University of Windsor

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, January 12, 2018, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

1   Approval of Agenda (Unstarring agenda items)

2   Minutes of the meetings of December 8, 2017   SM171208

3   Business arising from the minutes

4   Outstanding Business/Action Items

5   Reports/New Business

   5.1   Report from the Student Presidents   **UWSA**-Information
   (UWSA, OPUS, GSS)   **OPUS**-Information
                                                                                          GSS-Information

   5.2   Report of the President

   5.3   Report of the Academic Colleague   **Bruce Elman**
                                                                                          Sa180112-5.3

   5.4   Senate Student Caucus   **Tina Pugliese**

   5.5   Program Development Committee
      *5.5.1 Program Course Changes   **Greg Chung-Yan-**Approval
          *a) Concurrent BA General in Communication, Media and Film/   Sa180112-5.5.1a-d
                  Bachelor of Education
          *b) Sociology, Anthropology and Criminology - Minor Program Changes
          ***c) MEng in Electrical with Computer Engineering Field - Minor Program
                  Changes**
          ***d) English 2019 Curriculum Revisions and Program Name Changes –
                  Minor Program Changes**

      *5.5.2 Master of Business MBA – Program Learning Outcomes   **Greg Chung-Yan-**Information
                                                                                          Sa180112-5.5.2

      *5.5.3 Computer Science Undergraduate – Program Learning   **Greg Chung-Yan-**Information
              Outcomes**   Sa180112-5.5.2

      5.5.4   Bachelor of Commerce (Honours Business Administration) –   **Greg Chung-Yan-**Approval
              Specializations and Thesis - Major Program Change**   Sa180112-5.5.4

5.6	**Academic Policy Committee**	
	*5.6.1 Office of Open Learning Annual Report 2016-17	**Antonio Rossini**-Information
		Sa180112-5.6.1
	*5.6.2 Leddy Library Annual Report 2016-17	**Antonio Rossini**-Information
		Sa180112-5.6.1
5.7	**Senate Governance Committee**	
	5.7.1 Bylaw 1 – Review of Composition and Size	**Charles Macdonald**-Information
		Sa180112-5.7.1
5.8	**Report of the Provost**	**Douglas Kneale**
5.9	**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

5.3:   **Report of the Academic Colleague**

Council of Ontario Universities: Meeting of Academic Colleagues December 12 – 13, 2017

1. **Dinner with Dr. Bill Cormack:** The Meeting began on the evening of December 12th. I did not attend the evening meeting due to prior family commitments. The Dinner featured a discussion with Dr. Bill Cormack, President of the University of Guelph Faculty Association. This was part of a continuing conversation on change initiatives in today's challenging environments. Among the themes raised in the exchange between Dr. Cormack and the Colleagues were the following:
    a. Dr. Cormack noted that the provincial government supports postsecondary education but is also steering and directing the system towards performance metrics and accountability frameworks. This causes some tensions among stakeholders and facilitates the development of top-down change mandates, including changes related to pedagogy. This environment threatens the autonomy of institutions;
    b. Dr. Cormack also suggested that faculty members are being kept out of some important campus discussions, such as the SMA process. University Senates are not necessarily serving as places for open dialogue. This relates, in part, to the nature of faculty engagement, which tends to focus on individual programs or specific disciplines rather than on the institution as a whole;
    c. Dr. Cormack also noted that some campus leaders, including Deans, are constrained in their abilities to speak out regarding initiatives proposed by government. Faculty associations may have more opportunities to speak out. However, they tend not to do so because their mandate is focused on faculty working conditions as articulated in collective agreements;
    d. Colleagues discussed the fact that faculty associations are diverse and have different engagements with provincial initiatives. Some may operate from a more reactive position, responding to issues as they relate to the collective agreement. Other associations may comment in a more proactive way;
    e. Some Colleagues also noted that the role of Deans has shifted in recent years. Deans are not necessarily serving in the "interface" role between administration and faculty. In the view of these Colleagues, this may also contribute to communication challenges. Some suggested that tensions created by the reality of the environment could be addressed by greater transparency and meaningful consultation; and
    f. Colleagues noted that labour relations paradigm persists between faculty (labour) and administration (management). If issues are addressed from within this framework, resolutions will continue to be challenging.

2. **Dinner De-Brief:** The Meeting continued the next morning with a "Dinner De-Brief". Among the issues raised during this part of the Meeting were the following:
    a. Colleagues noted the importance of challenging the traditional divide between labour and management. This framework is hard to disrupt but it would be helpful if we could move away from a framework that has been established based upon oppositional positions;
    b. Colleagues reflected that faculty associations are very different across the sector. Some Colleagues are interested in inviting the current OCUFA President to join us at an upcoming meeting;
    c. Colleagues are also thinking about the importance (and complexity) of their Reports to Senate. Some Colleagues believe that Reports can provide some of the bridging that may be needed between faculty and administration; and

d. Colleagues also talked about the importance of engaging faculty in discussions and sharing information regarding their institution's academic plan and its financial situation. This engagement would not be about advocacy but rather about information sharing so that all faculty members can be better prepared to engage with issues in a more complete way.

3. **The February Meeting:** It was agreed that a former University Board Chair and the OCUFA President will be invited to the next meeting.

4. **COU Update:**
   a. **OCAV Task Force on Quality Indicators:** An overview of the work of the OCAV Task Force on Quality Indicators and the pilot project that is currently underway was provided. The Task Force developed a proposal for SMA2 metrics which were approved by OCAV and were included in the recent SMA2 process. OCAV members also noted the importance of developing better metrics for SMA3. The Task Force has turned its focus to SMA3. These metrics will be particularly important because they are likely to be attached to some performance-based funding. (*Note:* To date, no mechanism for performance-based funding has been developed by the Ministry.) The Task Force has proposed a pilot project for the development of SMA3 metrics. While it is expected that only a small number of system-wide metrics will be used in SMA3, the pilot project will begin with a broad approach. Thirteen pilot projects are included in the proposal. Some of the projects are focused on existing or available metrics, and some will be exploratory (proof of concept) projects. Universities (through Provost Offices) were asked to submit information regarding projects in which they were interested in participating. Submissions were due by December 15. COU has contacted MAESD to request funding support for these projects. These pilot projects are expected to be launched in Winter of 2018 and completed early in 2019. Results of the pilot projects will be used in the development of SMA3 metrics.

   b. **Sexual Violence Climate Survey:** COU and the Universities support the goal of reducing sexual violence on campus and Sexual Violence Climate Survey as part of the strategy to achieve this goal. The Ministry is still hoping for a winter 2018 administration (February/March 2018) but it is unclear if this timeline is realistic. One issue causing delay seems to have been the Ethics Reviews – the Reviews are now underway, however. Another issue of timing seems to be the "Pilot Phase". CCI Research has collected feedback from some focus groups, as well as college and university staff, and the instrument has now been revised and shortened. However, the pilot phase was originally planned for this fall but has not yet been completed.

   c. **Graduate Programs Outcomes Survey:** The pilot administration of the Graduate Programs Outcomes Survey (GPOS) took place last spring and summer (2017). This survey is meant as a complement to the Undergraduate Outcomes Survey (OUGS). The GPOS was sent to all Masters and PhD graduates in the cohorts 2009-2014. In addition to questions regarding employment and income, the survey includes questions related to student satisfaction. The response rate for the survey was 35%. This response rate is slightly lower than the response rate for the OUGS. Fifty-six percent of respondents were women; 41% men. Eighty-three percent were Canadian citizens. The results were characterized as "positive". For example: (i) The median salary for full-time PhD graduate is about $95,000; (ii) Median salary for master's graduates is about $88,000; and (iii) Employment rates across the cohorts averaged 97%. All universities will receive a summary of the provincial results as well as institution-specific data. It is likely that MAESD will report some of the findings, though the timing of this reporting is unclear. Universities may also report on their findings.

   d. **Faculty at Work Project Update:** An overview of findings from the Faculty at Work Project survey was provided. The first edition of the Faculty at Work Report was released in 2014 (using 2010-12 data). The updated version uses data from 2014-15. This version of the report also includes information regarding service and research. The Report is descriptive and analytical but is not

intended as an advocacy document. This is a technical report; but a public report is also being developed. The technical report was scheduled for release before the New Year. The sections related to composition of the work force and teaching include both full and part time faculty; research and service results are reported for full time faculty only. Data shows that the academic workforce is very diverse, particularly in terms of the part time faculty. (***Note:*** In the survey, "part time faculty" includes graduate students, professionals who are employed in their fields of expertise on a full time basis, and university staff members.) Roughly half of faculty included in the data set is part-time (52%). The highest proportion of part time faculty is in Education and Law; the lowest proportion is in Engineering and the Sciences. Approximately 45% of teaching is done by part time faculty (mostly at the undergraduate level).

5. **Committee Reports:**

   a. **Executive Committee:** At the most recent meeting of the Executive Committee, members discussed the release of the Strategic Engagement Campaign report and COU's pre-budget submissions. Representatives from MAESD joined the teleconference and provided a general Ministry update.

   b. **Engagement Strategy Editorial Board:** The final report has been drafted and was presented. The report provides a "toolbox" with a variety of engagement pieces and talking points. It will be used by COU in conversations with all of the political parties in the run up to the election.

   c. **Highly Skilled Workforce Steering Committee:** The Steering Committee provided input to MAESD regarding the definition of Experiential Learning -- the influence of the Steering Committee's advocacy is evident in the definition released by the Ministry with the Career Kick Start funding guidelines. The Experiential Learning Knowledge Forum, which was held on November 17, 2017 in Toronto, seems to have been a very positive event.

   d. **Quality Council:** Now that the current approach to quality assurance has been in place for a few years, the system is smoother and there are fewer issues to discuss. One issue that came up recently was that a program was approved through the Quality Council and considered high quality but the accrediting body had concerns about the "saturation" of the field. This was a novel situation. Ultimately, the Quality Council decided that it is only concerned with program quality. The Quality Council is looking forward to the review of the Quality Assurance Framework and the Quality Council itself. The review is expected to start this winter.

