in	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	
research practice. 14. Raise the critical awareness of learning needs in the school/education/research community		
H. 15. Articulate second and additional language learners’ needs 16. Be able to creatively apply basic language theories to motivate and inspire language learner	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I 17. Demonstrate openness to innovation, collaborative engagement, and professional development by actively engaging in continuous learning and research projects. 18. Recognize continuous learning as particularly relevant to the Canadian multilingualistic setting and to the globalization process that influences language change.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

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

The program consists, in large part, of graduate-level courses that examine key topics of education. These courses require students to access and familiarize themselves with the relevant literature and on-line portals. Furthermore, students will also keep up-to-date with new discoveries and write reviews or critiques of the literature as required. This will be reinforced through the course material that will be regularly updated as new insights are published or announced. Several courses will require the students to logically develop research plans for a given or self-selected task. Further, some courses will require students to work in teams towards a common shared goal.

C.4.2

For programs with a proposed 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.

The Internship does not change the emphasis or means of achieving the intended learning outcomes for the program. In the Domestic Cohort, the learning outcomes are achieved through a variety of courses, and the completion of either either a final project, a major paper, or a thesis. In the International Cohort, the learning outcomes are achieved through the completion of courses and an Internship. The Internship provides the opportunity for International Cohort students to demonstrate that they have achieved application and research

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

outcomes in relation to common issues, and to utilize techniques for enhancing one’s interpersonal and intercultural communications skills in research.

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the new or revised 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 modes of delivery will be the same as the currently existing concentrations in our MEd Program, which are face-to-face lectures and seminars with Blackboard as a supplementary online communication tool. Largely, students will acquire the kind of skills, knowledge, and attitudes during and in the prescribed courses that form the basis of this program. Specific courses may include particular instances, for the purpose of collaboration or assessment, for example, that situate learning in some on-line context, e.g., threaded on-line discussions via Blackboard. In such an instance, on-line work supplements the work that is going on in class.

C.5 Student Workload

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

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

Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.

The workload is comparable to that of graduate students in master's-level programs: students in the Domestic Cohort Master of Education program are expected to spend a minimum of 36 learning-hours a week in class or independent study (based on a full course load of three 3.0 credit courses). This same expectation exists for students in the two currently existing concentrations in the International Cohort.

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

In accordance with well-established assessment practices in these and related graduate courses, students may be assessed via assignments, written reports, presentations, group work and examinations. Together, these are appropriate assessment approaches to determine if a student has successfully achieved the intended learning outcomes and if they are of the standard expected of Master-level students.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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

Each course instructor will be responsible for determining and assigning grades in the courses assessment-activities and for a student’s overall course performance. Student performance will be documented by comparison with similar-level students in the same course or within other graduate programs within our department.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

The proposed new concentration SLACS will involve an Internship. The Internship (80-793) follows the specifications set out for the International Cohort Internship in the two currently existing concentrations, and does not involve changes.

Definitions:

Co-operative Education provides students with a well-rounded education that is founded both in academic theory and real world application. Co-op Education combines semesters of study with semesters of full-time, paid employment in career-related positions.

All other unpaid placement opportunities or initiatives fall under the category of other “Experiential Learning components involving placements”. (this may include field placements, internships, etc.)

E.1

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

N/A

E.2

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

N/A

E.3

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

N/A

E.4

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM "B"

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements. (QAF section 2.1.9)

N/A

E.5

Provide information on the fees associated with the new or revised experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

N/A

E.6 AAU Council Approval of New or Revised Co-op Component

Please obtain signatures for the following statement for new/revised co-op programs.

N/A

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

*Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.**

Signature of AAU Head*: _____
[Electronic approval by way of UWin email shall also constitute a signature.]

Signature of Director of the Centre for Career Education: _____
[Electronic approval by way of UWin email shall also constitute a signature.]

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST

Final Overview:

Please complete this checklist to ensure that the senate-approved guidelines for the establishment of a new co-op program have been addressed:

Does the proposal:

- ☐ include the endorsement of/involvement by the Centre for Career Education?
- ☐ adequately describe the academic program?
- ☐ include a strong rationale for co-operative education?
- ☐ list the types of positions suitable to students at the junior, intermediate and senior work-term?
- ☐ articulate the possibility for international placements at a later point?
- ☐ provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- ☐ include a plan to monitor the availability of work placements on an ongoing basis?
- ☐ articulate specific learning outcomes (degree level expectations) and co-op requirements?
- ☐ include a commitment by the department to adequately support the program by:
 - ☐ funding a co-op faculty representative?
 - ☐ ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

- ☐ attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
- ☐ be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
- ☐ provide year-round availability of students to the workplace in some manner?
- ☐ meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

**University of Windsor
Senate**

5.5.7a-b: **Master of Business Administration for Managers and Professionals**
a) **Major Program Changes**
b) **New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTIONa: That the revisions to the MBA for Managers and Professionals be approved.*

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Odette School of Business, the Faculty of Graduate Studies Council, the Program Development Committee and was reviewed by the Provost.
- As with all programs, implementation and launch of this revised program, if approved by Senate, is subject to budget review and approval of expenditures.
- *See attached*

MOTIONb: That the following course additions be made*:

70-659 Special Topics in Accounting
71-600 Business Ethics and Sustainability
73-602 Special topics in Management Science
74-638 Special topics in Marketing
75-612 Project Management If
75-690 Entrepreneurship Formation and Management
75-692 Special Topics in Strategy and Entrepreneurship
75-698 Strategic Management
76-501 Interpersonal Dynamics
76-502 Core Concepts of Accounting I
76-503 Introduction to Financial Management
76-505 Marketing Management
76-510 Core Concepts of Accounting II
76-511 Research Methodology
76-512 Financial Management
76-513 Human Resources Management
76-514 Management Information Systems
76-646 Dynamics of Business Negotiations
76-661 Directed Study
76-610 Business Law

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

76-662 Advanced Business Agreements

74-631 Consumer Behaviour

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Odette School of Business Council, the Faculty of Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.13 .

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

A. Basic Program Information

FACULTY:	Business
AAU:	
Program Title:	MBA For Managers and Professionals
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.]	Master of Business Administration
Proposed Year of Offering:	September 1, 2016
Mode of Delivery:	Flexible delivery modes to assure timely and equal access to all course instruction, materials, activities and assessments.
Planned Student Enrolment (per section B.4.2)	90
Normal Duration for Completion:	16 months to 32 months
Will the revised program be run on a cost-recovery basis?	Yes

B. Major Program Changes - Overall Plan

The major program changes include a restatement of the program objectives, structure (in particular the replacement of a 20 course mandatory program with one having 12 mandatory courses and 8 electives), 8 course additions, resequencing to include new courses, and revision of admission requirements. Each change is preceded by the current calendar data to be deleted, followed by the major program change.

Minor program changes accompanying these major program changes include the renumbering and titling of courses and any changes to calendar course descriptions, as well as calendar revisions to the structure, course deletions, course additions, and changes to admission requirements. These change are reported on this Form and a separate Form E.

The Odette School of Business shelved the MBA for Managers and Professionals in 2010 because of competing needs for resources. Since that time the Odette School of Business has strengthened its resource base, and obtained Association to Advance Collegiate Schools of Business (AACSB) accreditation in 2014. The accreditation means that other AACSB accredited institutions world-wide will recognize Odette's MBA programs as equivalent in rigour and quality. Given strong market interest and new faculty resources it is now time to re-offer the program.

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4) major changes

M.B.A FOR MANAGERS AND PROFESSIONALS

~~The M.B.A for Managers and Professionals is an accelerated program geared toward students who are employed full time and have accumulated significant experience in management and business practices. For additional information contact the Centre for Executive Education at www.uwindsor.ca/execed.~~

The objective of the MBA for Managers and Professionals is to provide the scope and depth of education in all management disciplines to sustain and advance a successful business management career. The program is structured to integrate theory and principles of management with previous business experience and develop insight into how

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

changing actions in one business function affects the strategic success of the entire organization. The program is delivered in modes to assure timely completion and an excellent learning experience.

Please see Form E for minor program changes.

PROGRAM CURRICULUM MAJOR CHANGES

Program Curriculum

Total courses: 20

~~As with the regular M.B.A. program, all required courses are offered by the Odette School of Business Administration. In this program students will follow a prescribed sequence of courses in cohort fashion, with no electives—an approach that is not uncommon in M.B.A. programs directed at working managers and executives.~~

Following a qualifying year comprising 10 mandatory courses, the candidate year comprises one mandatory and nine elective courses. All courses are offered by the Odette School of Business.

Please see Form E for minor program changes.

Program Sequencing

~~Courses are scheduled on alternate weekends; contact time is supplemented by Web-based instruction and team assignments. Students complete two courses concurrently before moving to the next two courses.~~

~~Year 1~~

~~77-521. Core Concepts of Accounting I
77-522. Introduction to Financial Management
77-523. Quantitative Techniques in Management
77-524. Managing People in Organizations
77-525. Business Research Methods
77-531. Core Concepts of Accounting II
77-532. Financial Management
77-533. Management Information Systems
77-534. Managing Human Resources
77-535. Marketing Management~~

~~Year 2~~

~~77-620. Reporting, Analyzing, and Using Accounting Information
77-621. Leadership and Organizational Change
77-623. Maximizing the Value of the Organization
77-624. Managing in the International Arena
77-625. Strategic Management
77-626. Strategic Implementation for Technologies Management
77-627. Business Negotiation and Problem Solving
77-628. Entrepreneurship and Intrapreneurship
77-629. Current Issues in Business~~

04-76-503: Introduction to Financial Management*

04-76-512: Financial Management II*

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

04-76-511: **Research Methodology ***
04-76-505: **Marketing Management ***
04-76-502: **Core Concepts of Accounting I***
04-76-510: **Core Concepts of Accounting II***
04-76-513: **Human Resources Management***
04-75-610: **Business Law***
04-71-646: **Dynamics of Business Negotiations***
04-76-514: **Management Information Systems***
04-76-501: **Interpersonal Dynamics**
04-75-690: **Entrepreneurship-Formation & Management**
04-74-631: **Consumer Behaviour**
04-71-600: **Business Ethics and Sustainability**
04-75-611& 04-75-612: **Project Management I &II**
04-75-698: **Strategic Management**
04-70-659-01 & 04-70-659-02: **Special Topics in Accounting**
04-72-673-01 & 04-72-673-02: **Special Topics in Finance**
04-76-673-01 & 04-76-673-02: **Special Topics in Business Management**
04-74-638-01 & 04-74-638-02: **Special Topics in Marketing**
04-75-692-01 & 04-76-692-02: **Special Topics in Strategy and Entrepreneurship**
04-73-673-01 & 04-73-673-02: **Special Topics in Management Science**
04-75-662: **Advanced Business Agreements**
04-76-661: **Directed Study**

Please see Form E for minor program changes (calendar) and Forms D for new course descriptions.

DELETIONS

- The following courses will be removed as required courses in the MBA for Managers and Professionals
 - o 04-77-523: **Quantitative Techniques in Management**
 - o 04-77-534: **Managing Human Resources**
- The course deletions are recognized in this PDC Form B however PDC Form's C and E accompany this document and will outline specifically the course deletions and calendar changes.

Please see Form E for calendar and minor program changes.

ADDITIONS

- The following courses will be added to the MBA for Managers and Professionals:

04-70-659-01 & 04-70-659-02: **Special Topics in Accounting**
04-72-673-01 & 04-72-673-02: **Special Topics in Finance**
04-76-673-01 & 04-76-673-02: **Special Topics in Business Management**
04-74-638-01 & 04-74-638-02: **Special Topics in Marketing**
04-75-692-01 & 04-76-692-02: **Special Topics in Strategy and Entrepreneurship**
04-73-673-01 & 04-73-673-02: **Special Topics in Management Science**
04-75-662: **Advanced Business Agreements**
04-76-661: **Directed Study**

Please see Form Ds for course details.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

All courses numbers, titles, and calendar descriptions will be updated to the Odette School of Business current nomenclature.

The MBA for Managers and Professionals will satisfy regional industry’s need for skilled and educated managers in more specific and niche industries while allowing for the generalist business professional to gain vital business acumen for management. The proposed changes to the existing program will provide more flexibility in two areas: (1) a delivery mode which is more flexible to accommodate students who are working full time and (2) flexible course offerings which could cater to more specific industries in which additional accreditation is required.

The overall aim of the program is to best suit the demands of the prospective student population by providing high level academic programming in a more flexible mode. The intended and expected impact of the program is the creation of a highly educated workforce through graduates who display advanced skills and abilities in the business sector.

The MBA for Managers and Professionals, is consistent with the University of Windsor Strategic Mandate Agreement. The SMA identifies areas of strength on which the University of Windsor can build. The sections of the SMA that are relevant to the MBA for Managers and Professionals are reproduced below.

SMA 1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions’ collaborative work with employers, community partners, and regions, or global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

SMA 1.1 Areas of Institutional Strength

The University of Windsor supports the economic and cultural development of its community and the surrounding region.

SMA 5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

SMA 5.1 Areas of Institutional Strength

Current program areas of strength include: 1.Business.