Overview of the Landscape of Accessibility Project: Dr. Mahadeo Sukhai provided a description of the project currently underway through the National Educational Association of Disabled Students. The overarching goal of the project is to close the gap in postsecondary attainment between Ontarians with disabilities and those without. Most universities have seen a rise in the number of students with reported disabilities and invisible disabilities. Much progress has been made with respect to universal design and accommodations but there is still work to do. This project will provide information about best practices across Canada. One of the particular areas for further advocacy is in access to Experiential Learning opportunities. In addition, accessibility needs to be expanded to include the co-curricular, other types of student engagement, work integrated learning, and student employment opportunities. Disability Services offices on campus often become one-stop shops for students with disabilities. It is important to ensure that students with disabilities are also receiving support from offices such as Career Services or Community Engagement. Another area of interest and concern is the idea of "essential requirements". Thinking through essential requirements should provoke questions about the nature of the tasks students are asked to do, why they are important, and if they can be completed in multiple ways. This is a very important area of concern and we need to think continually about how we can close the gap in postsecondary attainment between Ontarians with disabilities and those without.

University of Windsor
Senate

5.5.1a: **Concurrent BA General in Communication, Media and Film/Bachelor of Education**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Concurrent BA General in Communication, Media and Film/Bachelor of Education be approved.*

*Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Departmental Council, the FAHSS Coordinating Council, the Faculty of Education 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 December 15, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2.

University of Windsor
Senate

*5.5.1b: Sociology, Anthropology, and Criminology - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the General Sociology, Honours Sociology, Combined Honours Sociology, Honours Criminology, Combined Honours Criminology, Combined Honours in Sociology and Criminology be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved the Department of Sociology, Anthropology, and Criminology Council, the Faculty of Arts, Humanities and Social Sciences 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 December 15, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 3.

University of Windsor
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*5.5.1c: **MEng in Electrical with Computer Engineering Field - Minor Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the MEng in Electrical Engineering be renamed to MEng in Electrical _and Computer_ Engineering (with and without co-op/internship) and that the Computer Engineering Field be discontinued.*

Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved the Departmental Council, the Faculty of Engineering Coordinating 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 December 15, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 4.

University of Windsor
Senate

*5.5.1d: **English 2019 Curriculum Revisions and Program Name Changes - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: **That the degree requirements for the General English Language and Literature, Honours English Language and Literature, Honours English Literature and Creative Writing, Combined Honours English Language and Literature, Combined Honours English Literature and Creative Writing, Minor in English Language and Literature, Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) – English, be changed according to the program/course change forms.***

MOTION 2: **The the General English Language and Literature be renamed to *General English;* that the Honours English Language and Literature be renamed to *Honours English;* that the Honours English Literature and Creative Writing be renamed *Honours English and Creative Writing;* that the Combined Honours English Language and Literature be renamed to *Combined Honours English;* that the Combined Honours English Literature and Creative Writing be renamed *Combined Honours English and Creative Writing; and,* that the Minor in English Language and Literature be renamed Minor in English.***

*Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Departmental Council, the Faculty of Arts, Humanities and Social Sciences 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 December 15, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4.

University of Windsor
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*5.5.2:   **Master of Business Administration MBA – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

PROGRAM TITLE: Master of Business Administration
DEPARTMENT/FACULTY: Odette School of Business

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
A. 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	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. 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)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. 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	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. 1. Use numeracy to inform forecasting and prediction in business situations.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
2. Select relevant quantitative techniques and apply them to accounting and finance decisions in a managerial perspective. 3. Explain the meaning of quantitative results effectively.		
E. 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 of Knowledge
F. 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
G. 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
H. 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
I. 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

University of Windsor
Senate

*5.5.3:   **Computer Science (Undergraduate) – Program Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

Computer Science (Undergrudate) – Program Learning Outcomes:
Bachelor of Computer Science (General)
Bachelor of Computer Science (Honours) with and without Co-op)
Bachelor of Computer Science (Honours) Applied Computing (with and without Co-op)
Bachelor of Science (Honours Computer Information Systems)
Bachelor of Science (Honours) Software Engineering (with and without Co-op)

PROGRAM TITLE: Bachelor of Computer Science (General)
Bachelor of Computer Science (General) for University Graduates
Bachelor of Computer Science (General) (for Qualifying Ontario and Other College Diploma Holders)
Bachelor of Computer Science (General) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) diploma program

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. i) Integrate and utilize concepts and techniques of computer science, including but not limited to: programming, data structures, computer architecture, systems analysis and design, database management, operating systems, networks, and/or web development (also relevant to D); ii) Construct and assess algorithms and programs in light of industry-standard programming practices. iii) Integrate and utilize concepts and techniques from calculus, algebra and statistics.	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. i) Categorize, differentiate, and find potential solutions to computational problems using top-down approaches. ii) Solve IT problems using research books and manuals (also relevant to I).	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. i) Recognize and solve problems using programming skills and computational analysis; ii) Maintain, test and debug software systems.	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. i) Apply and employ state of the art computational tools to solve real-world computational/IT problems.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. i) Solve programming problems following professional principles of protection of intellectual property; ii) Create program documentation and manuals for use by others.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. i) Communicate effectively in both oral and written forms.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
G. i) Collaboratively discuss and solve practical problems.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. i) Recognize and either develop or choose innovative and simple algorithms and programs to solve complex real-world problems using best programming and documentation practices.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. i) Revise and expand solutions of IT problems to include new hardware and software developments.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: Bachelor of Computer Science (Honours) (with and without Co-op)

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. i) Integrate and utilize concepts and techniques of computer science and mathematics, including but not limited to: programming, data structures, computer architecture, systems analysis and design, data base management, operating systems, networks and network computing, calculus, algebra, discrete mathematics, numerical analysis, and statistics (also relevant to D). ii) Design, develop and assess algorithms and programs in light of industry-standard programming practices. iii) *For Co-op: Solve computational problems in industry settings.*	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. i) Categorize, differentiate, and find potential solutions to computational problems using research books and manuals (also relevant to I).	B. research skills, including the ability to define problems and access, retrieve and evaluate	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <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
ii) Design solutions of modern problems using research papers which have a high level of mathematical rigor to (also relevant to I). iii) Research and critically review case studies and policies related to ethics and best practices of IT jobs, including system administration.	information (information literacy)	5. Awareness of Limits Knowledge
C. i) Recognize and solve problems using programming skills and computational analysis and maintain, test and debug software systems. ii) Express ideas precisely using mathematical notations and concepts. iii) Analyze, design, and develop practical solutions to real-world problems. iv) Implement and maintain complex business applications that involve data retrieval using DBMS.	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. i) Apply and employ state of the art computational tools to solve real-world problems. ii) Use project management tools and techniques to work on team-based software development projects.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. i) Develop solutions to programming problems following professional principles of protection of intellectual property ii) Create program documentation and user manual for end users.	E. responsible behaviour to self, others and society	6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. i) Communicate effectively and professionally in both oral and written form; ii) Present work using contemporary presentation tools such as MS PowerPoint. iii) Present ideas/arguments precisely using mathematical notations and concepts. *iv) **For Co-op: Receive, incorporate and act on feedback in professional settings**.*	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. i) Interact constructively with others to solve practical problems.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
H. i) Recognize and choose innovative and simple algorithms and programs to solve complex real-world computational problems; ii) Respond to end-user needs using best programming and documentation practices.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. i) Revise and expand solutions of IT problems to include new hardware and software developments.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: Bachelor of Computer Science (Honours) Applied Computing (with and without Co-op)
Bachelor of Computer Science (Honours Applied Computing) for University Graduates (with and without Co-op)
Bachelor of Computer Science (Honours Applied Computing) (with and without Co-op) Degree Completion Program for Qualifying Ontario and Other College Diploma Holders
Bachelor of Computer Science (Honours Applied Computing) (Co-op) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) diploma program

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. i) Integrate and utilize concepts and techniques of computer science and mathematics including but not limited to: essentials of programming, data structures, computer architecture, systems analysis and design, database management, operating systems, networks and network computing, calculus, algebra and statistics; ii) Construct and assess algorithms and programs in light of standard programming practices and agile software development methodologies used in IT industry. iii) Apply common commands, scripting, and configuration tasks to install, configure, and maintain modern computer systems.	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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
iv) Apply project management principles to manage large-scale industry/team-oriented projects. **v) *For Co-op: Solve computational problems in industry settings.***		
B. i) Categorize and differentiate computational problems, and find potential solutions to these problems. ii) Solve computational problems using research documents to obtain necessary and/or desired information (also relevant to I). iii) Research project-related business and management issues and critically review case studies and policies related to ethics and best practices of IT jobs, including system administration.	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. i) Recognize and solve problems using programming skills and computational analysis. ii) Design, test, and maintain large software systems. iii) Implement and maintain complex business applications that involve data retrieval using DBMS. iv) Troubleshoot system configurations to achieve a sets of recommended/desired results. v) Use test-driven and user story-based approaches to solve programming challenges.	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. i) Design, assess and measure software performance. ii) Apply and employ state of the art computational tools in industry settings to solve real world computational problems.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. i) Demonstrate ethical conduct expected of a computing professional within the context of administration.	E. responsible behaviour to self, others and society	7. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. i) Communicate effectively and professionally in both oral and written form and present work using contemporary presentation tools such as MS PowerPoint.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
ii) Employ documented techniques for presenting technical subject matter to general audiences, in both written and oral forms. *iii) **For Co-op: Receive, incorporate, and act on feedback in professional settings**.*		
G. i) Use software tools and interact constructively with others to solve practical problems.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. i) Recognize and choose innovative and simple algorithms and programs to solve complex problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. i) Revise and expand solutions of IT problems to include new hardware and software developments.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: Bachelor of Science (Honours Computer Information Systems)