SMA 6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

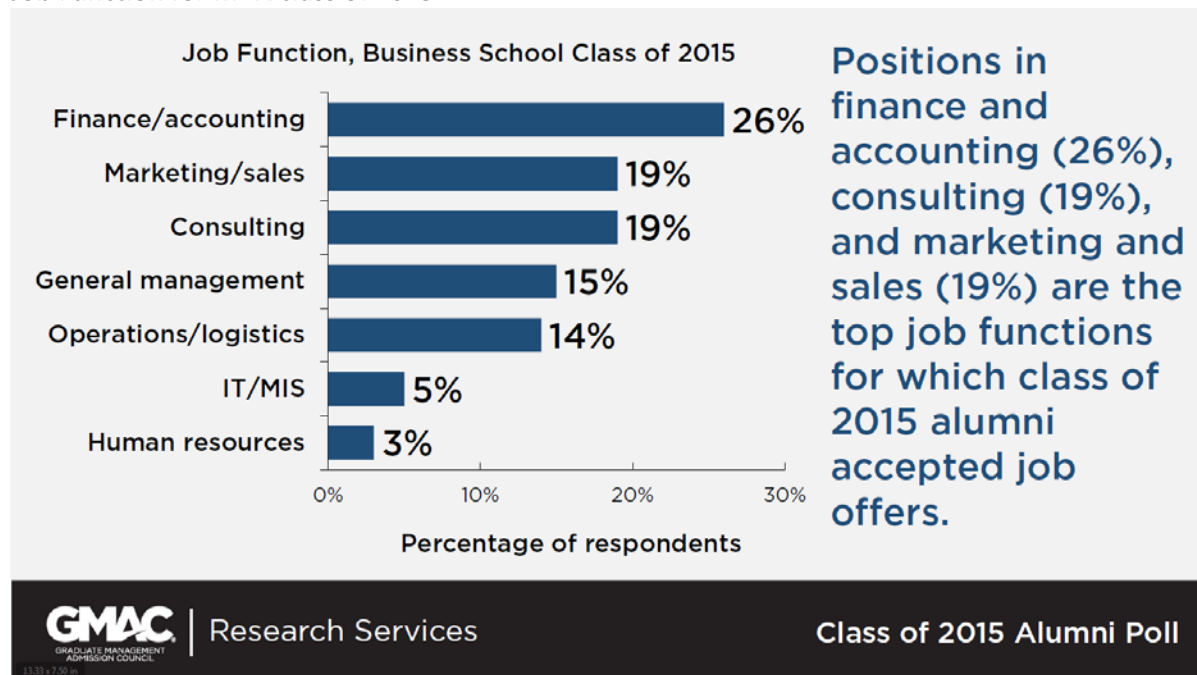
This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

B.2 Changes to Program Content (QAF Section 2.1.4)

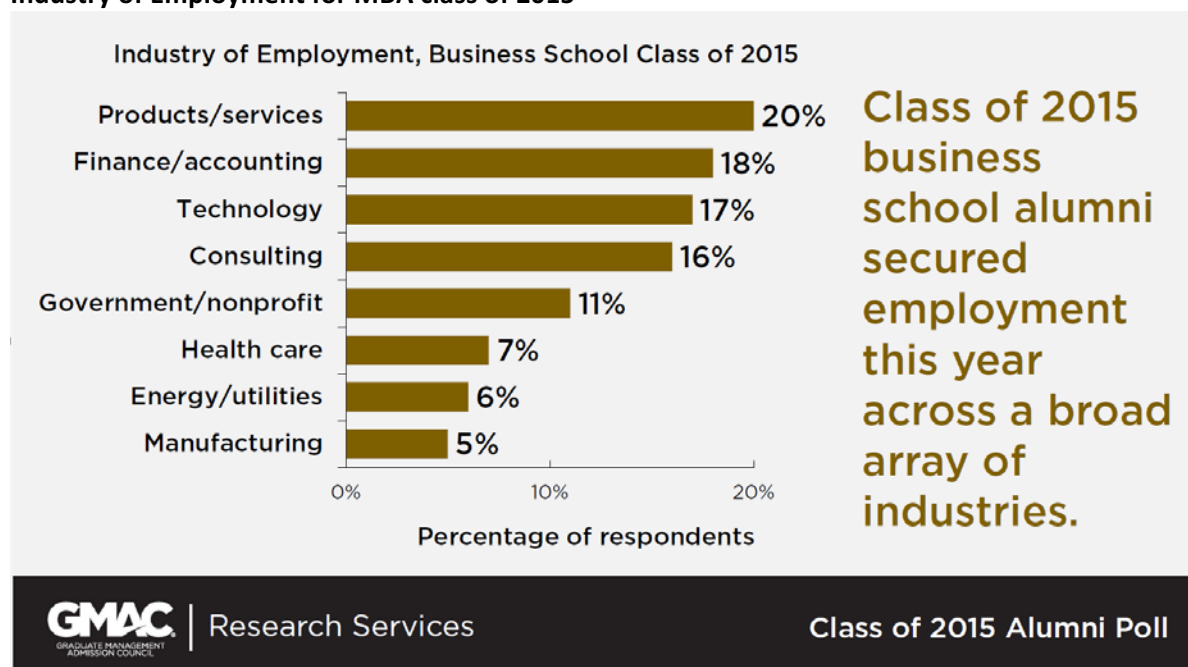
Curriculum will be updated to reflect the current ‘Integrated 14 month MBA.’ The program will be generalist in nature. The following tables highlight job functions which could be considered for students who are graduating from the MBA for Managers and Professionals.

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM "B"

Job Function for MBA class of 2015



Industry of Employment for MBA class of 2015



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

N/A

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

The expected total number of new enrolments for the first year of operation is 30 students with the proposed growth rate of 30 students per year to a steady state enrolment of approximately 90 active students after 3 years.

Justification

The number of students interested in MBA for Managers and Professionals has been estimated based on interest expressed via email or in-person to either the MBA Program Director, Administrator, and/or Graduate Secretary. From January 1, 2016 through April 1, 2016, the mba@uwindsor.ca email address has received emails from 19 individuals who have expressed interest in an MBA program which offers flexibility in course scheduling which would allow for professionals to continue to work full time. Furthermore, as the program has not been offered in multiple years, there are currently many working professionals who have been interested in an MBA program with the flexibility to accommodate a working professional's schedule. There is a high appetite for the program throughout Windsor, Essex, Sarnia, Chatham, and Canadians currently working in the greater Detroit area. There has also been interest expressed from individuals as far as Toronto.

Examples of email content include:

“I am interested in pursuing an MBA, and have applied to both Lawrence Tech (which offers a fully online program) and Wayne State (which offers a full schedule of night classes for working professionals). Both programs are quite costly, however it is worth it for me, so that I can continue working full-time in my position. If the University of Windsor offered a flexible MBA program that allowed me to continue gaining experience in my field simultaneously, I would be extremely interested.”

“I’ve spoken to fellow engineers in my industry and there are a few of us interested in the MBA for Managers and Professionals program. I am looking forward to enrolling if the program is available this fall.”

“I am looking for more information on the feasibility of pursuing a part time MBA degree at the University of Windsor.

I work full time and hold a degree from the University of Windsor in Electrical Engineering. I am looking for a MBA course syllabus which can fit my schedule. I plan on taking 2-3 courses a semester and am open to online courses.

Could you please send a summary along with tuition rates so I may submit to my employer for review?”

“I’m reaching out to you today to inquire about the MBA for Managers and Professionals Program. I understand the program has been put on hiatus until further notice and I wanted to know if this program will be offered in the near future. I have contacted coworkers, acquaintances, and classmates who are highly interested in obtaining their MBA from the University of Windsor Odette Graduate program. Many of these individuals I’ve reached out to come from an engineering background, currently working for large OEMs (Chrysler, Ford, and GM) and prefer to acquire their graduate degree from your program before looking elsewhere. Inquiring on behalf of these individuals and myself, please let me know, what is the future status of this program and potential of re-opening in the near future?

As noted in the figure below from GMAC, a Professional MBA serves the business community's demand for mid to senior level positions. The current *Integrated 14 Month MBA* does not currently satisfy this expectation as the majority of enrolled students have 0-2 years' work experience prior to entry, and are not yet prepared to take on senior management roles. The MBA for Managers and Professionals requires 5 years of full time work experience prior to

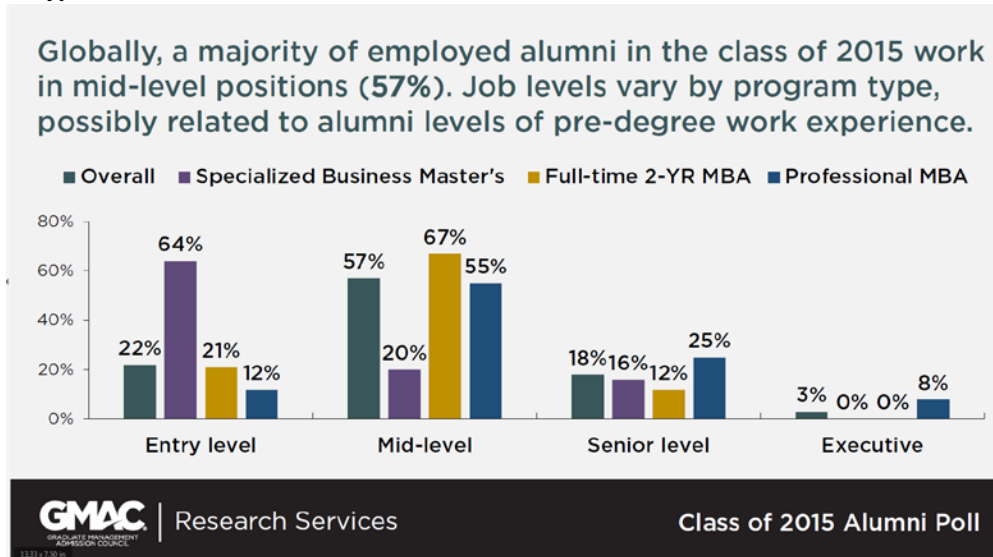
PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

entry into the program. Once having completed the program, the successful candidates will be well prepared to take on more senior or executive roles within their company.

Job Level by MBA Type



As the MBA for Managers and Professionals allows for students to continue to work full time, the program caters to candidates who are interested in part-time learning, flexible learning, and online learning. As noted in the chart below, Millennials are currently serviced by the existing *Integrated 14 Month MBA*. Generation X and Baby Boomers however are typically not serviced by the existing program (none of the current class of MBA students would be considered Gen X). There is a significant gap of age ranges which are currently not being serviced. The following table details the age groupings which allow for the reader to interpret the table ‘Program Demand by Generation Name.’

Generation Names by Birth Year

Generation Name	Births Starting	Births Ending
Baby Boomer Generation	1945	1964
Generation X	1961	1981
Generation Y - The Millennials - Gen Next	1981	1995
Generation Z	1995	2015

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

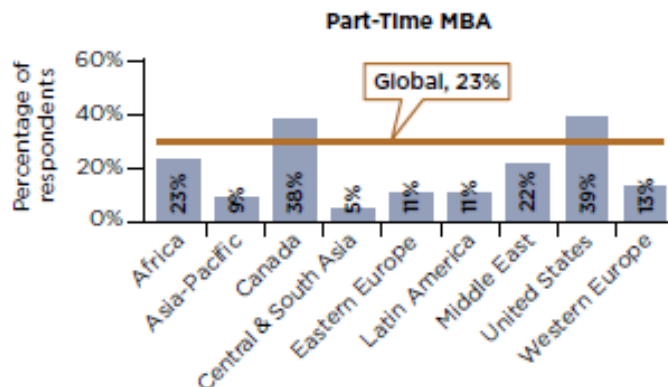
Program Demand by Generation Name

Program Type	Millennials	Gen X	Baby Boomers
Full-time two-year MBA	41%	27%	15%
Full-time one-year MBA	41%	30%	20%
Part-time MBA	21%	38%	42%
Flexible MBA	17%	28%	29%
Executive MBA	11%	29%	30%
Online MBA	10%	29%	40%
Joint degree program with MBA	7%	6%	5%
Master In Management	17%	9%	13%
Master of International Management	14%	4%	6%
Master of Accounting	18%	12%	18%
Master of Taxation	5%	3%	4%
Master of Finance	24%	9%	9%
Master of Human Resources	8%	5%	5%
Master of Business Information Technology	6%	4%	12%
Master of Marketing	12%	4%	3%
Master of Project Management	8%	6%	6%
Master of Real Estate Management	3%	2%	2%
Master of Health Administration	2%	3%	3%
Master of Engineering Management	3%	2%	2%
Master of Entrepreneurship	7%	3%	6%
Master of Supply Chain Management	8%	4%	8%
Master of Data Analytics	8%	4%	9%

Source: GMAC (2015) mba.com Prospective Students Survey. Data collected January to December 2014.

Demand for Part Time MBA Program Globally

Furthermore, we can see that Canadians are most interested in having a ‘part-time’ program, or in the case of the MBA for Managers and Professionals, a flexible learning program.



Source: GMAC (2015) mba.com Prospective Students Survey. Data collected January to December 2014.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

B.4.2 Expected Impact of Changes to Estimated Enrolments

Projected enrolment levels for the first five years of operation of the revised program

	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady State enrolment)
MBA For Managers and Professionals	30	60	90	90	90

- Annual projected student intake of 30 students per year
- 3 year average lifespan per student.
 - o Attrition rate for non-accounting concentrations cannot be fully quantified. A suggestion of 5% could be reasonable. In previous versions of the program, students would rarely quit, but rather, would extend their length of studies over a longer period.
- Domestic student population of greater than 90%

Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: N/A

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)
N/A

B.4.5 Duplication (MTCU section 7)

MBA for Managers and Professionals

Other Ontario business schools offer an MBA with flexible scheduling to accommodate a flexible schedule for working executives. The Odette MBA for Managers and Professionals will use deliver modes to assure the maximum accessibility and timeliness of course instruction, materials, teaching and learning and activities and assessments .

*Of note, there are no other Canadian Institutions within a two hour driving radius of the Odette School of Business. As the target audience is working professionals in the Windsor/Essex and Kent County regions, the consideration set for students who are looking to complete their MBA while working is quite limited. Any student from Chatham down would logically look the University of Windsor as opposed to other institutions throughout the province. Furthermore, we could look to compete with students in London area also, as Odette’s tuition cost is much more feasible to the average working individual.

List of Ontario schools offering Part Time or flexible learning options for students:

- Western, Ivey
- McMaster, DeGroote
- Laurier
- York, Schulich
- Toronto, Rotman
- Queen’s, Smith
- Ottawa, Telfer
- Brock, Goodman
- Laurentian
- Ryerson, Ted Rogers

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM "B"

- Guelph, Macdonald Institute
- Carleton, Sprott
- UOIT
- Lakehead

When considering American schools there are multiple concerns for students which may include: currency fluctuations, border issues, and concern over recognition of some American institutions by Canadian employers. It is also widely known that while there are significant variances in education quality between top American Schools and bottom schools.

American Schools in geographic range:

- Wayne State, *Largest current competitor
- Michigan State
- Michigan
- Oakland University
- Michigan- Dearborn
- Detroit Mercy
- Walsh College

B.5 RESOURCES

B.5.1 Resources Available

Revenue

Revenue per student per year: **\$10,000**

Revenue from government= 25 seats at **\$12,700**

Non Accounting Concentrations						
Overview						
Year		F2016	F2017	F2018	F2019	F2020
Revenue	Details					
Students	Projected enrolment	30	60	90	90	90
Tuition Revenue	\$5,000 per semester or \$10,000 / year	\$300,000.00	\$600,000.00	\$ 900,000.00	\$ 900,000.00	\$ 900,000.00
Gov't Funding	\$12,700/student cap at 25 students	\$317,500.00	\$317,500.00	\$ 317,500.00	\$ 317,500.00	\$ 317,500.00
Total Revenue		\$617,500.00	\$917,500.00	\$1,217,500.00	\$ 1,217,500.00	\$1,217,500.00
Expenses						
Course offerings		6	17	31	31	31
		0	0	0	0	0

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM "B"

Teaching Cost		\$208,333.33	\$580,666.67	\$1,040,000.00	\$1,040,000.00	\$1,040,000.00
	+/- Benefits (30%)	\$270833.32	\$754,866.67	\$1,352,000.00	\$1,352,000.00	\$1,352,000.00
Offset of teaching load	current faculty teaching load availability	8	8	8	8	8
'New Hire' course count	course offerings minus faculty load	-2	9	23	23	23
'New Cost' incurred by Odette		\$ -	\$346,500.00	\$ 885,500.00	\$885,500.00	\$885,500.00
	+/- Benefits (30%)	\$ -	\$450,450.00	\$1,151,150.00	\$1,151,150.00	\$1,151,150.00
Total Cost		\$ -	\$450,450.00	\$1,151,150.00	\$1,151,150.00	\$1,151,150.00
Net Income		\$617,500.00	\$467,050.00	\$ 66,350.00	\$ 66,350.00	\$ 66,350.00

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

Increased staffing levels have been considered in other MBA programs. There will be no change for the MBA for Managers and Professionals

Faculty resources are considered in Appendix A.