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. i) Integrate and utilize concepts and techniques of computer science and mathematics, including but not limited to: programming, data structures, computer architecture, systems analysis and design, data base management, operating systems, networks and network computing, calculus, algebra, discrete mathematics, numerical analysis, and statistics. (Also relevant to D).	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. i) Categorize, differentiate, and find potential solutions to computational problems ii) Solve computational problems Uuseing research documents to obtain necessary and/or desired information towards solving computational problems (also relevant to I).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <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
iii) Research project-related business and management issues and critically review case studies and policies related to ethics and best practices of IT jobs, including system administration.		
C. i) Recognize and solve practical problems using software engineering guidelines and computational analysis (also relevant to I). ii) Define and solve problems using basic theories in Computer Science.	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. i) Use advance software tools using programming and analytical skills to solve real-world problems. ii) Design solutions to real-world computational problems for new trends and techniques.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. i) Demonstrate ethical conduct for application development and documentation.	E. responsible behaviour to self, others and society	8. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. i) Communicate effectively and professionally in both oral and written form; ii) Present project using tools such as MS PowerPoint. iii) Create project proposals. iv) Pesent ideas/arguments precisely and rigorously using mathematical notations and concepts.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. i) Use software tools and interact constructively with others to solve practical problems. ii) Use CASE tools to support team work, software development, and software evaluation.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. i) Recognize the responsibilities and work at different positions in the development and maintenance of computer software. ii) Apply software engineering principles and methodologies during software development processes to create high quality products.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. i) Revise and expand solutions of IT problems to include new hardware and software developments.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

PROGRAM TITLE: Bachelor of Science (Honours) Software Engineering (with and without Co-op)

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. i) Integrate and utilize concepts and techniques of computer science, business, and mathematics, including but not limited to: programming, data structures, computer architecture, systems analysis and design, database management, operating systems, networks and network computing, calculus, algebra, statistics, accounting, business strategy, finance, and marketing. (Also relevant to D). ii) Construct and assess algorithms and programs in light of industry-standard programming practices. iii) Develop and maintain software solutions to maintain and retrieve information for commercial organizations.	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. i) Categorize, differentiate, and find potential solutions to computational problems using research books and manuals. ii) Research and critically review project-related business and management issues and policies (also relevant to I).	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. i) Recognize and solve problems using programming skills and computational analysis. ii) Develop, test, and maintain software systems and analyze and evaluate its performance. iii) Implement and maintain complex business applications that involve data retrieval using DBMS.	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. i) Apply and employ state of the art computational tools setting to solve real world problems. i) Use project management tools and techniques to work on team-based software development projects.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. i) Follow professional principles of protection of intellectual property when developing solutions to programming problems. ii) Write software codes for other programmers; iii) Maintain and prepare easy to understand software documents for end users.	E. responsible behaviour to self, others and society	I) Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
F. i) Communicate effectively and professionally in both oral and written forms; ii) Present work using contemporary presentation tools such as MS PowerPoint. iii) Communicate technical subject matters to general audiences effectively, in written and/or oral form. *iv)* **For Co-op: Receive, incorporate, and act on feedback required in professional settings**.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. i) Work on software solutions to practical problems in teams and interact constructively with others when developing software systems.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. i) Recognize and choose innovative and simple algorithms and programs which can solve real-world computational problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. i) Use state of the art software and systems for new advances in computer technology.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

University of Windsor
Senate

5.5.4:   **Bachelor of Commerce (Honours Business Administration) – Specializations and Thesis - Major Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor of Commerce (Honours Business Administration) with Specializations in Accounting, Human Resources, Finance, Supply Chain and Business Analytics, Marketing, and Strategy and Entrepreneurship be approved, and that there be a thesis option in addition to the existing co-op option.*

*Subject to approval of the expenditures required.

Rationale:
▪ The proposal has been approved by the Odette School of Business Council, the Provost and the Program Development Committee.
▪ These areas of concentration already exist within the degree program but are not formally recognized on the degree parchment.
▪ The OSB is also adding a thesis option to its undergraduate program.
▪ *See attached.*

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A. Basic Program Information

Faculty(ies)	Odette School of Business
Department(s)/School(s)	Odette School of Business
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.]*	Bachelor of Commerce (Honours Business Administration) **specialization in Accounting with or without thesis** with or without Co-operative Education Program Bachelor of Commerce (Honours Business Administration) **specialization in Human Resources with or without thesis** with or without Co-operative Education Program Bachelor of Commerce (Honours Business Administration) **specialization in Finance with or without thesis** with or without Co-operative Education Program Bachelor of Commerce (Honours Business Administration) **specialization in Supply Chain and Business Analytics with or without thesis** with or without Co-operative Education Program Bachelor of Commerce (Honours Business Administration) **specialization in Marketing with or without thesis** with or without Co-operative Education Program Bachelor of Commerce (Honours Business Administration) **specialization in Strategy and Entrepreneurship with or without thesis** with or without Co-operative Education Program
Proposed Year of Offering* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Fall 2018
Mode of Delivery:	On-site supplemented by Web-based instruction
Planned steady-state Student Enrolment (per section B.4.2)	175
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; Ministry 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)*

The Odette School of Business, like many other business schools, offers a general business education in the first two years and concentration courses in the third and fourth years. Concentration offers a cohesive education, and improves the marketability of the graduates. The Bachelor of Commerce (Honours Business Administration) program requires 20 specific courses, 8 unspecified business courses, 6 unspecified business or non-business

courses and 6 unspecified non-business courses. The concentration requirements are met using the room for the unspecified business courses. Currently, the Odette School of Business offers concentration in the following areas:

1. Accounting: An Accounting Concentration provides students with the ability to seek accounting jobs that do not require a professional accounting designation. Students in the Accounting Concentration will complete some of the requirements towards the Chartered Professional Accountant (CPA) and Advanced Certificate in Accounting & Finance (ACAF) certifications & designations. Careers in Accounting include Internal Auditor, General Accountant, Cost Accountant, Budgeting, Chief Financial Officer, Tax Advisor, *etc*.

2. Human Resources: A concentration in Human Resources provides students an in-depth education in the theories and practices of managing people, including international management, diversity in the workplace, and organizational behaviour. Students in the Human Resources Concentration will complete some of the requirements towards the Certified Human Resources Professional (CHRP), Certified Human Resources Leader (CHRL), and Certified Human Resources Executive (CHRE) certifications & designations. Careers in Human Resources include Human Resources Manager, Executive Recruiter, Labour Relations Manager, Health and Safety Officer, Compensation Specialist, Development and Training Specialist, Benefit Specialist, *etc*.

3. Finance: "Finance" is a broad term that describes two related activities: the study of how money is managed and the actual process of acquiring needed funds. Because individuals, businesses and government entities all need funding to operate, the field is often separated into three sub-categories: personal finance, corporate finance and public finance. Students in the Finance Concentration will complete some of the requirements towards the Chartered Financial Analyst (CFA), Certified Financial Planner (CFP), Certified Investment Professional (CIP), Bloomberg Certification, Canadian Securities Course, Financial Risk Management (FRM), Corporate Finance Foundations (CFF), The Master Financial Planner (MFP), and The Master Financial Controller (MFC) certifications & designations. Careers in Finance include Investment banking, Hedge funds, Private equity, Venture-capital, Corporate finance, Commercial banking, Financial planning, Insurance, *etc*.

4. Supply Chain and Business Analytics (previously called Management Science (MS) and Operations Management & Information Systems (OMIS)): Supply Chain Management provides knowledge and skills of how several functions (*e.g.,* new product development, marketing, operations, distribution, finance, customer service, *etc*.) are performed in a coordinated fashion by all parties involved in fulfilling a customer request (*e.g.,* manufacturers, suppliers, transporters, warehouses, retailers, and even customers). Business analytics provides knowledge and skills to the resolution of practical business problems in marketing, human resource management, supply chain management, accounting, finance, and other business-related domains. Students in the Supply Chain and Business Analytics Concentration will complete some of the requirements towards the Project Management Institute (PMI), Association for Operations Management (APICS), Association for Business Process Management Professionals (ABPMP), Certified Management Consultants (CMC), Supply Chain Management Association (SCMA), American Society of Quality (ASQ), and The Open Group Architecture Framework (TOGAF) certifications and designations. Careers in Supply Chain and Business Analytics include Logistics Coordinator, Procurement Officer, Production Manager, Operations Manager, Operations Analyst, Inventory Analyst, Quality Analyst, Process Analyst, Business Analyst, Systems Analyst, IT Specialist, Consultant, Project Manager, *etc*.

5. Marketing: Marketing is a dynamic and exciting field of study. Business consultant Peter Drucker commented that "Marketing and innovation produces result; all the rest are costs. Marketing is the distinguishing, unique function of a business." The marketing area of the Odette School of Business is dedicated to instructing students to be effective marketing professionals, to work with businesses, and to contribute to marketing thought and the advancement of the discipline. Students in the Marketing Concentration will complete some of the requirements towards the Certified Marketing Specialist (CMS), Certified Sales Professional (CSP), Accredited Public Relations (APR), and Communications and Advertising Accredited Professional (CAAP) certifications and

designations. Careers in Marketing include Account Representative, Advertising Executive, Brand Manager, Business Analyst, Buyer, Category Development Account Manager, Customer Service Account Representative, Events Coordinator, Market Analyst, Marketing Coordinator, Public Relations Manager, *etc*.