B.5.1.1a

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 revised and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		Existing program(s) in the AAU	Proposed program
...	ACCOUNTING: Dr Talal Al-Hayale Dr Maureen Gowing Dr Eksa Kilfoyle Dr George Lan Dr Audra Ong Dr Jagdish Pathak Dr Alan Richardson Dr Michael Shih Dr Jerry Sun FINANCE:		All-potential professors in the program

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

	<p>Dr Yunbi An Dr Ramesh Chandra Dr Keith Cheung Dr Eahab Elsaid Dr Gurupdes Pandher Dr Rajeeva Sinha Dr Nancy Ussel</p> <p>MANAGEMENT: Dr Zhenzhong Ma Dr Ashish Mahajan Dr Jacqueline Power Dr Martha Reavley Dr Jang Singh</p> <p>MANAGEMENT SCIENCE: Dr Yash Aneja Dr Fazle Baki Dr Gokul Bandhari Dr Ben Chaouch Dr Kevin Li Dr Bharat Maheswari Prof Peter Miller Dr Esai Selvarajah</p> <p>MARKETING: Dr Dave Bussiere Dr John Dickinson Dr James Higginson Dr Dave Hutchinson Dr Chike Okechuku Dr Bill Wellington</p> <p>STRATEGY & ENTREPRENEURSHIP : Dr Chris Fredette Dr Gerry Kerr Dr Jonathan Lee Dr Francine Schlosser Dr Anne Snowdon Dr Kent Walker</p>		

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM “B”**

Category 2: Tenure-track Professors teaching exclusively in this AAU	TENURE-TRACK FINANCE: Dr Ligang Zhong MANAGEMENT: Dr Guangrui Guo Dr Wren Montgomery Dr Al-Karim Samnani MANAGEMENT SCIENCE Dr. Brent Furneaux MARKETING: Dr Vincent Georgie Dr Peter Voyer STRATEGY & ENTREPRENEURSHIP : Dr Thomas Kenworthy		All-potential professors in the program
...			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions	AAS: Prof Don Jones Prof Jim Marsh Prof Nicole Sleiman		All-potential professors of the program
...			
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			
...			
Category 6: Sessionals and other non-tenure track faculty			
...			
Category 7: Others			
...			

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

B.5.1.1b

Faculty CV's can be requested if necessary.

B.5.1.1c

The Program will rely on limited term faculty to the same extent as the B.Comm program relies on these hires. Previous

B.5.1.1d

The program will not have a thesis component: no supervisor load will be created.

B.5.1.1e

This is a career oriented professional program. Students will self-finance based on projected future and current earnings.

B.5.1.1f Other Available Resources

The potential for increased resource allocation has been noted in section B.5.1

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

The Program will operate within the Odette School of Business and will not require resources from other faculties.

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

N.A.

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

The current staffing levels for the MBA program can handle the increased enrolment for the first year of the MBA for Managers and Professionals. Moving into year two, the Odette School of Business will consider best possible use of staffing resources to support MBA programming.

Faculty levels will be influenced by the successful launch of the MBA for Managers and Professionals in that some faculty who had previously been focused in undergraduate teaching, will become focused on graduate teaching. Cost savings can also be recognized by ensuring tenured and long term hire faculty are scheduled to teach full course loads. Furthermore, consideration will be given to hire sessional or limited term hire positions if AACSB accreditation standards can be maintained. This is outlined by an 80% academically qualified teaching load through the Fall and Winter Semesters.

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

The proposal can be implemented with our current faculty complement and other existing resources.

Library Resources and Services:

N.A.

Teaching and Learning Support:

N.A.

Student Support Services:

The current and proposed MBA Programs will cover the additional requirements for student support.

Space and Facilities:

Current facilities can accommodate the MBA for Managers and Professionals.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

~~For entry into MBA for Managers and Professionals all applicants should meet the following minimum requirements:~~

- ~~○ Four year undergraduate degree or equivalent~~
- ~~○ GMAT exam (550+)~~
 - ~~* Quantitative Section 30 or above~~
 - ~~* Verbal Section 26 or above~~
 - ~~* AWA 4.0~~
- ~~○ GMAT can be waived at the discretion of the MBA Program Director~~
- ~~○ A TOEFL, IELTS or other acceptable English language proficiency score for students whose first language is not English~~
- ~~○ Satisfactory performance on personal interview~~
- ~~○ Two references~~
 - ~~* Students must have a letter of recommendation from current employer~~
- ~~○ Minimum average of 70% in their previous academic degree~~
- ~~○ Students must have a minimum of five years of full time work experience in a professional setting~~

~~Credit transfer is considered based on evaluation of undergraduate transcripts and work experience. Final determination on credit transfer is granted to Director of MBA Programming~~

For entry into the MBA for Managers and Professionals all applicants should meet the following minimum requirements:

- Students must have a minimum of five years of full-time work experience in a professional setting
- Four-year undergraduate degree or equivalent
- GMAT exam – satisfactory achievement in all segments and a satisfactory total score.
- GMAT may be waived at the discretion of the MBA Program Director
- Achievement of a satisfactory score on an appropriate and well recognized English language proficiency test for students whose first language is not English
- Satisfactory performance on personal interview
- Two appropriate letters of reference
- Minimum average of 70% in their previous academic degree and minimum average of 75% in the past twenty courses. The determination for advanced standing is granted by the MBA Program Director.

Students with an Honours B.Comm.

Applicants who have a four-year B.Comm. or equivalent business degree could be admitted directly to the second year of the MBA for Managers and Professionals if they have a professional designation and some work experience. The determination for advanced standing is granted by the MBA Program Director.

Credit transfer for the MBA Managers and Professionals is considered based on evaluation of undergraduate transcripts and work experience. The determination for credit transfer is granted by the MBA Program Director.

Please see Form E for minor calendar changes.

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

Total courses: 20- advanced standing may be granted based on undergraduate degree and/or work experience Final approval for advanced standing is based on MBA Program Director approval and the University of Windsor Graduate Studies office. Details were provided earlier in this document.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Degree requirements: Consistent with Integrated 14 month MBA.

Total Courses: 20 (or 60 credit hours)

- a) 76-501. Interpersonal Dynamics
- b) 76-502. Core Concepts of Accounting I
- c) 76-503. Introduction to Financial Management
- d) 76-505. Marketing Management
- e) 76-510. Core Concepts of Accounting II
- f) 76-512. Financial Management II
- g) 76-511. Research Methodology
- h) 76-513. Human Resources Management
- i) 76-514. Management Information Systems
- j) 75-610. Business Law
- k) 71-646. Dynamics of Business Negotiations
- l) 75-698. Strategic Management
- m) plus eight courses (or 24 credit hours) from:
 - 71-600. Business Ethics and Sustainability
 - 75-611. Project Management I and 75-612. Project Management II
 - 76-661. Directed Study (6.0 credits)
 - 74-631. Consumer Behaviour
 - 70-673-01 & 70-671-02. Special Topics in Accounting
 - 72-673-01 & 72-673-02. Special Topics in Finance
 - 76-673-01 & 76-673-02. Special Topics in Business Management
 - 74-638-01 & 74-638-02. Special Topics in Marketing
 - 73-673-01 & 73-673-02. Special Topics in Management Science
 - 75-662. Advanced Business Agreements
 - 75-692-01 & 76-692-02. Special Topics in Strategy and Entrepreneurship
 - 75-690. Entrepreneurship-Formation & Management

The MBA for Managers and Professionals offers the following fields: Accounting, Finance, Marketing, Strategy/Entrepreneurship, and Health Care. Students who choose to follow a field complete the requirements as follows:

For the Accounting Field, students must complete:

- 71-600. Business Ethics and Sustainability
- 75-611. Project Management I
- 75-612. Project Management II
- 74-631. Consumer Behaviour
- 76-673-01 & 76-673-02. Special Topics in Business Management
- 70-673-01 & 70-671-02. Special Topics in Accounting

For the Finance Field, students must complete:

- 71-600. Business Ethics and Sustainability
- 75-611. Project Management I
- 75-612. Project Management II
- 74-631. Consumer Behaviour
- 76-673-01 & 76-673-02. Special Topics in Business Management
- 72-673-01 & 72-673-02. Special Topics in Finance

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

For the Marketing Field, students must complete:

- 71-600. Business Ethics and Sustainability
- 75-611. Project Management I
- 75-612. Project Management II
- 74-631. Consumer Behaviour
- 76-673-01 & 76-673-02. Special Topics in Business Management
- 74-638-01 & 74-638-02. Special Topics in Marketing

For the Strategy/Entrepreneurship Field, students must complete:

- 71-600. Business Ethics and Sustainability
- 75-611. Project Management I
- 75-612. Project Management II
- 74-631. Consumer Behaviour
- 76-673-01 & 76-673-02. Special Topics in Business Management
- 75-692-01 & 76-692-02. Special Topics in Strategy and Entrepreneurship

For the Health Care Field, students must complete:

- 71-600. Business Ethics and Sustainability
- 75-611. Project Management I
- 75-612. Project Management II
- 74-631. Consumer Behaviour
- 76-673-01 & 76-673-02. Special Topics in Business Management
- 76-661. Directed Study (6.0 credits)

See “Program Structure”. Students must maintain a 70% average in all courses. Failed courses must be retaken. 69% and below is considered a fail. Students are only allowed two courses on final degree audit in the 60%-69% range. In the event the student has more than two courses in this range, the student must retake the appropriate number of courses prior to confirmation of degree.

Courses used to calculate the major average are: all

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

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

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

Program structure

- 20 Courses- advanced standing may be granted up to 10 courses
- Expected program completion time is 6 total semesters.
- Students will complete 3 courses per semester for semester 1 and 2 of program. Students will complete 7 courses over two semesters in semesters 3-4 and 5-6.
- Courses will run during Fall and Winter Semester.
- Expected completion time is 32 months if no advanced standing is granted, 20 months if full advanced standing is granted.
- Each course is 36 hours of teaching and learning through the most appropriate mode of delivery
- Each 36 hour course will count as 3 credits.

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

- 1 intake/year (in the Fall – though for practicality purposes, there may be a first intake in January 2017 but would revert to the Fall intakes afterwards. Therefore, in this first year, intake could likely be in January 2017, and September 2018.)

The students will have 1 week and 3 weekends of on-campus ‘residency’ each semester.

Final examinations

- Can be written in one of two ways: 1) the student is mailed the final exam and completes the exam at another college or university through a proctoring method, or 2) exam periods will be set up at the Odette School of Business in the evenings on the final week of each semester.

Expected Initial Course Offerings

Courses with * denote core courses for which students can be granted advanced standing based on undergraduate completion and/or work history. The courses below are always offered in the program.

- 04-76-503: **Introduction to Financial Management***
- 04-76-512: **Financial Management II***
- 04-76-511: **Research Methodology ***
- 04-76-505: **Marketing Management ***
- 04-76-502: **Core Concepts of Accounting I***
- 04-76-510: **Core Concepts of Accounting II***
- 04-76-513: **Human Resources Management***
- 04-75-610: **Business Law***
- 04-71-646: **Dynamics of Business Negotiations***
- 04-76-514: **Management Information Systems***
- 04-76-501: **Interpersonal Dynamics**
- 04-75-690: **Entrepreneurship-Formation & Management**
- 04-74-631: **Consumer Behaviour**
- 04-71-600: **Business Ethics and Sustainability**
- 04-75-611& 04-75-612: **Project Management I &II**
- 04-75-698: **Strategic Management**
- 04-70-673-01 & 04-70-671-02: **Special Topics in Accounting**
- 04-72-673-01 & 04-72-673-02: **Special Topics in Finance**
- 04-76-673-01 & 04-76-673-02: **Special Topics in Business Management**
- 04-74-638-01 & 04-74-638-02: **Special Topics in Marketing**
- 04-75-692-01 & 04-76-692-02: **Special Topics In Strategy and Entrepreneurship**
- 04-73-673-01 & 04-73-673-02: **Special Topics in Management Science**
- 04-76-661: **Directed Study**
- 04-75-662: **Advanced Business Agreements**

Expected Student Scheduling (for students not granted any advance standing)

Semester 1= 3 courses

Semester 2=3 courses

Semester 3= 3 courses

Semester 4= 3 courses

Semester 5= 3 courses

Semester 6= 3 courses

Semester 3 & 4= 1 course

Semester 5 & 6 =1 course

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- In year 1 of study
 - week long sessions will be the first week of each semester
 - weekend sessions on the second last weekend of each month
- In year 2 of study
 - week long session will be the second week of each semester
 - weekend sessions on the last weekend of each month
- In year 3 of study, the program will revert back to the first week of each semester and the second to last weekend of each month
- This ensures that if a course is failed or missed, the student can make up for the class in the following year
- Total number of days off requested by professionals = 30 days away from work/ 10 per annum

Full Program Scheduling

Semester	1	2	3	4	5	6
Course Count	3	3	7	4	7	7
Course 1	Introduction to Financial Management	Marketing Management	Research Methodology	Business Law	Dynamics of Business Negotiations	Management Information Systems
Course 2	Human Resources Management	Core Concepts of Accounting II	Option	Option	Option	Option
Course 3	Core Concepts of Accounting I	Financial Management II	Interpersonal Dynamics	Option	Option	Strategic Management
			Option (Project Management or Directed Study)		Option (Project Management or Directed Study)	

- Courses shaded with orange can be considered foundations or qualifying year courses. Advanced standing can be granted for these courses only.
- Courses shaded with green are options in the candidate year of the MBA for Managers and Professionals
- Courses shaded Blue are required courses
- Only Project Management I and II or Directed Study will be offered as a two semester course

1 Week Semester Residence						
	Monday	Tuesday	Wednesday	Thursday	Friday	Week Total
Class 1	2	2	4	4		12
Class 2	2	2		4	4	12
Class 3	2	2	4		4	12
TIME						
9 am	Class 1	Class 1	Class 1	Class 1	Class 2	
10 am						
11 am						
12 pm	Class 2	Class 2				

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

1 pm						
2 pm						
3 pm	Class 3	Class 3	Class 3	Class 2	Class 3	
4 pm						
5 pm						
6 pm						
7 pm						
8 pm						
9 pm						

Weekend Scheduling

Weekend (3 weekends per semester)					
	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>	<u>1 Weekend Total</u>	<u>3 Weekend Total</u>
Class 1	3		3	6	18
Class 2	3	3		6	18
Class 3		3	3	6	18
Time					
9 am		Class 2	Class 1		
10 am					
11 am					
12 pm					
1 pm		Class 3	Class 3		
2 pm	Class 1				
3 pm					
4 pm					
5 pm					
6 pm	Class 2				
7 pm					
8 pm					
9 pm					

For Co-op components: N.A.