6. Strategy and Entrepreneurship: Strategy and Entrepreneurship is concerned with the management of the entire organization, its resources and its performance from start up to maturity and turnaround. Managing strategically is the key to an organization's survival and success, requiring the capacity to think critically about the pressing issues of today and the possibilities over the horizon. The aim of Strategy and Entrepreneurship is to equip students with an irreplaceable ability to support value creation and preservation in every stage of an organization's life. As a concentration, Strategy and Entrepreneurship brings together strategy, entrepreneurship and international business, placing Strategy and Entrepreneurship at the centre of a multi-disciplinary understanding of how organizations emerge, evolve and compete. This concentration, unlike any other concentration, does not aim for certifications and designations. Rather, Strategy and Entrepreneurship trains students to develop an entrepreneurial mindset and equips students with the knowledge required to turn their ideas into a career and startup their future.

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.

There is no change to the curriculum.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.4)

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

The proposed specializations are commonly offered in the other business schools in Ontario and elsewhere.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; Ministry 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 Odette School of Business has offered concentrations for many years in the past. The concentrations do not only require 6 to 9 specialized business courses in one area, but also require a higher level of academic performance. For example, each concentration has a **_gate-in course_** at the 200-level, 6 to 9 **_concentration courses_** at 200-400 levels and a **_capstone course_** at the 400 level. Each concentration requires a higher level of academic performance in its gate-in course, a higher average in concentration courses, and a higher level of academic performance in its capstone course. After taking 16 out of 20 specified courses in the first two years, a student opts for a concentration and is accepted subject to the performance in the gate-in course. In the last two years of studies, the students of different specializations take different courses. Concentrations act as a good guide and encourages students to build skills in a specific area of study. Every year, 150 to 200 students graduate with a concentration. Thus, concentrations stand the test of time. The Odette School of Business would like to give due recognition to the students by adding the names of the existing concentrations or specializations to the name of the program. The following are the proposed specializations:

1. **Accounting**
2. **Human Resources**
3. **Finance**
4. **Supply Chain and Business Analytics (name and requirements are changed recently)**
5. **Marketing**
6. **Strategy and Entrepreneurship**

B.4 DEMAND FOR THE MODIFIED PROGRAM

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.

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.).

The historical number of students graduating with a concentration is shown below:

	Accounting	Finance	Human Resources	Strategy and Entrepreneurship	Supply Chain and Business Analytics (previously called MS and OMIS)	Marketing	Total
2017	40	52	27	11	1	26	157
2016	30	54	41	5	7	9	146
2015	27	52	24		9	20	132
2014	16	61	42		17	6	142
2013	9	50	46		14	33	152
2012		54	27		28	38	147
2011		48	32		10	19	109
2010		41	20		17	18	96
2009		76			16	32	124
2008		74			25	41	140
2007		75			36	49	160

Note that in the recent years some concentrations have shown a low enrollment due to some difficulty with course offering. However, new faculty members are hired under SPF 50, new courses are developed, and the concentration requirements are revised to deal with the issue.

For example, the Supply Chain and Business Analytics area is currently searching for two new faculty members under SPF 50, developed three new Business Analytics courses 73-223, 73-323, and 73-423 and one Supply Chain Management course 73-341, modified the course description of 73-431, and revised the concentration requirements to make it more realistic for the area to offer courses and allow students to meet the concentration requirements. The Strategy and Entrepreneurship area has hired faculty members under SPF 50, revised pre-requisites of 75-391, 75-491 and 75-493, and revised concentration requirements. The Marketing area has hired new faculty members, and developed a new course 74-445. These changes will address the issues with the recent low enrollment in these concentrations. Accounting, Finance and Human Resources have consistently had a significantly high enrollment.

B.4.1.1 Percentage of Domestic and International Students (Ministry section 5)

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

Approximately 90% domestic and 10% international may be expected.

B.4.2 Estimated Enrolments (QAF section 2.1.9; Ministry section 5; Senate Co-op Policy)

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.

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.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state enrolment overall)
In the regular program (non-co-op)	150	160	175	175	175
In the co-op/experiential learning stream (if applicable)	100	110	125	125	125
For co-op options: projected number of international students enrolled in the co-op stream					

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)	150
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)	100

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.

The concentrations and most courses are not new, although changes have been taking place as a part of the continuous improvement process. Most of the courses required by the concentrations are routinely offered by the Odette School of Business. Some new courses developed in the last 3 years are 04-495, 04-499, 72-200, 73-223, 73-323, 73-423, and 74-445.

B.4.4 Evidence of Societal Need for the Revised Program (Ministry 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.

The program is not revised. Most of the concentrations and courses required by the concentrations are routinely offered by the Odette School of Business.

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B.4.5 Duplication (Ministry 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 programs in the geographically contiguous area, e.g., Michigan/Detroit.

Most business schools offer programs in the areas of Accounting, Finance, Human Resources, Marketing, Strategy and Entrepreneurship, Supply Chain and Business Analytics. The Odette School of Business needs to continue to offer the proposed specializations and to have them appear on the degree parchments to remain competitive.

B.4.5.1 Demonstrate that Societal Need and Student Demand Justify Duplication (Ministry section 7)

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.

The historical demands for the specializations are significant, although there are some variation from year to year for some specializations.

B.5 RESOURCES
*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

B.5.1 Resources Available

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

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

All the courses are currently offered by the Odette School of Business.

B.5.1.1a Faculty Members Involved in the Delivery of the Program

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: indicate faculty affiliation to the EXISTING program(s)	Program Affiliation: indicate faculty affiliation to the REVISED program
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		All faculty members in Categories 1-5 affiliated full-time with all undergraduate Business programs in the Areas indicated.	
Al-Hayale, Talal – Associate Professor		Accounting	Accounting
An, Yunbi - Professor		Finance	Finance
Aneja, Yash - Professor		Management Science	Supply Chain and Business Analytics
Baki, Md. Fazle – Professor, Associate Dean Academic, Acting Undergraduate Program Director		Management Science	Supply Chain and Business Analytics
Bhandari, Gokul – Associate Professor, Graduate Program Director		Management Science	Supply Chain and Business Analytics

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Bussiere, David – Associate Professor		Marketing	Marketing
Chandra, Ramesh - Professor		Finance	Finance
Chaouch, Abderrahmane (Ben) - Professor		Management Science	Supply Chain and Business Analytics
Cheung, Chi-Keung (Keith) – Assistant Professor with Tenure		Finance	Finance
Dickinson, John - Professor		Marketing	Marketing
Elsaid, Eahab – Associate Professor		Finance	Finance
Fields, Mitchell – Professor and Acting Dean		Management	Human Resources
Fredette, Christopher - Associate Professor		Strategy	Strategy & Entrepreneurship
Guo, Xiaolei – Associate Professor		Management Science	Supply Chain and Business Analytics
Higginson, James – Assistant Professor with Tenure		Marketing	Marketing; Supply Chain and Business Analytics
Jones, Don – Lecturer with Tenure		Accounting	Accounting
Kerr, Gerard (Gerry) – Associate Professor		Strategy	Strategy & Entrepreneurship
Kilfoyle, Eksa – Associate Professor; Director, Professional Accounting Specialization Program (PAS)		Accounting	Accounting
Lan, George - Professor		Accounting	Accounting
Lee, Jonathan – Associate Professor		Strategy	Strategy & Entrepreneurship
Li, Wu (Kevin) - Professor		Management Science	Supply Chain and Business Analytics
Ma, Zhenzhong - Professor		Management	Human Resources
Mahajan, Ashish – Associate Professor		Management	Human Resources
Maheshwari, Bharat – Associate Professor		Management Science	Supply Chain and Business Analytics
Miller, Peter – Assistant Professor with Tenure		Management Science	Supply Chain and Business Analytics
Okechuku, Chike - Professor		Marketing	Marketing
Ong, Audra – Associate Professor		Accounting	Accounting
Pandher, Gurupdesh – Professor		Finance	Finance
Pathak, Jagdish - Professor		Accounting	Accounting
Power, Jacqueline – Associate Professor		Management	Human Resources
Reavley, Martha – Associate Professor		Management	Human Resources
Richardson, Alan J. – Professor, Odette Research Chair		Accounting	Accounting
Samnani, Al-Karim - Associate Professor		Management	Human Resources
Schlosser, Francine – Professor; Director, Research and Interdisciplinary Learning, EPICentre		Strategy	Strategy Management & Entrepreneurship
Selvarajah, Esaignani (Esai) – Associate Professor		Management Science	Supply Chain and Business Analytics
Shih, Michael - Professor		Accounting	Accounting
Singh, Jang - Professor		Management	Human Resources

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Sinha, Rajeeva – Associate Professor		Finance	Finance
Snowdon, Anne – Professor and Chair, World Health Innovation Network (WIN)		Management	Human Resources
Sterling, Maureen – Associate Professor; Teaching Leadership Chair and AoL Coordinator		Accounting	Accounting
Sun, Yuekang (Jerry) – Professor		Accounting	Accounting
Ursel, Nancy - Professor		Finance	Finance
Voyer, Peter - Associate Professor		Marketing	Marketing
Walker, Kent – Associate Professor		Strategy	Strategy & Entrepreneurship
Wellington, William – Associate Professor; Associate Dean Academic		Marketing	Marketing
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Evans, Russell – Assistant Professor		Accounting	Accounting
Furneaux, Brent – Assistant Professor		Management Science	Supply Chain and Business Analytics
Guo, Guangrui – Assistant Professor		Management	Human Resources
Kenworthy, Thomas – Assistant Professor		Strategy	Strategy & Entrepreneurship
Mohebshahedin, Mahmood – Assistant Professor		Finance	Finance
Montgomery, Wren - Assistant Professor		Management	Human Resources
Song, Young Ho – Assistant Professor		Management	Human Resources
Xu, Hongwei – Assistant Professor		Strategy	Strategy & Entrepreneurship
Zhang, Minjie – Assistant Professor		Finance	Finance
Zhong, Ligang - Assistant Professor		Finance	Finance
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Anderson, Nicole – AASII		Management	Human Resources
Keller, Werner – Assistant Professor, L/T		Strategy	Strategy & Entrepreneurship
Neposlan, Sandra – AASII		Management	Human Resources
Category 4: Sessional lecturers (*list here any sessional lecturer positions that were introduced in the 2011 WUFA collective agreement*)			
Category 5: Limited-term Appointments teaching exclusively in this AAU			
McFadyen, Trevor – Lecturer, L/T		Management	Human Resources
Savoni, Peter – Lecturer, L/T		Accounting	Accounting
Category 6: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of the program under review			
Georgie, Vincent – Assistant Professor and Director, SOCA		Marketing	Marketing

Category 7: Sessional instructors and other non-tenure track faculty			
Category 8: Others			

B.5.1.1b Faculty Expertise Available and Committed to Supporting the Revised Program

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.*

The Odette School of Business offers all the courses listed in the program.