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

The proposed completion time of the program ranges from 8 to 32 months depending on the pacing of the student and the advanced standing granted into the program. The program is semester based running on the standard University of Windsor Schedule.

The MBA for Managers and Professionals comprises the following fields: Accounting, Finance, Marketing, Strategy/Entrepreneurship, and Health Care

C.3.2 For All Program Proposals:

Students must maintain a minimum average of 70% to remain in the program.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

C.3.2.2 New or Changes to Standing Required for Graduation

Students must maintain an average of 70% in order to graduate.

C.3.2.3 New or Changes to Suggested Program Sequencing

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

See section C.2 for program structure and sequencing.

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

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>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
<ol style="list-style-type: none"> 1. Integrate and apply theoretical knowledge acquired, to business experience. 2. Explain how change in activity in one business function affects outcomes in other business functions and the success of the enterprise. 	A. the acquisition, application and integration of knowledge	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Develop a research question and apply appropriate research methods in a real world business context. 2. Apply solid research skills to assist in framing decision making from a managerial perspective (Also relevant to C). 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	<ol style="list-style-type: none"> 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Apply research and scholarship to complex business decisions. 2. Integrate experience, theory and proven business strategy to solve complex and ill- defined problems which arise in a business setting. 3. Recognize ‘red flags’ or potential issues in a business context and develop an appropriate response. 	C. critical thinking and problem-solving skills	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/ autonomy 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Use numeracy to inform forecasting and prediction in business situations. 2. Select relevant quantitative techniques and apply them to accounting and finance decisions in a managerial perspective. 	D. literacy and numeracy skills	<ol style="list-style-type: none"> 2. Research and Scholarship 5. Level of Communication Skills

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate 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>		
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	
3. Explain the meaning of quantitative results effectively.		
1. Identify ethical, social and environmental problems, assess them critically, and develop implementable, holistic, multi-stakeholder solutions. 2. Recognize and articulate the interconnectedness between the economy, society and the environment.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits 5.
1. Apply theoretical principles of verbal, non-verbal and written communication to present results and recommendations in a professional manner in actual business settings. 2. Convey ideas using the style and terminology which is standard practice. 3. Produce clean, clear, concise business reports, and presentations.	F. interpersonal and communications skills	5. Level of Communication Skills
1. Work well as both a team leader, and a team member. 2. Build teams and groups to achieve success beyond each individual's personal capabilities.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
1. Think “outside of the box” using creative processes relevant to a variety of complex business contexts in a novel and insightful way. 2. Apply principles, concepts and processes which are conventional in one business discipline to identify and solve issues in a different business discipline.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
1. Recognize and explain the limitations of their own business sense. 2. Build and communicate a plan of action for future personal development to support areas of strength and build up areas of weakness.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

The revised programs structure is built on the foundation of the current *Integrated 14 Month MBA*. This program continues to build a strong alumni network having graduated many young business professionals into the working world. Having the non-accounting course curriculum built from the existing program will ensure that the same level

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

of academic quality is delivered to the students. Successful graduates will re-enter the working world with an elite business school pedigree as recognized by the AACSB which will support them in their future professional endeavours.

Students who are graduating through the accounting concentration will have the necessary skills and abilities to pursue a career in the financial services sector as recognized by the Chartered Professional Accountants of Ontario.

C.4.2

N.A.

C.4.3 Mode of Delivery (QAF section 2.1.5)

Appropriate delivery methods will be used, which can include technologically mediated delivery of teaching and learning activities.

The MBA for Managers and Professionals will incorporate a blended learning delivery of teaching and learning activities delivered in a face to face classroom setting and/ or via flexible or online education

C.5 Student Workload

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
Teaching and learning activities	3
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	3
Studying for tests/examinations	1
Other: <i>[specify]</i>	
Workload is consistent with that of other graduate courses in the Odette School of Business	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Students' progress will be formally monitored in each course at multiple points during the course.

The focus of the curriculum is imparting knowledge and the exercise of professional judgment based on that knowledge. The technical knowledge can be examined (out of context) with examinations but it is crucial to examine the ability of the student to apply this knowledge in the context of analyzing and resolving real business problems. The formative and summative evaluations of progress will be multidimensional including direct engagement during class, peer evaluations, and instructor evaluations of accomplishment on a variety of appropriate tasks. Students will be evaluated on both an individual and team/group basis as appropriate.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

N.A.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Expected Course Schedule and Offerings:

Semester	1	2	3	4	5	6
Course Count	3	3	4	4	4	4
Course 1	Introduction to Financial Management	Marketing Management	Research Methodology	Business Law	Dynamics of Business Negotiations	Management Information Systems
Course 2	Human Resources Management	Core Concepts of Accounting II	Consumer Behaviour	Entrepreneurship and New Venture Formation	Business Ethics and Sustainability	Elective
Course 3	Core Concepts of Accounting I	Financial Management II	Interpersonal Dynamics	Elective	Elective	Strategic Management
			Project Management		Project Management II	

**University of Windsor
Senate**

5.5.8a-b: **Master of Business Administration - Fast Track**

- a) Major Program Changes**
- b) New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION a: That the revisions to the Master of Business Administration (Fast Track) be approved.

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Odette School of Business, the Faculty of Graduate Studies Council and Program Development Committee and was reviewed by the Provost.
- As with all programs, implementation and launch of this revised program, if approved by Senate, is subject to budget review and approval of expenditures.
- *See attached*

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

- 70-601. Advanced Topics in Financial Reporting**
- 70-602. Advanced topics in Management Accounting**
- 70-603. Performance Management**
- 70-604. Advanced Corporate Finance**
- 70-605. Advanced Audit and Assurance**
- 70-606. Taxation III**
- 70-607. Integration and Team Building**
- 70-608. Integrative Case Analysis**
- 76-673. Special Topics in Business**

**Subject to the approval of expenditures required*

Rationale/Approvals:

- The proposal has received approval from Odette School of Business, the Faculty of Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 26, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 15.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

A. Basic Program Information

FACULTY:	Business
AAU:	
Program Title:	Fast Track MBA
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.]	Master of Business Administration
Proposed Year of Offering:	Fall 2016
Mode of Delivery:	On site supplemented by Web-based instruction
Planned Student Enrolment (per section B.4.2)	90
Normal Duration for Completion:	8 months to 16 months
Will the revised program be run on a cost-recovery basis?	Yes

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

The objective of the Fast Track MBA is to provide the scope and depth of education to sustain a successful career in business, public sector and not-for-profit organizations. The program is structured and delivered in modes to assure timely completion and an excellent learning experience. Fast Track MBA students may choose to concentrate their education in a business discipline by taking a prescribed set of courses in the Candidate Year of the program.

The Odette School of Business shelved the Fast Track MBA in 2010 because of competing needs for resources. Given strong market interest and new faculty resources it is now time to re-offer the program.

The Fast Track MBA will satisfy regional industry's need for skilled and educated managers in more specific and niche industries while allowing for the generalist business professional to gain vital business acumen for management. The proposed changes to the existing program will provide more flexibility in two areas: (1) a delivery mode which is more flexible include both students who are working full time, and students who are dedicating their full attention to academics, and (2) a diverse course offering which can cater to more specific industries in which additional professional certification is required.

The structure of the program will best suit the demands of the prospective student population through a program structured to provide graduate level teaching and learning in contemporary management practices, delivered in a more flexible mode. The Fast Track MBA program provides for students who meet the academic prerequisites to bypass the Qualifying year of the MBA and move into the Candidate Year of the program. The candidate year consists of nine 600-level business courses and Interpersonal Dynamics.

One major program change is the elimination of a required co-op or internship to complete the Fast Track MBA, thus allowing students to complete their MBA over two semesters. The intended and expected impact of the program

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

is the creation of a highly educated workforce through graduates who display advanced skills and abilities in the business sector.

SMA, University of Windsor

The Fast Track MBA is consistent with the University of Windsor Strategic Mandate Agreement. The SMA identifies areas of strength on which the University of Windsor can build. The sections of the SMA that are relevant to the Fast Track MBA are reproduced below.

SMA 1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

SMA 1.1 Areas of Institutional Strength

The University of Windsor supports the economic and cultural development of its community and the surrounding region.

SMA 5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

SMA 5.1 Areas of Institutional Strength

Current program areas of strength include: 1.Business.

The Odette School of Business is recognized as an area of institutional strength. In part, this status is built on the historical relationship between the accounting profession and the School. It is important to maintaining the strength of the program and to the recruitment of accounting students that the course offerings available to students provide the highest level of advanced standing for entry to the CPA profession.

SMA 6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

University of Windsor Mission

The revised program fits very much in line with the strategic plan of the University of Windsor. First, as the University's mission is: *“Enabling people to make a better world through education, scholarship, research and engagement,”* the goal of a better world through education is being addressed head on as this program is intended to increase the education level of current and future leaders of our economy. Furthermore, as this is an MBA program, the commitment to the engagement of the Windsor-Essex business community is vital to developing a fulsome education for our students. An MBA program is truly a blend between academia and industry as in class and experiential learning are fluidly intertwined. The proposed program changes also enable the University to continue to expand on its graduate program offering, building on professional strengths, yet maintaining true to a core value of research. Finally, this program will strengthen the economy, quality of life, and well-being of the Windsor-Essex region through the creation of a more talented pool of graduates across all business functions.

B.2 Changes to Program Content (QAF Section 2.1.4)

PROGRAM DEVELOPMENT COMMITTEE MAJOR PROGRAM CHANGES FORM “B”

The Fast Track MBA will require students to take two mandatory course listed below and plus an additional nine Fast Track MBA courses. See Form Ds for courses.

- Interpersonal Dynamics (04-76-501)
- Strategic Management (04-75-698)

The students will not be required to complete a co-operative education semester in the Fast Track MBA.

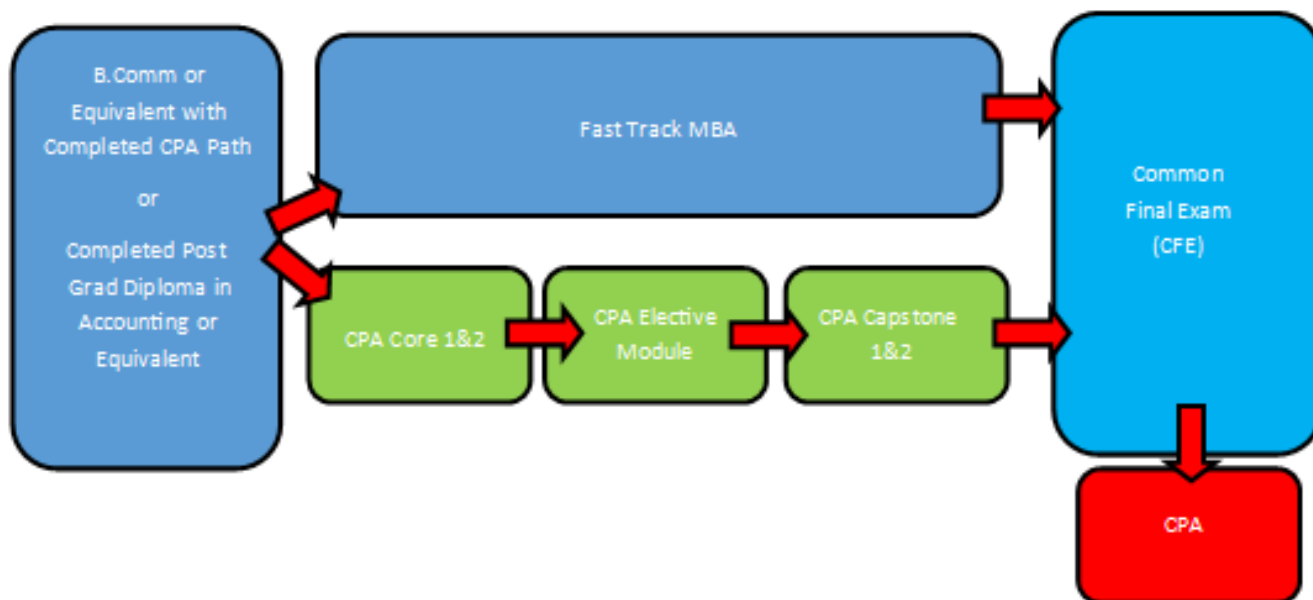
B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)
N/A

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

Initially, Candidate Year courses will meet the requirement of the Certified Public Accountants of Ontario (CPAO) for students seeking a Certified Public Accountant (CPA) designation to complete graduate level courses required by the Certified Public Accountants of Ontario (CPA) to qualify to write the exit exams to obtain a designation. There is currently significant demand for a program which would allow for students to continue their education at a single institution designation.

Fast Track MBA



B.4.2 Expected Impact of Changes to Estimated Enrolments

Projected enrolment levels for the first five years of operation of the revised program

	First Year of Operation (F2016)	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady State enrolment)
Total	60	90	90	90	90

- Two intakes per year (fall and winter).

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

- Expected attrition rate would be very small for accounting concentration as the program is only spread over two semesters.
- Domestic student population of greater than 90%

Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: N/A

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)
NA

B.4.5 Duplication (MTCU section 7)

This Fast Track MBA program is similar to programs at other universities that provide the full range of CPA relevant courses consistent with professional requirements. The program is necessary to allow students from the Odette School of Business to complete their accounting education at the University of Windsor. Back in the 1970's the University of Windsor was known for its strength in accounting, this new concentration maintains our historic strength.

Because of differences in credentials required for professional accountants, this program is not duplicated by any USA programs.