B.5.1.1c Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program

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

All courses listed in the program are regularly offered by the Odette School of Business. The courses are generally offered by full-time faculty members. However, sessional faculty members are regularly used to teach approximately 20%-25% of the course offerings.

B.5.1.1d Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1e Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY)

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

N/A

B.5.1.1f Other Available Resources (Ministry sections 3 and 4)

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

There are adequate resources available because all courses are currently offered. The resources currently committed do sustain the quality of scholarship produced by the undergraduate students.

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

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

The program relies on the existing resources.

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

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

The program relies on the existing resources.

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

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

Some specializations share secretarial support. For example, Marketing, Supply Chain and Business Analytics areas share a secretary. Accounting and Finance areas share a secretary. Human Resources, Strategy and Entrepreneurship areas share a secretary. All specializations share Co-op administrative support, student advising, recruitment and retention initiative, student service, etc.

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:	0
Staff:	0
GA/TAs:	0

B.5.1.5b Additional Institutional Resources and Services Required by all Affected Areas or Departments

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

Library Resources and Services:	None
Teaching and Learning Support:	None
Student Support Services:	None
Space and Facilities:	None
Equipment (and Maintenance):	None

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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.*

The admission requirement for the Bachelor of Commerce (Honours Business Administration) program must be met. Students must possess the OSS Diploma and a minimum 70% average of six Grade 12 U or M courses, including ENG4U and one Grade 12 U Mathematics. A minimum grade of 70% is required in at least one Grade 12 U Mathematics. A minimum admission average of 73% normally is required. A minimum admission average of 78% normally is required for the Co-op option.

In addition, the following specialization specific requirements must be met:

For admission to Accounting specialization, students must receive a minimum average grade of 65% in each gate-in courses 70-151 and 70-255.

For admission to Human Resources specialization, students must receive a minimum average grade of 65% in the gate-in course 71-243.

For admission to Finance specialization, students must receive a minimum average grade of 65% in the gate-in course 72-271.

For admission to Supply Chain and Business Analytics specialization, students must receive a minimum grade of 65% in each gate-in course 73-213 and 73-220.

For admission to Marketing specialization, students must receive a minimum average grade of 65% in each gate-in course 74-131 and 74-232.

For admission to Strategy and Entrepreneurship specialization, students must receive a minimum average grade of 67% in each gate-in courses 75-100 and 75-290.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2)

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 match the current practice and has been proven to attain the learning outcomes in the past.

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 and STRIKETHROUGH the changes to program requirements.*

Bachelor of Commerce (Honours Business Administration) with Specialization in Accounting
(with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498; ~~eight additional business courses or 04-495, 04-499 and five additional business courses~~ **[04-495 (3 credits), 04-499 (6 credits) for Thesis Option]**
(b) 70-251, 70-252, 70-352, 70-356, 70-358, 70-360, 70-361 and 70-457
(~~b~~**c**) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. **[Students in the Thesis Option will get credit for 3 courses towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 3 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for the Accounting Specialization, students must receive a minimum average grade of 65% in each gate-in course 70-151 and 70-255, a minimum average grade of 67% in 70-251, 70-252, 70-352, 70-356, 70-358, 70-360, 70-361 and 70-457 and a minimum average grade of 70% in the capstone course 70-457.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

Bachelor of Commerce (Honours Business Administration) with Specialization in Human Resources
(with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498; ~~eight additional business courses or 04-495, 04-499 and five additional business courses~~, **[04-495 (3 credits), 04-499 (6 credits) for Thesis Option]**
(b) 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 3 of 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491.

(~~bc~~) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) ~~six~~ **five** courses from any area of study including Business. **[Students in the Thesis Option will get credit for 3 courses towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 2 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for Human Resources specialization, students must receive a minimum average grade of 65% in the gate-in course 71-243, a minimum average grade of 70% in 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 3 of 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491 and a minimum average grade of 70% in the capstone course 71-485.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

**Bachelor of Commerce (Honours Business Administration) with Specialization in Finance
(with/without Co-op and with/without Thesis)**

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498~~; eight~~, **two** additional business courses **OR 04-495 (3 credits), 04-499 (6 credits) for Thesis Option** ~~or 04-495, 04-499 and five additional business courses~~
(b) 72-474 and any 5* of 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491
(~~bc~~) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. **[Students in the Thesis Option will get credit for 1 course towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for Finance specialization, students must receive a minimum average grade of 65% in the gate-in course 72-271, a minimum average grade of 67% in 72-474 and any 5* of 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491 and a minimum average grade of 67% in the capstone course 72-474.
*Students who successfully complete the CSC exam (1 & 2) will be able to substitute this completion for one of the 5 specialization courses 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 specialization courses 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491. The substitutions above only apply toward the finance specialization and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.

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Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

Bachelor of Commerce (Honours Business Administration) with Specialization in Supply Chain and Business Analytics
(with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498; ~~eight~~ **two** additional business courses **OR 04-495 (3 credits), 04-499 (6 credits) for Thesis Option** ~~or 04-495, 04-499 and five additional business courses~~**,**
(b) 73-423 or 73-431 or 73-498 and any 5 of 73-223, 73-305, 73-311, 73-312, 73-320, 73-323, 73-341, 73-420, 73-423, 73-431, 73-491, 73-495, 73-498, and 74-339 including at least two of 73-305, 73-320, 73-341, 73-431, 73-498, 74-339, and at least two of 73-223, 73-311, 73-312, 73-323, 73-420, 73-423.
(~~b~~**c**) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. **[Students in the Thesis Option will get credit for 1 course towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 5 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for Supply Chain and Business Analytics specialization, students must receive a minimum average grade of 65% in the gate-in courses 73-220 and 73-213; a minimum average grade of 67% in the capstone course 73-423 or 73-431 or 73-498 and any 5 of 73-223, 73-305, 73-311, 73-312, 73-320, 73-323, 73-341, 73-420, 73-423, 73-431, 73-491, 73-495, 73-498, and 74-339 including at least two of 73-305, 73-320, 73-341, 73-431, 73-498, 74-339, and at least two of 73-223, 73-311, 73-312, 73-323, 73-420, 73-423; and a minimum average grade of 67% in the capstone course 73-423 or 73-431 or 73-498.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

Bachelor of Commerce (Honours Business Administration) with Specialization in Marketing
(with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498; ~~eight additional business courses or 04-495, 04-499 and five additional business courses,~~ **[04-495 (3 credits), 04-499 (6 credits) for Thesis Option]**
(b) 74-232, 74-332, 74-439 and any 5 of 74-334 (formerly numbered 74-234), 74-335, 74-337, 74-338, 74-339, 74-432, 74-433, 74-435, 74-436, 74-437, 74-438, 74-445 and 74-491
(~~bc~~**c**) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. **[Students in the Thesis Option will get credit for 3 courses towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 3 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for Marketing specialization, students must receive a minimum average grade of 65% in each gate-in course 74-131 and 74-232, a minimum average grade of 67% in 74-332, 74-439 and any 5 of 74-334 (formerly numbered 74-234), 74-335, 74-337, 74-338, 74-339, 74-432, 74-433, 74-435, 74-436, 74-437, 74-438, 74-445 and 74-491 and a minimum average grade of 67% in the capstone course 74-439.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

Bachelor of Commerce (Honours Business Administration) with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)

Degree Requirements

Total courses: forty* (120 credits) or forty-three* (129 credits) for Co-op Option.
*In addition to completing the courses for the degree, students may be required to successfully complete the Odette School of Business' English Proficiency Test or successfully complete the follow-up communications workshops.

(a) 70-151, 70-255, 71-100, 71-240, 71-243, 72-270, 71-300, 72-271, 73-100, 73-202, 73-213, 73-220, 73-331, 74-131, 75-100, 75-397, 75-498~~; eight~~**, one** additional business course~~s~~ **OR 04-495 (3 credits), 04-499 (6 credits) for Thesis Option** ~~or 04-495, 04-499 and five additional business courses~~
(b) 75-290, 71-445, 75-390, 75-391, 75-393, 75-490 and 1 of 75-493, 75-495 and 75-496.
(~~bc~~**c**) 41-110, 41-111, 62-194;
(d) six additional courses from outside of the Odette School of Business Administration;
(e) six courses from any area of study including Business. **[Students in the Thesis Option will get credit for 2 courses towards (e) for completing 04-495 (3 credits) and 04-499 (6 credits) required under (a) and will be required to complete 4 additional courses towards (e)]**
(f) For Co-op Students: 75-205, 75-305, and 75-405.