Fast Track MBA Influence on Undergrad and Local Business

The proposed Fast Track MBA has significant impact beyond the scope of graduate level education. In speaking with incoming high school students and parents who are considering the option of Odette against other Ontario business schools the question often arises of the capability of qualifying to become a professional accountant through a program offered by Odette. The proposed Fast Track MBA, for example, with an accounting concentration would allow students to complete their entire academic qualifications at one institution, a significant selling feature to prospective undergraduate students. Furthermore, a number of institutions in Ontario currently offer some, if not all of the required education to complete the academic qualifications required to complete the final exams to obtain a CPA. Failure to launch this concentration in a timely fashion will definitely result in decreased numbers of enrolment at the undergraduate level as other schools are offering a more streamlined path to become a CPA.

In addition to the potential decrease of undergraduate applicants, local accounting firms and the local businesses requiring accountants may also suffer. As we can see in *Appendix B* there is significant support from firms who are looking to hire Odette accounting students from both a permanent and co-op placement standpoint. Since winter of 2013 through to the summer of 2015, there were 360 total Co-op placements of business students; 41% of these placements were to either accounting firms (84/360), or were accounting students placed in accounting related positions (61/360). To further illustrate the co-dependence of the accounting program and the business community, in the two year span of 2012 through 2014 Odette accounting graduates totaled 120 hires in the local community with 66 of these working in CPA path firms. There is a demonstrated demand for highly educated managers in the financial services industry. The Fast Track MBA, will serve this demand well.

B.5 RESOURCES

B.5.1 Resources Available

Revenue

Revenue per student per year: accounting= **\$15,000**

Revenue from government= 25 seats at **\$12,700** (Working under worst case scenario with zero government funding.)

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

Accounting Concentration						
Overview						
Year		F2016	F2017	F2018	F2019	F2020
Revenue	Details					
Number of Students	Projected enrolment	0	60	90	90	90
Tuition Revenue per year	\$ 15,000.00	\$ -	\$ 900,000.00	\$1,350,000.00	\$1,350,000.00	\$1,350,000.00
Gov't Funding	No gov't funding	\$	\$	\$	\$	\$
Total Revenue		\$	\$ 900,000.00	\$1,350,000.00	\$1,350,000.00	\$1,350,000.00
Expenses						
Course Count	Expected number of offerings	0	20	25	25	25
Teaching Cost		\$	\$ 667,666.67	\$ 837,500.00	\$ 837,500.00	\$ 837,500.00
	+/- Benefits (40%)	\$	\$ 934,733.33	\$1,172,500.00	\$1,172,500.00	\$1,172,500.00
Offset of teaching load	current teaching load availability	8	8	8	8	8
'New Hire' course count	course offerings minus faculty load	0	12	17	17	17
'New Cost' incurred by Odette		\$	\$ 462,000.00	\$ 654,500.00	\$ 654,500.00	\$ 654,500.00
	+/- Benefits (40%)	\$	\$ 646,800.00	\$ 916,300.00	\$ 916,300.00	\$ 916,300.00
Total Cost		\$	\$ 646,800.00	\$ 916,300.00	\$ 916,300.00	\$ 916,300.00
Net Income		\$	\$ 253,200.00	\$ 433,700.00	\$ 433,700.00	\$ 433,700.00

Fast Track MBA Staffing Costs

Staffing Cost				
Staff Cost				
Staff Position				
Position	F2016	F2017	F2018	F2019
Administrator	\$ 69,819.00	\$ 69,819.00	\$ 69,819.00	\$ 69,819.00
Graduate Secretary	\$ 51,554.00	\$ 51,554.00	\$ 51,554.00	\$ 51,554.00
+Reception Secretary		\$ 43,388.00	\$ 43,388.00	\$ 43,388.00
+Career Services			\$ 76,000.00	\$ 76,000.00
+ Academic Ancillary Staff			\$ 95,000.00	\$ 95,000.00
TOTAL	\$ 121,373.00	\$ 164,761.00	\$ 240,761.00	\$ 335,761.00
Additional Cost	\$	\$ 43,388.00	\$ 214,338.00	\$ 214,388.00

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

Additional Cost + Benefits (24%)	\$	\$ 53,801.12	\$ 265,779.12	\$ 265,841.12
Total Cost	\$	\$ 53,801.12	\$ 265,779.12	\$ 265,841.12

Reception Secretary- (1 head count) would handle some administrative work from both Administrator and Graduate Secretary for all MBA program offerings

Career Services- (1 head count) would handle career services for all MBA program offerings

Academic Ancillary Staff- (1 head count) would handle advising and assist in recruiting for MBA

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

Staffing and faculty resources are considered in the budgeting *Appendix A: Budget Summary Sheet*.

B.5.1.1a

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 revised and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		Existing program(s) in the AAU	Proposed program
...	<p>ACCOUNTING: Dr Talal Al-Hayale Dr Maureen Gowing Dr Eksa Kilfoyle Dr George Lan Dr Audra Ong Dr Jagdish Pathak Dr Alan Richardson Dr Michael Shih Dr Jerry Sun</p> <p>FINANCE: Dr Yunbi An Dr Ramesh Chandra Dr Keith Cheung Dr Eahab Elsaid Dr Gurupdesch Pandher Dr Rajeeva Sinha Dr Nancy Ursel</p> <p>MANAGEMENT: Dr Zhenzhong Ma Dr Ashish Mahajan</p>		All-potential professors in the program

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"**

	<p>Dr Jacqueline Power Dr Martha Reavley Dr Jang Singh</p> <p>MANAGEMENT SCIENCE:</p> <p>Dr Yash Aneja Dr Fazle Baki Dr Gokul Bandhari Dr Ben Chaouch Dr. Brent Furneaux Dr. Xiaoli Guo Dr Kevin Li Dr Bharat Maheswari Prof Peter Miller Dr Esai Selvarajah</p> <p>MARKETING:</p> <p>Dr Dave Bussiere Dr John Dickinson Dr James Higginson Dr Dave Hutchinson Dr Chike Okechuku Dr Bill Wellington</p> <p>STRATEGY & ENTREPRENEURSHIP :</p> <p>Dr Chris Fredette Dr Gerry Kerr Dr Jonathan Lee Dr Francine Schlosser Dr Anne Snowdon Dr Kent Walker</p>		

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM “B”**

Category 2: Tenure-track Professors teaching exclusively in this AAU	TENURE-TRACK FINANCE: Dr Ligang Zhong MANAGEMENT: Dr Guangrui Guo Dr Wren Montgomery Dr Al-Karim Samnani MARKETING: Dr Vincent Georgie Dr Peter Voyer STRATEGY & ENTREPRENEURSHIP : Dr Thomas Kenworthy		All-potential professors in the program
...			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions	AAS: Prof Don Jones Prof Jim Marsh Prof. Peter Savoni Prof Nicole Sleiman		All-potential professors of the program
...			
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			
...			
Category 6: Sessionals and other non-tenure track faculty			
...			
Category 7: Others			
...			

B.5.1.1b

Faculty CV's can be provided if necessary

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

B.5.1.1c

The Program may rely on limited term faculty to the same extent as the B.Comm program. The previous financial projections consider a situation where no current faculty can be attributed to teach within the program. This in fact, will not be the true case, because if this program is approved, an adjustment will take place within the accounting area to re-allocate some faculty to graduate studies from undergraduate studies. This means the current projection includes 1 SPF allocation currently provided to the Accounting area and 1 SPF allocation for which application has been made.

B.5.1.1d

The program will not have a thesis component: no supervisor load will be created.

B.5.1.1e

This is a career oriented professional program. Students will self-finance based on projected future and current earnings.

B.5.1.1f Other Available Resources

The potential for increased resource allocation has been noted in section B.5.1

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

The Program will operate within the Odette School of Business and will not require resources from other faculties.

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

N.A.

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

The Odette School of Business will consider best possible use of staffing resources to support MBA programming. This may be an expansion of staffing as outlined in the financial projections see “*Potential Staff Cost*”.

Faculty allocation will be influenced by the successful launch of the Fast Track MBA in that some faculty who had previously been focused in undergraduate teaching, will become focused on graduate teaching.

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

The proposal can be implemented with existing AAU resources. The actual allocation of faculty will depend on availability (e.g. subject to sabbatical leaves, approved new hires) Section B.5.1 outlines the total expected number of offerings for all proposed sessions over the next 5 years. This is simply an attribution of costs for the exercise of feasibility of the program.

Odette is actively searching for a minimum of one new full time SPF tenure track accounting faculty member. , motivated in part, to support the teaching needs of this program. Finally, the School continues to develop the portfolio of CPA practitioners from the local community who are qualified and available to teaching CPA related courses and provide valuable, practical experiential learning opportunities. Like all sessional instructors, CPAs teaching at Odette provide teaching and learning activities as required in the course syllabi developed by tenured, full-time faculty.. Overall, there is a commitment by the School to ensure the appropriate staffing of these courses and an available portfolio of instructors with the skills necessary to implement the program. Furthermore, there are multiple instructors capable of handling each course such that staffing is not dependent on any individual’s availability.

Many of the courses to be delivered will use cases to ensure that students develop critical thinking and decision-making skills per one of the learning objectives of MBA programs. Odette will continue to participate in the CPA Canada case consortium to gain access to appropriate case material. Appropriate cases and simulations are also available from private case providers including University based case distributors (e.g. Harvard, Stanford, Michigan, .)

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

and Densmore Consulting Services (<http://www.dcscca.com/>). Finally, a number of our faculty are experienced case writers and editors and may develop new material for our programs as part of their scholarly activities.

The case intensive courses will require teaching assistants with experience in case analysis and case-based examinations. The School will develop a network of Odette graduates who have CPAs to work with our faculty in providing feedback on case analyses on a timely basis within this degree program. As Appendix B demonstrates, there is a rich pool of such graduates working within the local area that may be interested in developing this relationship with Odette and the CPA profession. The School sees this as a mechanism to further develop its alumni network and will be engaging with its student services group in building this resource over the next year.

The proposed staffing models have been generated in section B.5.1. The current staffing model with a Program Administrator and Graduate Program Secretary could continue in a worst case scenario for the launch of the program. To execute the program effectively, additional staff would need to be added.

Library Resources and Services:

None, given current institutional resources.

Teaching and Learning Support:

None, given current institutional resources.

Student Support Services:

Have been considered. See “Potential Staffing Costs”

Space and Facilities:

No new space or facilities are required, given current AAU resources.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Admission Requirements

For entry into the Fast Track MBA all applicants should meet the following minimum requirements:

- Four-year undergraduate degree or equivalent
- GMAT exam – satisfactory achievement in all segments and a satisfactory total score.
- GMAT may be waived at the discretion of the MBA Program Director
- Achievement of a satisfactory score on an appropriate and well recognized English language proficiency test for students whose first language is not English
- Satisfactory performance on personal interview
- Two appropriate letters of reference
- Minimum average of 70% in their previous academic degree and minimum average of 75% in the past twenty courses

Students entering the non-accounting concentrations must have a minimum of five years of full-time work experience in a professional setting. The determination for advanced standing is granted by the MBA Program Director.

Accounting Concentration

- Students cannot enter the accounting concentration without undergraduate accounting prerequisites.
- Successful completion of the Odette Undergraduate CPA Path or equivalent from an accredited University,
Or

Successful completion of the Odette PGCA or equivalent from an accredited University.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Students with an Honours B.Comm.

Applicants who have a four-year B.Comm. or equivalent business degree could be admitted directly to the second year of the Fast Track MBA if they meet the above criteria. The determination for advanced standing is granted by the MBA Program Director.

Other criteria which will apply for Fast Track MBA:

Students *cannot* transfer from the Fast Track MBA to enter the integrated 14-month MBA.

Credit transfer for the Fast Track MBA non-accounting concentrations is considered based on evaluation of undergraduate transcripts and work experience. The determination for credit transfer is granted by the MBA Program Director.

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

Degree requirements: Consistent with *Integrated 14 month MBA*. See “Program Structure”. Students must maintain a 70% average in all courses. Failed courses must be retaken. 69% and below is considered a fail. Students are only allowed two courses on final degree audit in the 60%-69% range. In the event the student has more than two courses in this range, the student must retake the appropriate number of courses prior to confirmation of degree.

Courses used to calculate the major average are: all

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

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

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

All required courses are offered by the Odette School of Business Administration. Students may choose to take a prescribed sequence of courses in one of the business disciplines.

Program structure

Course Offerings

- Advanced Topics in Financial Reporting (04-70-601)
- Advanced Topics in Management Accounting (04-70-602)
- Strategic performance Management (04-70-603)
- Advanced Topics in Finance (04-70-604)
- Advanced Audit and Assurance (04-70-605)
- Advanced Topics in Taxation (04-70-606)
- Integration and Team Building (04-70-607)
- Integrative Case Analysis (04-70-608)
- Strategic Management (04-75-698)
- Business Law (04-76-610)
- Interpersonal Dynamics (04-76-501)
- Special Topics: Business Management (04-76-673-01 & 04-76-673-02)

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Students entering the Fast Track MBA in the Fall will complete all prescribed course offerings in the Fall and Winter semesters. In the event a student does not received credit for completing the course, the student will need to complete the same course in a later semester.

Students entering the Fast Track MBA in the Winter semester will complete all prescribed course offerings in the Winter and Summer semesters .In the event a student does not received credit for completing the course, the student will need to complete the same course in a later semester. There are two co-options which students will select 1 of 2.

Students with either enter into the program in Fall or Winter semester. The order in which courses are completed are not pertinent to the degree. The Winter semester will overlap both Fall and Winter entry students.

The Fast Track MBA will no longer require a co-op work term to complete the program

Degree Requirements:

Total Courses: 11 (or 33 credit hours)

- a) 76-501. Interpersonal Dynamics
- b) 75-698. Strategic Management
- c) plus nine courses (or 27 credit hours) from:
 - 70-601. Advanced Topics in Financial Reporting
 - 70-602. Advanced Topics in Management Accounting
 - 70-603. Strategic performance Management
 - 70-604. Advanced Topics in Finance
 - 70-605. Advanced Audit and Assurance
 - 70-606. Advanced Topics in Taxation
 - 70-607. Integration and Team Building
 - 70-608. Integrative Case Analysis
 - 76-610. Business Law
 - 76-673-01 & 76-673-02. Special Topics: Business Management

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

The proposed completion time of the program ranges from 8 to 16 months depending on the pacing of the student and the advanced standing granted into the program. The program is semester based running on the standard University of Windsor schedule.

C.3.2 For All Program Proposals:

Students must maintain a minimum average of 70% to remain in the program.

C.3.2.2 New or Changes to Standing Required for Graduation

Students must maintain an average of 70% in order to graduate.

C.3.2.3 New or Changes to Suggested Program Sequencing

Students who are admitted into the Fast Track MBA will have advanced standing into the candidate year of the MBA program. The students will need to complete 11 courses or 33 credit hours to complete the Fast Track MBA. Course sequencing is not pertinent to the Fast Track program.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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

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>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
<ol style="list-style-type: none"> 1. Display a depth of knowledge in a specific business discipline and explain how theoretical knowledge affects professional management practice. 2. Locate and apply existing regulatory and discipline-specific frameworks to analyze and improve management practice. 3. Explain the impact of limitations to existing analytical techniques and theory on the practice of a specific business discipline. 4. Apply contemporary theory and principles of professional management practice within all business disciplines (e.g. interpersonal capacity, communication, social responsibility and critical thinking). 	A. the acquisition, application and integration of knowledge	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Conduct guided research on a business discipline-specific issue to produce and analyze evidence justifying improvement to professional business practice. (Also relevant to C). 	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	<ol style="list-style-type: none"> 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Apply research and scholarship to advanced level business decisions within a specified fact situation. 2. Apply contemporary analytical techniques to recommend resolution to complex and ill-defined business issues. 3. Recognize the weaknesses and limitations of recommendations and explain ways to mitigate their impact on management success. 	C. critical thinking and problem-solving skills	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Apply contemporary quantitative techniques relevant to a specific business discipline to predict likely outcomes under varying assumptions and justify the assumptions 2. Explain the outcomes of analyses on organizational success across business disciplines in a professional, effective manner. 	D. literacy and numeracy skills	<ol style="list-style-type: none"> 2. Research and Scholarship 5. Level of Communication Skills

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

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>	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	
<ol style="list-style-type: none"> 1. Recognize and explain how personal ethical beliefs influence and align with management practice 2. Recognize and explain the interconnectedness of issues and resolutions arising in managing the economy, society and the environment 	E. responsible behaviour to self, others and society	<ol style="list-style-type: none"> 4. Professional Capacity/Autonomy 6. Awareness of Limits 5.
<ol style="list-style-type: none"> 1. Communicate at an advanced business professional level both verbally, and non-verbally. 2. Write and speak in the appropriate context of professional vocabulary in management disciplines. 	F. interpersonal and communications skills	5. Level of Communication Skills
<ol style="list-style-type: none"> 1. Apply principles of leadership, team building and team maintenance to complete team tasks effectively. 2. Explain how to build and maintain teams and groups to achieve success beyond each individual's personal capabilities. 3. Produce succinct written business reports and oral presentations in a professional manner. 	G. teamwork, and personal and group leadership skills	<ol style="list-style-type: none"> 4. Professional Capacity/Autonomy 5. Level of Communication Skills
<ol style="list-style-type: none"> 1. Think “outside of the box” using creative processes relevant to a variety of complex business contexts in a novel and insightful way. 2. Recognize and explain the value added of creativity and innovation in the application of successful principles resident in one business function to improve the effectiveness of other functions. 	H. creativity and aesthetic appreciation	<ol style="list-style-type: none"> 2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
<ol style="list-style-type: none"> 1. Recognize and explain the limitations of their own business sense, and have the personal awareness to identify those whom they would choose to surround themselves and explain their choices. 2. Identify areas of weakness then develop and implement a plan to improve 	I. the ability and desire for continuous learning	<ol style="list-style-type: none"> 4. Professional Capacity/autonomy

C.4.1

The revised MBA Fast Track structure is built on the foundation of the current *Integrated 14 Month MBA*. This program continues to build a strong alumni network having graduated many young business professionals into the working world. Having the non-accounting course curriculum built from the existing program minimizes incremental resources required and ensures that the same level of academic quality is delivered to all MBA students. Successful graduates will re-enter the working world with an elite business school pedigree as recognized by the AACSB which will support them in their future professional endeavors.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM “B”

Students who are graduating, for example through the accounting concentration will have the necessary skills and abilities to pursue a career in the financial services sector as recognized by the Chartered Professional Accountants of Ontario.

C.4.2

Co-op will be eliminated in the Fast Track MBA

C.4.3 Mode of Delivery (QAF section 2.1.5)

Appropriate delivery methods will be used, which can include technologically mediated delivery of teaching and learning activities.

The Fast Track MBA will incorporate an appropriate blend of teaching and learning activities delivered in a face to face classroom setting and/ or via flexible or online education.

The teaching and learning activities of all fast track courses will be delivered face-to-face either physically or virtually, or both, through a learning management system in a classroom setting. The program emphasizes case-analysis and discussion that is best achieved with this pedagogy. This approach provides an advantage over CPA provided versions of these courses that use a blended learning model which uses extensive online, learning, self-study, and classroom learning.

C.5 Student Workload

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
Teaching and learning activities	3
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	3
Studying for tests/examinations	1
Other: <u>[specify]</u>	
Workload is consistent with that of other graduate courses in the Odette School of Business	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Students' progress will be formally monitored in each course at multiple points during the course.

Irrespective of concentration, the focus of the curriculum is imparting knowledge and the exercise of professional judgment based on that knowledge. The technical knowledge can be examined (out of context) with examinations but it is crucial to examine the ability of the student to apply this knowledge in the context of analyzing and resolving real business problems. The formative and summative evaluations of progress will be multidimensional including direct engagement during class, peer evaluations, and instructor evaluations of accomplishment on a variety of appropriate tasks. Students will be evaluated on both an individual and team/group basis as appropriate.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

N.A.

**University of Windsor
Senate**

***5.6.1: Revision to Nursing Admission Requirement – Grade 12U English Minimum Grade Requirement**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That a minimum grade of 65% in Grade 12U English (English 4U) be required for admission to Nursing's undergraduate programs.

Rationale:

- The ability to communicate in English is critical to safe and effective nursing practice. Nursing occasionally has students who are unsuccessful in the program due to difficulties with expression or comprehension of the English language.
- Although, Nursing is able to require a minimum TOEFL score for students who apply from foreign countries, it is not able to do so for high school students whose first language is not English.
- Although the current admission criteria require students to have "Grade 12U English," it does not impose a minimum grade (other than "pass").
- The new requirement will be consistent with several other nursing programs in Ontario that require minimum Grade 12U grades between 60 and 75%.
- The proposal has been approved by Faculty of Nursing Council and the Academic Policy Committee.

University	Requirement
Western	English 65%
Queen's University	English 4U (minimum 75%)
McMaster	English 4U – no grade specified
Laurentian	English 4U – no grade specified
Ryerson	English/Anglais (ENG4U/EAE4U preferred)
Brock	English Minimum 75%
Trent	English Minimum 70%
U of Ottawa	English minimum 65%
Lakehead	English minimum 60%
York	English 4U – no grade specified

**University of Windsor
Senate**

***5.7.1: Senate Standing Committees**

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That the Senate Standing Committee membership be approved.

**See attached*

Program Development Committee *		
Member	Term	Notations
Provost and Vice President, Academic (or designate) Dr. Douglas Kneale	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Dean of Graduate Studies (or designate) Dr. Patricia Weir	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Maureen Gowing (S-2017)	2015-2017	
Faculty of Education		
TBA	2016-2017	
Faculty of Engineering		
Dr. Edwin Tam (S-2017)	2015-2017	
Faculty of Human Kinetics		
Dr. Marijke Taks (S- 2017)	2016-2018	
Faculty of Law		
Ms. Maggie Liddle	2016-2018	
Faculty of Nursing		
Dr. Jamie Crawley	2016-2018	
Faculty of Science		
Dr. Zhiguo Hu	2015-2017	
Dr. Nurlan Turdaliev (S-2017)	2015-2017	
Faculty of Arts Humanities & Social Sciences (at least one from Social Science & one from Arts)		
Arts/Humanities - Prof. Lionel Walsh (S-2017) Chair	2015-2017	
Social Sciences – Dr. Maureen Muldoon (S-2017)	2016-2018	
Social Sciences - Dr. Valerie Dr. Scatamburlo-D’annibale	2015-2017	
Librarian Representative		
Mr. Pascal Calarco	2016-2017	
Student Representation (1 year terms) Five students(including at least one graduate, one part-time undergraduate, two full-time undergraduates) Mr. Makram Al-Matary (UWSA), Mr. Chase Tribble (UWSA), Mr. Dariush Karimi (GSS), Mr. Hussein Elnimairi (OPUS), TBA ()		

***At least three members must be elected members of Senate.**

Academic Policy Committee		
Member	Term	Notations
Associate Vice President Academic (or designate) Prof. Jeff Berryman	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Fazle Baki	2015-2017	
Faculty of Education		
Dr. Karen Roland	2016-2018	
Faculty of Graduate Studies		
Dr. Katherine Quinsey (S-Ex-officio)	2015-2017	
Faculty of Engineering		
Dr. Shervin Erfani (S-2017)	2016-2018	
Faculty of Law		
Prof. John Weir	2015-2017	
Faculty of Human Kinetics		
Dr. Scott Martyn	2015-2017	
Faculty of Nursing		
Dr. Lorna de Witt	2016-2018	
Faculty of Science		
Dr. Phil Dutton (S-2017) Chair	2016-2018	
Faculty of Arts, Humanities & Social Sciences (One from Social Science & one from Arts)		
Arts/Humanities – Dr. Antonio Rossini	2015-2017	
Social Sciences – Dr. Alan Scoboria (S-2018)	2016-2018	
Librarian Representative		
Ms. Joan Dalton	2015-2017	
Student Representation (1 year terms) Four students(including one graduate, one part-time undergraduate, two full-time undergraduates). Mr. Ahmed Khalifa (UWSA), Ms. Ghadeer Alghosein (UWSA), Mr. Dariush Karimi (GSS), TBA (OPUS)		

***At least three members must be elected members of Senate.**

Senate Student Caucus		
Member	Term	Notations
Associate Vice-President, Student Experience Mr. Ryan Flannagan	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Director, Campus Services Mr. Dave McEwen	Ex-officio	
Faculty of Business Administration		
Dr. Gurupdes Pandher (S-2017)	2016-2018	
Faculty of Education		
Dr. Geri Salinitri	2015-2017	
Faculty of Engineering		
Dr. Jennifer Johrendt	2016-2018	
Faculty of Law		
Prof. Claire Mumme	2016-2017	
Faculty of Human Kinetics		
Dr. Ryan Snelgrove	2015-2017	
Faculty of Nursing		
Ms. Kathy Pfaff	2015-2017	
Faculty of Science		
Dr. Ziad Kobti (S-2018) Chair	2016-2018	
Faculty of Arts, Humanities & Social Sciences		
Arts/Social Sciences/Humanities– Dr. Dr. Tina Pugliese (S-2017)	2016-2018	
Librarian Representative		
Ms. Sharon Munro	2016-2018	
Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) Ms. Nusrat Tarin Chowdhury (GSS), Mr. Chaitanya Dharwa (GSS), Mr. Aftab Anwar (OPUS), Ms. Bernarda Doctor (OPUS), Ms Amber Shaheen (UWSA), Mr. R. J. D'Aguillar (UWSA), TBA (UWSA), TBA (UWSA), Ms. Hoorain Khan (International), Mr. Justin Bugayong (Residence), TBA (Student At-Large)		

***At least three members must be elected members of Senate.**

Senate Governance Committee		
Member	Term	Notations
President (Chair) Dr. Alan Wildeman	Ex-officio	
Provost and Vice President, Academic (or designate) Dr. Douglas Kneale	Ex-officio	
Faculty of Business Administration		
Dr. Gurupdes Pandher (S-2017)	2015-2017	
Faculty of Education		
Dr. Darren Stanley (S-2017)	2016-2018	
Faculty of Engineering		
Dr Majid Ahmadi (S-2018)	2016-2018	
Faculty of Law		
Dr. Chris Waters (S-Ex-officio)	2016-2018	
Faculty of Human Kinetics		
Dr. Michael Khan (S-Ex-officio)	2016-2017	
Faculty of Nursing		
Dr. Linda Patrick (S-Ex-officio)	2015-2017	
Faculty of Science		
Dr. Chuck Macdonald (S- Ex-officio)	2016-2018	
Faculty of Graduate Studies		
Dr. Katherine Quinsey (S-Ex-officio)	2016-2018	
Faculty of Arts, Humanities & Social Sciences		
Arts/Humanities – Dr. Joanna Luft (S-2017)	2016-2018	
Social Sciences – Dr. Shelagh Towson	2016-2018	
Librarian Representative		
Mr. Pascal Calarco	2015-2017	
Student Representation (1 year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). Mr. Makram Al-Matary (UWSA), Ms. Ghadeer Alghosein (UWSA), Ms. Nusrat Tarin Chowdhury (GSS), Dr. Ed King (OPUS).		

***At least half must be elected members of Senate.**

**University of Windsor
Senate**

***5.7.1: Senate Standing Committees**

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That the Senate Standing Committee membership be approved.