Note: to be eligible for Strategy and Entrepreneurship specialization, students must receive a minimum average grade of 67% in each gate-in course 75-100 and 75-290, a minimum average grade of 67% in 71-445, 75-390, 75-391, 75-393, 75-490 and 1 of 75-493, 75-495 and 75-496 and a minimum average grade of 67% in the capstone course 1 of 75-493, 75-495 and 75-496.

Courses used to calculate the major average are: The courses listed in section (a) and (b) and any courses taken in the major area of study.

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For all Specializations:

Description of thesis option (if applicable): Students in the thesis option must complete 04-04-495 and 04-04-499**.** Students who have enrolled in 04-04-499 prior to Winter 2018 may substitute 04-04-495 by a research based independent study course 04-7x-495.

Provide requirements for the Co-op/Experiential Learning Component AND a description of how the program requirements differ for students who complete the experiential learning option and those who opt not to (if applicable). *[If the co-op/experiential learning component is new (not part of the existing stand-alone program), a PDC Form B is required]***:** The Co-op students must complete 04-75-205, 04-75-305, and 04-75-405

Explain how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.): Students must follow the guidelines of the Odette School of Business on Co-operative education.

Guidelines for experiential learning/co-op work term reports: Students must follow the guidelines of the Odette School of Business on Co-operative education.

General length of experiential learning/co-op work term: Students must follow the guidelines of the Odette School of Business on Co-operative education.

Is the completion of the experiential learning/co-op component a requirement of the program? No

C.3.1 For Graduate Program ONLY (QAF sections 2.1.3 and 3; Senate Co-op Policy)

C.3.1.1 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.

n/a

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.

n/a

C.3.1.3 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]*

n/a

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.*

The requirements of the Bachelor of Commerce (Honours Business Administration) program with or without any specialization for continuation "in good standing" are cumulative average 60% and major average 60% (or

cumulative average 65% and major average 70% for the Co-op option) with specified average requirements for the courses completed as part of the Specializations. See program for details.

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.

In order to graduate with a Bachelor of Commerce (Honours Business Administration) degree with/without Thesis or with/without Co-op a student must obtain minimum cumulative average 60% and major average 70%. In addition, the requirements for the Specializations are as follows:

To graduate with the Accounting Specialization, students must receive a minimum average grade of 65% in each gate-in course 70-151 and 70-255, a minimum average grade of 67% in 70-251, 70-252, 70-352, 70-356, 70-358, 70-360, 70-361 and 70-457 and a minimum average grade of 70% in the capstone course 70-457.

To graduate with the Human Resources Specialization, students must receive a minimum average grade of 65% in the gate-in course 71-243, a minimum average grade of 70% in 71-342, 71-344, 71-441, 71-451, 71-452, 71-485 plus any 3 of 71-383, 71-445, 71-448, 71-449, 71-481 and 71-491 and a minimum average grade of 70% in the capstone course 71-485.

To graduate with the Finance Specialization, students must receive a minimum average grade of 65% in the gate-in course 72-271, a minimum average grade of 67% in 72-474 and any 5* of 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491 and a minimum average grade of 67% in the capstone course 72-474. Students who successfully complete the CSC exam (1 & 2) will be able to substitute this completion for one of the 5 specialization courses 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491. Students who successfully complete the CFA Level 1 exam will be able to substitute this completion for 2 of the 5 specialization courses 72-371, 72-372, 72-373, 72-378, 72-379, 72-472, 72-477, 72-478 and 72-491. The substitutions above only apply toward the finance specialization and do not apply in any way toward their Bachelor of Commerce degree requirements. It is the student's responsibility to bring forward the appropriate documentation in a timely manner in order to receive the above noted substitutions.

To graduate with the Supply Chain and Business Analytics Specialization, students must receive a minimum average grade of 65% in each gate-in courses 73-220 and 73-213; a minimum average grade of 67% in the capstone course 73-423 or 73-431 or 73-498 and any 5 of 73-223, 73-305, 73-311, 73-312, 73-320, 73-323, 73-341, 73-420, 73-423, 73-431, 73-491, 73-495, 73-498, and 74-339 including at least two of 73-305, 73-320, 73-341, 73-431, 73-498, 74-339, and at least two of 73-223, 73-311, 73-312, 73-323, 73-420, 73-423; and a minimum average grade of 67% in the capstone course 73-423 or 73-431 or 73-498.

To graduate with the Marketing Specialization, students must receive a minimum average grade of 65% in each gate-in course 74-131 and 74-232, a minimum average grade of 67% in 74-332, 74-439 and any 5 of 74-334 (formerly numbered 74-234), 74-335, 74-337, 74-338, 74-339, 74-432, 74-433, 74-435, 74-436, 74-437, 74-438, 74-445 and 74-491 and a minimum average grade of 67% in the capstone course 74-439.

To graduate with the Strategy and Entrepreneurship Specialization, students must receive a minimum average grade of 67% in each gate-in course 75-100 and 75-290, a minimum average grade of 67% in 71-445, 75-390, 75-391, 75-393, 75-490 and 1 of 75-493, 75-495 and 75-496 and a minimum average grade of 67% in the capstone course 1 of 75-493, 75-495 and 75-496.

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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).

No change to the existing sequence is suggested.

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

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

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

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

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

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

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. Evaluate, categorize and explain in-depth relevant relationships of technical knowledge in various business functions to managing business conducted in an ambiguous, complex and unpredictable environment.	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

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
For Co-op: *Relate academic theory/background to co-op assignment/experience* *For specialization in Accounting*: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Accounting** to managing business conducted in an ambiguous, complex and unpredictable environment. **For specialization in Human Resources:** Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Human Resources** to managing business conducted in an ambiguous, complex and unpredictable environment. **For specialization in Finance:** Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Finance** to managing business conducted in an ambiguous, complex and unpredictable environment. **For specialization in Supply Chain and Business Analytics:** Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Supply Chain and Business Analytics** to managing business conducted in an ambiguous, complex and unpredictable environment. **For specialization in Marketing:** Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Marketing** to managing business conducted in an ambiguous, complex and unpredictable environment.		Knowledge

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
For specialization in Strategy and Entrepreneurship: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions **in particular Strategy and Entrepreneurship** to managing business conducted in an ambiguous, complex and unpredictable environment.		
B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H) *For Thesis:* ***Select and justify and appropriate theoretical model and methodology to identify a specific issue relevant to business. Conduct a guided review of relevant academic literature.*** **For specialization in Strategy and Entrepreneurship:** Apply evidence-based strategic and entrepreueurial decision-making to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)	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. Synthesize models of thinking with personal experience making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I) *For Thesis:* ***Apply appropriate methods of data collection and analyses to draw inferences regarding a specific business issue. State the limitations of the analyses and inferences which can be legitimately drawn. Provide recommendations to advance research towards a resolution of a specific, relevant business issue.*** ***For specialization in Strategy and Entrepreneurship:*** Synthesize models of thinking with personal experience making strategic and entrepreneurial decisions to improve conclusions drawn in various	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

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
ambiguous, complex, unpredictable business contexts. (see also I)		
D. Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action. **For specialization in Accounting:** Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics **developed for the Accounting discipline** to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool **developed for the Accounting discipline** to describe the past, predict the future and recommend the most appropriate plan of action. **For specialization in Finance:** Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics **developed for the Finance discipline** to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool **developed for the Finance discipline** to describe the past, predict the future and recommend the most appropriate plan of action. **For specialization in Supply Chain and Business Analytics:** Select and apply an appropriate combination of	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
descriptive, predictive, and prescriptive analytics **developed for the Supply Chain and Business Analytics discipline** to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool **developed for the Supply Chain and Business Analytics discipline** to describe the past, predict the future and recommend the most appropriate plan of action. **For specialization in Marketing:** Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics **developed for the Marketing discipline** to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal. Use an appropriate computing tool **developed for the Marketing discipline** to describe the past, predict the future and recommend the most appropriate plan of action.		
E. Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations. Recognize and propose ways to promote and act on elements of corporate social responsibility in Business. **For specialization in Human Resources:** Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations **in particular related to Human Resources Management**.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
benefits. **For specialization in Human Resources:** Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication **in particular related to Human Resources Management** to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.		
G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts. **For specialization in Human Resources:** Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts **in particular related to Human Resources Management.**	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness ambiguity, complexity and unpredictability.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience in teamwork to recognize and harness opportunities to expand development of teamwork competence in business contexts.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.1 Revised Program Structure and Regulations Ensure Learning Outcomes Can be Met

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

The performance of the students will be assessed through a combination of midterm exam, final exam, simulation, class participation, oral presentation, papers and CATME results (CATME facilitates on-line team member evaluation). Assurance of Learning (AoL) is administered in a parallel process based on the Odette schedule of testing in its BComm courses. AoL is tested using methods and observable measures which are aligned with the learning outcome(s) being tested.

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C.4.2 Impact of Experiential Learning Component on Attainment of Learning Outcomes

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.

Students relate academic theory/background to co-op assignment/experience.

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 courses will be delivered through face-to-face, online or hybrid modes as appropriate for students to complete the certificate in a timely way.

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 *per week* the Student is Expected to Devote to Each Component Over the Course of the Program
Lectures	3
Tutorials	0.5
Practical experience	
Service or experiential learning	
Independent study	1.5
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	1.5
Studying for tests/examinations	1.5
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU:	
A total of 8 hours per week per course is a reasonable student workload for an undergraduate business student. At this rate, students' normal load of 5 courses per term translates into 40 hours per week of workload per term. At this rate, a student spends 120 hours over a 15-week term (12 week lecture, 1 week study break, 2-week final exam period). This is reasonable.	