**See attached*

Program Development Committee *		
Member	Term	Notations
Provost and Vice President, Academic (or designate) Dr. Douglas Kneale	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Dean of Graduate Studies (or designate) Dr. Patricia Weir	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Maureen Gowing (S-2017)	2015-2017	
Faculty of Education		
Dr. Larry Glassford	2015-2017	
Faculty of Engineering		
Dr. Edwin Tam (S-2017)	2015-2017	
Faculty of Human Kinetics		
Dr. Marijke Taks (S- 2017)	2016-2018	
Faculty of Law		
Ms. Maggie Liddle	2016-2018	
Faculty of Nursing		
Dr. Jamie Crawley	2016-2018	
Faculty of Science		
Dr. Zhiguo Hu	2015-2017	
Dr. Nurlan Turdaliev (S-2017)	2015-2017	
Faculty of Arts Humanities & Social Sciences (at least one from Social Science & one from Arts)		
Arts/Humanities - Prof. Lionel Walsh (S-2017) Chair	2015-2017	
Social Sciences – Dr. Maureen Muldoon (S-2017)	2016-2018	
Social Sciences - Dr. Valerie Dr. Scatamburlo-D’annibale	2015-2017	
Librarian Representative		
Mr. Pascal Calarco	2016-2017	
Student Representation (1 year terms) Five students(including at least one graduate, one part-time undergraduate, two full-time undergraduates) Mr. Makram Al-Matary (UWSA), Mr. Chase Tribble (UWSA), Mr. Dariush Karimi (GSS), Mr. Hussein Elnimairi (OPUS), TBA ()		

***At least three members must be elected members of Senate.**

Academic Policy Committee		
Member	Term	Notations
Associate Vice President Academic (or designate) Prof. Jeff Berryman	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Fazle Baki	2015-2017	
Faculty of Education		
Dr. Karen Roland	2016-2018	
Faculty of Graduate Studies		
Dr. Katherine Quinsey (S-Ex-officio)	2015-2017	
Faculty of Engineering		
Dr. Shervin Erfani (S-2017)	2016-2018	
Faculty of Law		
Prof. John Weir	2015-2017	
Faculty of Human Kinetics		
Dr. Scott Martyn	2015-2017	
Faculty of Nursing		
Dr. Lorna de Witt	2016-2018	
Faculty of Science		
Dr. Phil Dutton (S-2017) Chair	2016-2018	
Faculty of Arts, Humanities & Social Sciences (One from Social Science & one from Arts)		
Arts/Humanities – Dr. Antonio Rossini	2015-2017	
Social Sciences – Dr. Alan Scoboria (S-2018)	2016-2018	
Librarian Representative		
Ms. Joan Dalton	2015-2017	
Student Representation (1 year terms) Four students(including one graduate, one part-time undergraduate, two full-time undergraduates). Mr. Ahmed Khalifa (UWSA), Ms. Ghadeer Alghosein (UWSA), Mr. Dariush Karimi (GSS), TBA (OPUS)		

***At least three members must be elected members of Senate.**

Senate Student Caucus		
Member	Term	Notations
Associate Vice-President, Student Experience Mr. Ryan Flannagan	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Director, Campus Services Mr. Dave McEwen	Ex-officio	
Faculty of Business Administration		
Dr. Gurupdes Pandher (S-2017)	2016-2018	
Faculty of Education		
Dr. Geri Salinitri	2015-2017	
Faculty of Engineering		
Dr. Jennifer Johrendt	2016-2018	
Faculty of Law		
TBA	2016-2017	
Faculty of Human Kinetics		
Dr. Ryan Snelgrove	2015-2017	
Faculty of Nursing		
Ms. Kathy Pfaff	2015-2017	
Faculty of Science		
Dr. Ziad Kobti (S-2018) Chair	2016-2018	
Faculty of Arts, Humanities & Social Sciences		
Arts/Social Sciences/Humanities– Dr. Dr. Tina Pugliese (S-2017)	2016-2018	
Librarian Representative		
Ms. Sharon Munro	2016-2018	
Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) Ms. Nusrat Tarin Chowdhury (GSS), Mr. Chaitanya Dharwa (GSS), Mr. Aftab Anwar (OPUS), Ms. Bernarda Doctor (OPUS), Ms Amber Shaheen (UWSA), Mr. R. J. D'Aguillar (UWSA), TBA (UWSA), TBA (UWSA), Ms. Hoorain Khan (International), Mr. Justin Bugayong (Residence), TBA (Student At-Large)		

***At least three members must be elected members of Senate.**

Senate Governance Committee		
Member	Term	Notations
President (Chair) Dr. Alan Wildeman	Ex-officio	
Provost and Vice President, Academic (or designate) Dr. Douglas Kneale	Ex-officio	
Faculty of Business Administration		
Dr. Gurupdes Pandher (S-2017)	2015-2017	
Faculty of Education		
Dr. Darren Stanley (S-2017)	2016-2018	
Faculty of Engineering		
Dr Majid Ahmadi (S-2018)	2016-2018	
Faculty of Law		
Dr. Chris Waters (S-Ex-officio)	2016-2018	
Faculty of Human Kinetics		
Dr. Michael Khan (S-Ex-officio)	2016-2017	
Faculty of Nursing		
Dr. Linda Patrick (S-Ex-officio)	2015-2017	
Faculty of Science		
Dr. Chuck Macdonald (S- Ex-officio)	2016-2018	
Faculty of Graduate Studies		
Dr. Katherine Quinsey (S-Ex-officio)	2016-2018	
Faculty of Arts, Humanities & Social Sciences		
Arts/Humanities – Dr. Joanna Luft (S-2017)	2016-2018	
Social Sciences – Dr. Shelagh Towson	2016-2018	
Librarian Representative		
Mr. Pascal Calarco	2015-2017	
Student Representation (1 year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). Mr. Makram Al-Matary (UWSA), Ms. Ghadeer Alghosein (UWSA), Ms. Nusrat Tarin Chowdhury (GSS), Dr. Ed King (OPUS).		

***At least half must be elected members of Senate.**

University of Windsor
Senate

5.8.1: Revisions to Bylaw 51 including Multiple Final and Term Evaluations Over a 24-hour Period

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That Senate approve the proposed revisions to Bylaw 51 and the deletion of the Policy on Multiple Final Exams in One Calendar Day.

Proposed Revisions to Bylaw 51: Academic Evaluation Procedures

- Change “evaluative” to “evaluation” in 1.5 and 1.5.1

- Revise 1.5.1

1.5.1 [...]

With the exception of distance education courses, grading policies that **effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments)** are not permitted.

Deleted: result in a failing course grade should a certain mark level not be achieved on the final examination or other evaluative procedure,

- Add 1.5.2 [Taken verbatim from policy on multiple final exams in one calendar day, with new revisions in track changes]

1.5.2 A student scheduled to write three **or more** final examinations **in consecutive time slots over a 24-hour period or three or more final examinations** in one calendar day may apply, no later than the fourth week of classes, to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the **Associate Vice-President, Student Experience**, by the end of the eighth week of classes. Where permission has been granted, instructors shall provide an alternate examination. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar.

Deleted: choose to

Deleted: Vice Provost, Students and Registrar

- Add 1.5.3

1.5.3 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period has the right to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course.

[Subsequent paragraphs will be renumbered accordingly]

- Revise 2.6.2 and 2.6.4

2.6.2 A student who wishes to receive consideration [...] should communicate with the Head of the AAU offering the course and **the Faculty of Graduate Studies** [...]. A letter of rationale [...] must be submitted to the **Faculty of Graduate Studies** forthwith and will be forwarded to the Head of the AAU offering the

Deleted: Office of the Registrar

Deleted: Office of the Registrar

course. [...]

2.6.4 Following receipt of the letter of rationale and supporting documents, and until the Dean of Graduate Studies has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of Graduate Studies shall communicate his/her decision to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents.

Deleted: by the Office of the Registrar

Deleted: by the Office of the Registrar

Rationale:

- At the Senate meeting on April 10, 2015, members noted that the stress on students with an afternoon, evening and morning exam, mirrors the stress of having three exams in one calendar day. The general consensus of Senate was for APC to revisit the policy *Multiple Final Examinations in One Calendar Day* with a view to addressing accommodation for students who have *three consecutive final exam slots* within 24 hours, and extending this to mid-terms. APC was also asked to consider developing a definition for mid-term exams. Because of the number of ways that mid-terms are defined across Faculties and disciplines, the latter was addressed by referring to in-term evaluations.
- Adoption of 'in-term' rather than 'mid-term' acknowledges that evaluation procedures are conducted at many points in time over the course of an academic semester, not solely at mid-term.
- Given the many pressures on students, having more than two in-term evaluations in a 24-hour period arguably may result in an unfair and inaccurate assessment of a student's knowledge. This policy recognizes that the purpose of evaluations is to assess student learning and acknowledges that there are times when the logistics of assessment load (and other factors) make it so that attaining this end is questionable.
- An example of a reasonable denial of an application would be where a student is applying for an extension on a group project. It would be reasonable to deny such a request, since it would impact other students in the group.
- Note: Bylaw 51 already states that instructors are required to hold mid-term evaluations during class time unless there are exceptional circumstances. (See bylaw 51, paragraph 1.9) Also, instructors are to notify students of the dates of evaluation procedures by the first day of classes, with changes possible only up until the 2nd week of classes. (See bylaw 51, paragraph 1.2.2)
- Consideration should be given to including in the list of important dates published by the Office of the Registrar, the deadline date for requesting to have a final examination moved to an alternate exam date based on Bylaw 51, section 1.5.2.
- In keeping with the streamlining of policies and bylaws begun by APC last year, the revisions have been incorporated into bylaw 51 and, if they are approved, the policy on multiple final exams in one calendar day will be deleted to avoid duplication.
- Because the change will be incorporated into Bylaw 51, the proposed wording was subsequently reviewed by the Bylaw Review Committee.
- With regard to the last paragraph under 1.5.1, the original wording was convoluted. The Bylaw Review Committee is proposing clearer wording. There is no change in policy or intent.
- With regard to the change to 2.6.2, There is a lot of confusion surrounding the formal requests for *Considerations for Health, Bereavement, or Extenuating Circumstances*. While this process is to be initiated in the Office of the Registrar it often ends up getting sent to our office. Given that the document finishes in the Faculty of Graduate Studies, it would be best if the process began in the Faculty of Graduate Studies, allowing better tracking of requests that are being sent to the departments to ensure that all applications for consideration are processed and completed. This would provide consistency to the process and allow the appropriate level of monitoring.

Note:

In 2015 Fall, 57 students had 3 consecutive exams in a 24-hour period and 61 students had 3 exams on the same calendar day.

In 2015 Fall, 6 students with 3 exams on the same day made requests.

In 2014 Fall, 94 students had 3 consecutive exams in a 24-hour period and 84 students had 3 exams on the same calendar day.

In 2014 Fall, 20 students with 3 exams on the same day made request.

**University of Windsor
Senate**

5.8.1: Revisions to Bylaw 51 including Multiple Final and Term Evaluations Over a 24-hour Period

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That Senate approve the proposed revisions to Bylaw 51 and the deletion of the Policy on Multiple Final Exams in One Calendar Day.

Proposed Revisions to Bylaw 51: Academic Evaluation Procedures

- **Change “evaluative” to “evaluation” in 1.5 and 1.5.1**

- **Revise 1.5.1**

1.5.1 [...]

With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments) are not permitted.

Deleted: result in a failing course grade should a certain mark level not be achieved on the final examination or other evaluative procedure,

- **Add 1.5.2 [Taken verbatim from policy on multiple final exams in one calendar day, with new revisions in track changes]**

1.5.2 A student scheduled to write three or more final examinations in consecutive time slots over a 24-hour period or three or more final examinations in one calendar day may apply, no later than the fourth week of classes, to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience, by the end of the eighth week of classes. Where permission has been granted, instructors shall provide an alternate examination. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar.

Deleted: choose to

Deleted: Vice Provost, Students and Registrar

- **Add 1.5.3**

1.5.3 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period has the right to seek an appropriate accommodation (such as a due date extension, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course.

[Subsequent paragraphs will be renumbered accordingly]

- **Revise 2.6.2 and 2.6.4**

2.6.2 A student who wishes to receive consideration [...] should communicate with the Head of the AAU offering the course and the Faculty of Graduate Studies [...]. A letter of rationale [...] must be submitted to the Faculty of Graduate Studies forthwith and will be forwarded to the Head of the AAU offering the course. [...]

Deleted: Office of the Registrar

Deleted: Office of the Registrar

2.6.4 Following receipt of the letter of rationale and supporting documents, and until the Dean of Graduate Studies has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of Graduate Studies shall communicate his/her decision to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents.

Deleted: by the Office of the Registrar

Deleted: by the Office of the Registrar

Rationale:

- At the Senate meeting on April 10, 2015, members noted that the stress on students with an afternoon, evening and morning exam, mirrors the stress of having three exams in one calendar day. The general consensus of Senate was for APC to revisit the policy *Multiple Final Examinations in One Calendar Day* with a view to addressing accommodation for students who have *three consecutive final exam slots* within 24 hours, and extending this to mid-terms. APC was also asked to consider developing a definition for mid-term exams. Because of the number of ways that mid-terms are defined across Faculties and disciplines, the latter was addressed by referring to in-term evaluations.
- Adoption of 'in-term' rather than 'mid-term' acknowledges that evaluation procedures are conducted at many points in time over the course of an academic semester, not solely at mid-term.
- Given the many pressures on students, having more than two in-term evaluations in a 24-hour period arguably may result in an unfair and inaccurate assessment of a student's knowledge. This policy recognizes that the purpose of evaluations is to assess student learning and acknowledges that there are times when the logistics of assessment load (and other factors) make it so that attaining this end is questionable.
- An example of a reasonable denial of an application would be where a student is applying for an extension on a group project. It would be reasonable to deny such a request, since it would impact other students in the group.
- Note: Bylaw 51 already states that instructors are required to hold mid-term evaluations during class time unless there are exceptional circumstances. (See bylaw 51, paragraph 1.9) Also, instructors are to notify students of the dates of evaluation procedures by the first day of classes, with changes possible only up until the 2nd week of classes. (See bylaw 51, paragraph 1.2.2)
- Consideration should be given to including in the list of important dates published by the Office of the Registrar, the deadline date for requesting to have a final examination moved to an alternate exam date based on Bylaw 51, section 1.5.2.
- In keeping with the streamlining of policies and bylaws begun by APC last year, the revisions have been incorporated into bylaw 51 and, if they are approved, the policy on multiple final exams in one calendar day will be deleted to avoid duplication.
- Because the change will be incorporated into Bylaw 51, the proposed wording was subsequently reviewed by the Bylaw Review Committee.
- With regard to the last paragraph under 1.5.1, the original wording was convoluted. The Bylaw Review Committee is proposing clearer wording. There is no change in policy or intent.
- With regard to the change to 2.6.2, There is a lot of confusion surrounding the formal requests for *Considerations for Health, Bereavement, or Extenuating Circumstances*. While this process is to be initiated in the Office of the Registrar it often ends up getting sent to our office. Given that the document finishes in the Faculty of Graduate Studies, it would be best if the process began in the Faculty of Graduate Studies, allowing better tracking of requests that are being sent to the departments to ensure that all applications for consideration are processed and completed. This would provide consistency to the process and allow the appropriate level of monitoring.

Note:

In 2015 Fall, 57 students had 3 consecutive exams in a 24-hour period and 61 students had 3 exams on the same calendar day.

In 2015 Fall, 6 students with 3 exams on the same day made requests.

In 2014 Fall, 94 students had 3 consecutive exams in a 24-hour period and 84 students had 3 exams on the same calendar day.

In 2014 Fall, 20 students with 3 exams on the same day made request.

University of Windsor
Senate

5.8.2: **Revisions to Bylaw 32**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That Senate approve of the proposed revisions to Bylaw 32.**

Proposed Revisions to Bylaw 32

Change: “academic instruction, evaluation and appeals” to “academic instruction, academic evaluation and academic grade appeals” and “Senate Secretariat” to “University Secretariat”

Add: “For the purpose of this bylaw, all communications (including signatures, notices, memos, invitations, decisions, etc.) may be electronic.”

Revise Sections 3, 5 and 6:

[...]

3.1.1 Following the investigation conducted under 3.1, the Committee shall normally attempt to resolve the matter informally, where appropriate, ~~or, with the consent of the parties involved, refer the matter to mediation. (see Bylaw 31, section 3.3.1, for Mediation procedures)~~

3.2 Conduct of Hearings

3.2.1 The parties shall be given at least ten calendar days’ written notice of the hearing unless this right is waived. The notice shall be deemed to have been received by the parties three working days after it has been sent. ~~The notice of the hearing shall be sent by expedited mail or couriered delivery and by electronic mail to the student’s last known mailing and email addresses as recorded in the Student Information System.~~

3.2.2 The parties shall have the right to have an advisor or counsel present at a hearing.

3.2.3 The parties shall have the right to present evidence in support of their cases. They ~~and~~ shall have the right to full disclosure of any evidence upon which the parties will rely, including lists of witnesses. The parties shall normally exchange such evidence a minimum of ~~submitted prior to, or during the hearing. Evidence submitted in support of either case shall be submitted to the Senate Secretariat seven calendar days prior to the hearing. The Senate Secretariat shall distribute, to the parties involved in the hearing, copies of all the evidence submitted. Parties shall be permitted to exchange new evidence that comes to light in the period between this deadline date and the last working day before the hearing, and may present, at the hearing, a revised list of witnesses and/or additional documentary evidence ~~The parties shall also have the right to testify and call witnesses, and with the permission of the Chair of the Procedures and Discrimination Committee and where the interests of justice warrant it, to present additional documentary evidence at the hearing. The individual presenting the additional evidence shall provide copies of this additional documentary evidence to~~ The parties shall come to the hearing with five copies of the evidence upon which they will rely for the Procedures and Discrimination Committee, ~~and~~ the other party at the hearing, and the official file in ~~shall file a copy with the Senate~~ University Secretariat.~~

Page 1 of 2

[...]

3.2.4.9 All hearings shall be audio-~~recorded~~ taped and shall provide an accurate record of the proceedings. Any party to the hearing may request a copy of the tape ~~recording solely upon official proof of the intent to file for a judicial review of the proceedings. Audio-recordings released to the parties may not be copied or distributed. Files and~~ audio-~~recordings~~ shall be kept, in confidence, for ~~one~~ four years following the date of the hearing, in the Senate ~~University~~ Secretariat, and shall be disposed of thereafter, provided that they have been kept for a minimum of one year beyond their last use. Costs involved in the copying of ~~recordings~~ and any transcription shall be borne by the party requesting a copy or transcription of a ~~recording~~.

Deleted: tapes

Deleted: tape

[...]

5. The Ruling of the Procedures and Discrimination Committee

5.1 Within fifteen calendar days of the ~~conclusion of the investigation or the hearing, as the case may be,~~ the Chair of the Committee shall, ~~by expedited mail or couriered delivery,~~ report ~~its decision~~ to the parties ~~and to the President~~ to the hearing of its decision and shall report through the Senate ~~University~~ Secretariat to the President of its decision.

[...]

6. Report to Senate

~~Matters before the Committee are confidential, subject to 3.4.~~ The Chair of the Procedures and Discrimination Committee shall present an annual report to Senate summarizing the proceedings under this bylaw ~~(if any),~~ including a ~~broad~~ summary of the cases heard by and dispositions of the Committee ~~under 3.2,~~ along with any recommendations. The reports filed in the Senate ~~University~~ Secretariat, relating to these matters, shall be made available to the Chair for this purpose.

Rationale:

- While it is grammatically correct as written, the phrase “academic instruction, evaluation and appeals” is being changed to remove any ambiguity that the word “academic” must be read with every other word in that phrase.
- Housekeeping changes to reflect the name of the office which was changed to University Secretariat in 2009.
- Mediation Services no longer exists and the provision in Bylaw 31 was removed last year due to this.
- Changes in the paragraphs under 3.2 ensure consistency with the revised Bylaw 31.
- Changes to 5.1 make it clear that a decision must be issued within fifteen days after the close of an investigation (where there is no hearing). Currently, there is no deadline specified.
- Change to section 6 reiterates that matters are confidential and that any report to Senate should provide only a broad summary.

**University of Windsor
Senate**

5.8.2: **Revisions to Bylaw 32**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That Senate approve of the proposed revisions to Bylaw 32.**

Proposed Revisions to Bylaw 32

Change: “academic instruction, evaluation and appeals” to “academic instruction, academic evaluation and academic grade appeals” and “Senate Secretariat” to “University Secretariat”

Add: “For the purpose of this bylaw, all communications (including signatures, notices, memos, invitations, decisions, etc.) may be electronic.”

Revise Sections 3, 5 and 6:

[...]

3.1.1 Following the investigation conducted under 3.1, the Committee shall normally attempt to resolve the matter informally, where appropriate, ~~or, with the consent of the parties involved, refer the matter to mediation. (see Bylaw 31, section 3.3.1, for Mediation procedures)~~

3.2 Conduct of Hearings

3.2.1 The parties shall be given at least ten calendar days’ written notice of the hearing unless this right is waived. The notice shall be deemed to have been received by the parties three working days after it has been sent. ~~The notice of the hearing shall be sent by expedited mail or couriered delivery and by electronic mail to the student’s last known mailing and email addresses as recorded in the Student Information System.~~

3.2.2 The parties shall have the right to have an advisor or counsel present at a hearing.

3.2.3 The parties shall have the right to present evidence in support of their cases. They ~~and~~ shall have the right to full disclosure of any evidence upon which the parties will rely, including lists of witnesses. The parties shall normally exchange such evidence a minimum of ~~submitted prior to, or during the hearing. Evidence submitted in support of either case shall be submitted to the Senate Secretariat seven calendar days prior to the hearing. The Senate Secretariat shall distribute, to the parties involved in the hearing, copies of all the evidence submitted. Parties shall be permitted to exchange new evidence that comes to light in the period between this deadline date and the last working day before the hearing, and may present, at the hearing, a revised list of witnesses and/or additional documentary evidence~~ The parties shall also have the right to testify and call witnesses, and with the permission of the Chair of the Procedures and Discrimination Committee and where the interests of justice warrant it, to present additional documentary evidence at the hearing. The individual presenting the additional evidence shall provide copies of this additional documentary evidence to The parties shall come to the hearing with five copies of the evidence upon which they will rely for the Procedures and Discrimination Committee, and the other party at the hearing, and the official file in ~~shall file a copy with the Senate~~ University Secretariat.

[...]

3.2.4.9 All hearings shall be audio-recorded taped and shall provide an accurate record of the proceedings. Any party to the hearing may request a copy of the tape recording solely upon official proof of the intent to file for a judicial review of the proceedings. Audio-recordings released to the parties may not be copied or distributed. Files and audio-tapes shall be kept, in confidence, for one ~~four~~ years following the date of the hearing, in the ~~Senate~~ University Secretariat, and shall be disposed of thereafter, provided that they have been kept for a minimum of one year beyond their last use. Costs involved in the copying of tapes and any transcription shall be borne by the party requesting a copy or transcription of a tape.

[...]

5. The Ruling of the Procedures and Discrimination Committee

5.1 Within fifteen calendar days of the conclusion of the investigation or the hearing, as the case may be, the Chair of the Committee shall, ~~by expedited mail or couriered delivery~~, report its decision to the parties and to the President ~~to the hearing of its decision and shall report through the Senate~~ University Secretariat ~~to the President of its decision.~~

[...]

6. Report to Senate

Matters before the Committee are confidential, subject to 3.4. The Chair of the Procedures and Discrimination Committee shall present an annual report to Senate summarizing the proceedings under this bylaw (if any), including a broad summary of the cases heard by and dispositions of the Committee under 3.2, along with any recommendations. The reports filed in the ~~Senate~~ University Secretariat, relating to these matters, shall be made available to the Chair for this purpose.

Rationale:

- While it is grammatically correct as written, the phrase “academic instruction, evaluation and appeals” is being changed to remove any ambiguity that the word “academic” must be read with every other word in that phrase.
- Housekeeping changes to reflect the name of the office which was changed to University Secretariat in 2009.
- Mediation Services no longer exists and the provision in Bylaw 31 was removed last year due to this.
- Changes in the paragraphs under 3.2 ensure consistency with the revised Bylaw 31.
- Changes to 5.1 make it clear that a decision must be issued within fifteen days after the close of an investigation (where there is no hearing). Currently, there is no deadline specified.
- Change to section 6 reiterates that matters are confidential and that any report to Senate should provide only a broad summary.

**University of Windsor
Senate**

5.8.3: **Revisions to Bylaw 23**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That Senate approve of the proposed revisions to Bylaw 23.**

Proposed Revisions to Bylaw 23

2.2 Candidates for tenure and promotion to Associate Professor may follow the AAU criteria and standards in place at the time of their initial appointment or any AAU criteria and standards approved thereafter. Candidates for promotion to Professor must follow the criteria and standards in place at the time of the submission of their application.

Rationale:

- Clarification about which criteria can be used when applying for promotion. The notion is that if a tenured Associate Professor was hired in 1998 and is now submitting an application for full Professor, the criteria in place in 1998 may be outdated and s/he should follow more current criteria.

**University of Windsor
Senate**

5.8.4: **Revisions to Bylaw 22**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That Senate approve of the proposed revisions to Bylaw 22.**

Proposed Revisions to Bylaw 22: Committees and Procedures on Renewal, Tenure and Promotion

[...]

- 4.3 Performance Reviews
Performance Review reports completed by the AAU Head must address the specific AAU-approved criteria and standards.

[...] Formatted: Not Highlight

- 4.4 Renewal, Tenure and Promotion Deleted: By October 15, the AAU Head

- 4.4.1 By October 15, all elements of the performance review process under 4.3 shall be completed and the AAU Head shall review with the appropriate faculty member his or her work and achievement over the past year including the Performance Review of the faculty member and any response of the faculty member to the Review and

Formatted: Not Highlight

5 Procedures of the AAU Head and Chair of the Renewal, Tenure and Promotion Committee

- 5.1 The AAU Head shall initiate all proceedings of the AAU RTP Committee by presenting his or her recommendations, the Performance Review(s) of the faculty member, and any response(s) of the faculty member to the Review(s). Untenured faculty members shall be considered for renewal by the AAU RTP Committee after the third full year of their probationary period. When the review is positive, the AAU RTP Committee may recommend continuation of the probationary appointment.

Deleted: an appointment of one, two or three years

- 5.2 At least forty-eight hours before the meeting or meetings, the Chair of the AAU RTP Committee shall inform each faculty member in writing of the date and time of the meeting or meetings when his or her case will be considered.

- 5.2.1 A faculty member has the right to make personal representation to the AAU RTP Committee. Where the Committee is divided, the faculty member shall be invited to make personal representation to the Committee.

- 5.2.2 At the AAU RTP Committee meeting at which the faculty member's file is being reviewed, the faculty member concerned shall have the right to respond immediately after the Head has presented his or her recommendation to the Committee on renewal of contract, tenure, or promotion, and before any discussion takes place.

Deleted: Where the AAU Head is recommending non-renewal of contract, denial of tenure, or not to promote,

Deleted: 's

Deleted: statement

Deleted: his or her case

[...]

6 Procedures of the AAU Renewal, Tenure and Promotion Committee

[...]

6.3 All decisions of the AAU RTP Committee and the recommendation of the Dean shall be presented to the faculty member in writing.

6.3.1 Prior to submitting the Committee's recommendations to the UCAPT, the AAU Head will inform the faculty member concerned whether a positive recommendation is to be made in his or her case regarding renewal of contract, tenure and promotion.

6.3.2 In the case of a decision not to recommend, the faculty member shall be informed in writing of that fact, the reasons therefor and of his or her right to make written representations to the UCAPT. In all cases the faculty member must be informed of the Committee's recommendation or decision not to recommend by the dates specified in 6.5.

6.4 The Dean's recommendation on the file, the reasons therefor, and the right to make written representations to the UCAPT, will be provided in writing to the faculty member concerned.

6.5 The recommendations of the AAU RTP Committee on contract renewals, with all the necessary supporting documents as directed by the UCAPT, the recommendations from the Dean, and any written responses from the faculty member concerned shall be submitted to the Chair of the UCAPT on or before October 31. The recommendations of the AAU RTP Committee concerning tenure, with all the necessary supporting documents as directed by the UCAPT, and the recommendations from the Dean shall be submitted to the Chair of UCAPT by December 15 by the AAU Head. The recommendations of the AAU RTP Committee for promotions, with all the necessary documents as directed by the UCAPT, and the recommendations from the Dean shall be submitted to the Chair of the UCAPT by January 31.

[...]

Rationale

- Revisions in sections 4 and 5 are intended to clarify and are not substantive changes. They clarify that procedures under 4.3 relate to the Performance Review and procedures under 4.4 relate to the Renewal, Tenure and Promotion review/application.
- Under section 5, more explicit wording added to make it clear that while a faculty member always has the right to make personal representations, s/he must be specifically invited to the meeting where the committee is divided. The head and the faculty member make their cases at the same meeting.
- Added language to clarify that the faculty member has right to make written representation to the UCAPT on the AAU RTP Committee's, Head's and Dean's recommendations relating the faculty's member renewal, tenure or promotion application.

Deleted: (s)

Deleted: or not

Deleted: 4

Deleted: 4

Deleted: and

University of Windsor
Senate

5.8.5: Revisions to Bylaw 20

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That Senate approve of the proposed revisions to Bylaw 20.

Proposed Revisions to Bylaw 20: Types and Terms of Appointments

[...]

1.1.1a Probationary appointments: Initial appointments for probationary members shall be for ~~four~~ years. ~~In~~ accordance with Bylaw 22, faculty members shall be considered for renewal and the granting of tenure ~~during the fourth year~~. The purpose of the probationary appointment is to provide a period of mutual appraisal for both the University and the candidate. Probation does not imply that the candidate will be given an appointment with tenure.

- Deleted: three
- Deleted: ,
- Deleted: after which time,
- Deleted: i

Rationale:

- This is not a substantive change. The wording makes it clearer that the review occurs in the fourth year, *after* the first three years of the appointment.

University of Windsor
Senate

5.8.5: Revisions to Bylaw 20

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That Senate approve of the proposed revisions to Bylaw 20.

Proposed Revisions to Bylaw 20: Types and Terms of Appointments

[...]

1.1.1a Probationary appointments: Initial appointments for probationary members shall be for ~~four years~~. In accordance with Bylaw 22, faculty members shall be considered for renewal and the granting of tenure. The purpose of the probationary appointment is to provide a period of mutual appraisal for both the University and the candidate. Probation does not imply that the candidate will be given an appointment with tenure.

Deleted: three
Deleted: ,
Deleted: after which time,
Deleted: i

Rationale:

- This is not a substantive change. The wording makes it clearer that the review occurs in the fourth year, *after* the first three years of the appointment.