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.

The Assurance of Learning (AOL) process at Odette is well established, has been vetted by the Centre for Teaching and Learning, and the results of each semester are posted in a Blackboard Learn site for all instructors on the roster of Odette to view.

D.1 Plan for Documenting And Demonstrating Student Performance Consistent with Learning Outcomes

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

The Odette School of Business has a grading policy and a rigorous Assurance of Learning (AOL) process. Whenever the course grades and/or AOL results do not meet threshold requirements, the Undergraduate Committee in consultation with area chairs and instructors, develops remedies to improve the program.

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E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)
[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

No change to the Co-op component requirement is suggested.

E.1 Experiential Learning Component and Nature of Experience

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. No change proposed.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

N/A. No change proposed.

E.3 Evidence of Availability of Placements

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. No change proposed.

E.4 Mechanism for Supervision of Placements (QAF section 2.1.9)

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements.

N/A. No change proposed.

E.5 Fees Associated with Experiential Learning Component

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. No change proposed.

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. No change proposed.

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

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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 Executive Director of the Co-op, Career and Employment Services:_____
[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.

N/A. No change proposed.

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?:
- □ include a commitment by the department to adequately support the program by 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

*5.6.1:   **Office of Open Learning Annual Report 2016-2017**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1.   Executive Summary
A.   Introduction

Mission (revised in 2017):
The Office of Open Learning (OOL) provides leadership in the design, development and delivery of high-quality online, open, and hybrid learning opportunities for all learners. OOL fosters a teaching and learning environment that provides the tools and policies necessary to empower educators and learners to achieve their aspirations for innovation, excellence, impact, and openness. Underpinned by scholarly practice, we advocate for, explore, and implement the emerging technologies our institution needs to be on the leading edge of educational innovation.

Mandate (revised in 2017):
The mandate of the Office of Open Learning is to:
- Provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities
- Use an iterative instructional design process underpinned by scholarship, accepted quality standards, and a commitment to accessibility and openness in all learning designs
- Work collaboratively with faculty and students to design, develop, deliver, evaluate and iterate high-quality, engaging, media-rich learning environments that respect the diverse disciplinary cultures and contexts of the University's faculty and students
- Provide rapid eLearning multimedia production services, including emerging techniques such as 360-degree video, immersive learning environments, simulations, augmented and virtual reality, and custom learning objects
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in technology, pedagogy and curriculum
- Provide faculty and student support for adoption and implementation of emerging educational technologies
- Obtain funding for research and development of online and open learning environments
- Provide project management of online teaching and learning grants and projects
- Assist faculties and departments to design, develop, and increase enrolment in innovative, high-quality online, hybrid, and open courses and programs
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in online, hybrid and open courses
- Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open access texts, simulations, and other learning tools
- Continuously evaluate the needs of online and hybrid learners and educators for highly reliable, usable, and accessible educational technologies, and collaborate with appropriate campus partners to meet those needs
- Expand the boundaries of teaching and learning practice, including emerging educational technologies, pedagogies, and credentialing practices, and provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices

B. Goals and Objectives of Reporting Year

1. *Provide an exceptional undergraduate experience*:
    a) Collaborate with faculty and departments to develop successful proposals for online program and open courseware funding, as well as research and innovation grants.
    b) Partner with faculty members and Leddy Library to produce open access textbooks and other Open Educational Resources (OERs)
    c) Begin process of designing and developing a new physical space for OOL
    d) Partner across campus to explore options for growing innovative and responsive programming, including sub-degree, laddered credentials
    e) Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
    f) Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
    g) Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
    h) Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus
    i) Expand reach of ePortfolios to additional programs and faculties
    j) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments

2. *Pursue strengths in research and graduate education*:
    a) Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
    b) Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
    c) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
    d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning

3. *Recruit and retain the best faculty and staff*:
    a) Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
    b) Provide support for individual faculty, departments, and faculties in obtaining funding and technology support for curriculum innovation in online, hybrid, technology-enhanced, and open programming
    c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
    d) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
    e) Continue to develop Certificate in Online and Open Learning for launch in Winter 2018

4. *Engage and build the Windsor and Essex County community through partnerships*:
    a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
    b) Partner with St. Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
    c) Partner with faculty to develop OERs that are accessible and freely available to the community

5. *Promote international engagement*:
    a) Implement a visiting fellowship program for the OOL in partnership with the CTL
    b) Promote UWindsor online learning opportunities through eCampus Ontario
    c) Provide technological and pedagogical support for faculty and students to engage in international collaborative and experiential learning opportunities

C. Successes
- Successfully partnered with faculty from across campus and external partners to secure **$2,572,733** in funding for 6 eCampusOntario-funded projects developing online programs and an open text book. At least 38 online courses and 4 new online programs will be developed over 2017/18 in these projects
- Partnered with faculty to secure **$145,283** in funding for 4 research and innovation projects
- Partnered with Faculty of Science to successfully secure two eCampus Technology Sandbox pilot projects with Riipen (experiential learning facilitators) and Labster (high fidelity virtual labs)
- Top 3 in the province for number of successful eCampus grant applications and funding received
- Over 20% of faculty members have applied for funding to support online learning since 2014, with over 10% (50% success rate overall) successfully receiving funding
- Open textbooks: Working with faculty in Business and Engineering on developing two new open textbooks, and two open textbook adoptions in Science
- Partnered with departments to continue expanding 'on-demand hybrid' delivery mode to enhance flexibility and choice for students
- Continued partnership with CTL and ITS to implement Blackboard Outcomes and Analytics package, including an eCampusOntario funded research project exploring faculty and student needs for learning analytics data
- Supported Faculty of Education with accreditation process (meeting review panel, providing data)
- Expanded ePortfolio use from a pilot in one department to 6 departments and faculties, including all new Education and Nursing students and over 2000 ePortfolios
- In collaboration with Research Ethics Board, developed a standard REB protocol for online teaching and learning research/SoOOTL projects
- Launched Alan Wright Award for Exemplary Online and Technology-enhanced Teaching – inaugural recipient to be celebrated at annual Celebration of Teaching Excellence
- OOL team received the *2016 Service Excellence Award – Team* at the annual Employee Recognition Awards
- Provided 1142 consultations for a total of 1570 consultation hours
- Offered 23 formal workshops
- Conference and other presentations and publications
- Created over 400 video and other custom learning objects
- 186 online courses listed in eCampus Ontario portal (including 77 AQ and 6 IB Certificate courses through CEPE)
- Worked directly with 41 students as partners on Open Learning projects
- **13,782 enrollments** in online and hybrid courses in 2016/17 (**6,689** unique students taking at least one online course)

D. Challenges
1. Moving office spaces and lack of access to a suitable design lab space for efficient and effective rapid eLearning development for online, hybrid, technology-enhanced, and open access courses places us behind most universities in Ontario; Windsor was the first university in the country to build a lightboard but has been unable to secure a location to permanently set it up and make it easy for faculty to use
2. Ongoing lack of space restricting hiring of additional staff
3. Staffing: Lack of capacity in key skill areas (graphic/media design, web-development, 3D media) and reliance on short-term contract hires and student labour to develop complex, high-profile projects
4. No formal out of hours technical support for faculty teaching online or hybrid classes
5. Lack of dedicated academic and technical support for online students, including out of hours
6. Lack of full programs in online mode makes marketing difficult
7. Inconsistent quality and difficulty in finding publically available online information about courses and programs
8. Ongoing low capacity of wireless internet access in parts of the campus (especially for hybrid or technology-enhanced courses), especially in large classes
9. Addressing areas of overlap in mandate and functions with other campus units, including the Centre for Teaching and Learning, as noted in the external review and stakeholder engagements

2. **Report**

A. Area's Goals and Objectives and the University's Strategic Plan

1. *Provide an exceptional undergraduate experience*:

a) Collaborate with faculty and departments to develop successful proposals for online program and open courseware funding, as well as research and innovation grants.
- Successfully partnered with faculty from across campus and external partners to secure **$2,572,733** in funding for 6 eCampus Ontario projects developing online programs and an open text book. At least 38 courses and 4 new online programs will be developed over 2017/18 under these projects
- Successfully managed the whole process from initial call, to proposal development, submission, completion, accounting, and reporting for all UWindsor submissions to eCampus funding opportunities

b) Partner with faculty members and Leddy Library to produce open textbooks and other Open Educational Resources (OERs)
- New open access textbook in Pension Finance (Business) under development (eCampus funded), plus an additional two open textbook adoptions/adaptations (both in Science)
- Over **400** video and custom learning module assets created for online and other courses
- Three major Creative Commons licenced Open Educational Resources (OERs) released

c) Begin process of designing and developing a new physical space for OOL
- The process has started and stalled several times. The initial space agreed to in Leddy Library was withdrawn. Multiple proposed moves are hugely disruptive to our work.
- The currently proposed space in the basement of Lambton tower is less functional than the original space of the Office in Erie Hall. It does not solve the space issues identified for the unit, as there is still no access to the type of creative eLearning development space required to improve quality of resource production, and does not provide enough space to grow

d) Partner across campus to explore options for growing innovative and responsive programming, including sub-degree, laddered credentials
- 13,782 enrollments in online and hybrid courses in 2016/17 (6,601 unique students taking at least one online course)
- New online programs in development include Grad. Dip. in Industrial and Organisational Psychology, Certificate in Materials Chemistry and Nanoscience, online course-based Masters of Science in Physics (shared with Trent and York universities), and a redevelopment of the computer science credit transfer/degree completion pathway with St. Clair College.
- Consulting with Faculty of Education on online M.Ed. and other online programming, including International Baccalaureate certification program – the only one of its kind in North America

e) Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
- Ongoing development of responsive project management approaches; developing a modified form of AGILE project approach (often used in software development)
- Externally funded project budgets include provision for project management support

f) Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
- Stakeholder engagement – 80 targeted respondents provided feedback through a survey
- One consistent theme in stakeholder responses was a perceived need to expand the human resources of the OOL to support faculty, specifically with technological pedagogies, instructional design, and media development, and for more appropriate physical space for OOL's work
- Stakeholders identified need for better advertising of OOL programming and services (new website under development)
- External review completed in partnership with CTL in Feb. 2017 and planning to implement recommendations has begun; review recommendations include clarifying unique roles of OOL and CTL, developing an umbrella structure including both OOL and CTL as distinct but complementary and collaborative units, and creating an awareness campaign. The review also recommended providing

appropriate space for OOL, with the long-term goal of co-location of services that support teaching and learning re-examining priorities and scope of the units in relation to their core mandates, and.

g) Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
- Collaborate Ultra is now live in production in Blackboard Learn (available to all faculty to use), improving stability, usability, and accessibility of our web-conferencing system
- Submitted three eCampus Ontario Sandbox applications for Riipen, Labster, and digital badges
- Continue implementation of new version of Echo360 student engagement platform
- Exploring ways to use 360 degree video and static imagery in teaching
- Collaborate with CTL and ITS on implementing Blackboard Learning Analytics
- Exploring digital badges for development and recognition of microcredentials

h) Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus
- Budget transitioning to support staffing and technology licencing to support the development of quality online programming, rather than the delivery of existing online courses as has historically been the case
- Move to supporting strategic development of online programming, rather than status quo; support for course delivery phased out by 2018

i) Expand reach of ePortfolios to additional programs and faculties
- ePortfolio use expanded from small pilot with WordPress and Drupal in SoCA and VABE, to over 2393 ePortfolio users with 2010 sites in WordPress across SoCA, Business, Law, Education, Nursing, Science, and Outstanding Scholars (294 new ePortfolios and 338 new users created in the reporting period)
- All new incoming students in Education and Nursing will now develop ePortfolios across their program beginning fall 2017

j) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments
- Lightboard use growing (hundreds of videos created) in rapid development of eLearning assets (requires dedicated space to be more user-friendly and improve adoption); two research projects underway on effectiveness of lightboard videos in supporting student learning
- Piloting Scalar for production of media-rich, non-linear digital textbooks
- Piloted PollEverywhere audience response system in COU community consultations
- Exploring virtual reality tools for use in online and other courses

k) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development
- Delivered five multi-day intensive introductory online course design workshops (the Online Course Design Institute). Participants receive a certificate of completion at the end and we are exploring options for awarding digital badges.
- Delivered situated/tailored academic development sessions in 6 faculties
- Provided 1142 (44% increase over 2015-16) individual and group consultations with instructors, students, and staff across all faculties and several non-academic units, as well as external collaborators, totaling over 1570 hours (67% increase over 2015-16) of consultations.
- 23 formal workshops offered to the campus community (137 participants recorded in OOL registration system, plus other workshops where registration was not handled through our system), plus an additional approximately 20 custom workshops within departments and faculties (formal attendance not recorded – estimated 200 participants)
- Collaborated with the Provost's Office and CTL on workshop series for Department Chair, Deans and Heads
- Provided hundreds of formal workshops, situated, in-class, and one-on consultations, training and support opportunities for faculty and students adopting WordPress ePortfolios
- Expanding faculty development opportunities to include a Certificate in Online and Open Learning (COOL) launching in Winter 2018, built on open educational resources

- Supported and trained approximately 30 faculty in using common tools to develop their own videos for courses, including Echo360 Personal Capture, Camtasia Studio, Adobe Captivate, and Articulate Storyline, plus a number of free tools
- Updated two OER short tutorial modules for instructors to incorporate in their Bb course sites to provide introduction to two common tools – BVirtual live online proctoring service, and Blackboard Collaborate, plus a SCORM tool to generate certificates from Blackboard based on adaptive release rules
- OOL staff sit on 27 internal committees and working parties and 8 external national and international committees.

l) Collaborate with ITS and CTL to provide system support for Blackboard Learn
- Unique partnership in providing support for Blackboard Learn users, and ongoing development of the system
- TeamDynamix used to distribute support request load to the three units, dealing with technical, pedagogical, enhancement requests, training, and custom site development

2. *Pursue strengths in research and graduate education*:

a) Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
- Symposium was planned but had to be postponed due to OOL office moves
- Event will be rescheduled once stability in OOL's location is reached

b) Support faculty exploring their own Scholarship of Online and Open Teaching and Learning (SoOOTL), including co-development of grant applications, publications, research protocols, and conference presentations
- Facilitated development, submission and management processes for all UWindsor-led and collaborative eCampus Ontario projects
- eCampus Ontario changed funding opportunities from courses to include support for programs and open content development, as well as research and innovation grants.
- UWindsor developed and co-developed 7 program level applications (one with Western University, one with St Clair College), and received funding for 5 of the applications; 5 applications for open content development were submitted (one with University of Toronto) with 2 receiving funding; 3 technology sandbox applications were submitted, with two successful
- Faculty involved in several of the projects presented or co-presented their projects at local and international conferences, and working on publications.
- In collaboration with Research Ethics Board, developed a standard REB protocol for online teaching and learning research/SoOOTL projects

c) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
- Encourage and facilitate a Students As Partners approach to all course development projects
- Partnered with 41 students in various paid and volunteer capacities on OOL projects
- Supported wide range of opportunities for students to showcase their research, including the 3-Minute Thesis Competition (provided coaching for participants and judging the heats), Trends in Forensic Science undergraduate research conference (sponsorship, judging posters, social media support), ongoing support for open access undergraduate forensic science journal in collaboration with Leddy Library and Forensic Science program, and the UWillDiscover Undergraduate Research Conference (organizing committee, social media support)
- Graduate student intern co-presented at major international conference on research with OOL

d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
- OOL staff delivered 22 research and scholarship presentations at local, national, and international conferences, including invited presentations, and co-presentations with faculty

- Co-developed and submitted 13 proposals for eCampus Ontario research and innovation grants; 5 successful
- OOL blog used as an open scholarship tool to disseminate information about our projects
- Support campus initiatives such as the GATA Network and CTL's Summer Series on Teaching and Learning (co-presenting workshops), and Teaching Leadership Chairs (OOL funds a Teaching Leadership Chair in Online and Open Learning)

3. *Recruit and retain the best faculty and staff*:

a) Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
   - Inaugural award to be celebrated and announced at the annual Celebration of Teaching Excellence in November
   - Award focuses on exemplary teaching practice that should be shared to a broader audience
b) Provide support for individual faculty members, departments, and faculties in obtaining funding and technology support for curriculum innovation in online, hybrid, technology-enhanced, and open programming
   - OOL spearheaded 6 successful 2-year grant applications to eCampus Ontario for online course and program development and open educational resources totaling $2,752,733 (including a collaborative grant with Western University worth $802,120 in total). These grants will lead to 4 new fully online programs and one open textbook. OOL also worked with faculty to secure an additional $145,283 in Research and Innovation funding from eCampus Ontario for 5 projects,
   - Two Technology Sandbox projects to pilot Riipen and Labster Virtual laboratories in Faculty of Science received (project completion Fall 2018).
   - Consultation with departments and faculties on development of Curriculum Development Fund applications
   - OOL co-funds Blackboard Learn/Collaborate/Analytics licence (with ITS), and fully funds the university's contribution to Echo360 (hosting, streaming, admin; students pay for access to the end-user tool), WordPress (hosting), and video captioning for accessibility
   - OOL manages BVirtual live exam proctoring on behalf of the institution
   -
c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
   - Delivered 23 workshops and an additional 20 situated development opportunities within departments and faculties
   - Non-credit *Certificate in Online and Open Learning* launching Winter 2018. Program is highly flexible and responsive to the needs of individual faculty members, recognizing a wide range of professional learning experiences, while also providing foundational skills and knowledge to online instructors
   - Increased number of Online Course Design Institutes from 2 to 4 plus additional customized versions for specific groups and projects
   - Facilitated a *Community of Practice* for instructors interested in or teaching online, or in hybrid or technology-enhanced courses and programs
   - Participated in the New Faculty Orientation program.

d) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
   - Worked with Social Work to design and develop two capstone courses in BSW and MSW now being delivered online; delivered off-site and online training to Social Work instructors about to teach online courses
   - Delivered training, instructional design, and technical support to Faculty of Education online course developers
   - Consulted with faculties on Curriculum Development Fund applications
   - Assisted Education with accreditation process (met with accreditors)

- Approximately 20 invited workshops for faculty and students delivered within faculties and departments on request
- Collaborated with Leddy Library on developing, hosting, and finding open content for courses

4. *Engage and build the Windsor and Essex County community through partnerships*:

   a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
      - Working with departments to develop flexible and fully online programming both with and without eCampus Ontario funding
      - Development of online Certificates, Diplomas, Graduate Certificates, and microcredentials
      - Working with Faculty of Science to develop technology suite to support Extension Science program that will provide deep links between science students and local industries through partnerships and internships
   b) Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
      - Delivered 2 intensive 2-day course design workshops to St. Clair staff on site and 3 additional intensive workshops on campus at UWindsor for St Clair staff involved in project developing online Computer Science pathway program
   c) Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community
      - Developing new open textbook in finance, supporting adoption of 2 open textbooks, one open journal, and multiple OERs (including hundreds of instructional videos made available on YouTube)
      - Developed three funded OERs (*Rearranging and Solving Equations, Virtual Tool Kit for Transfer Student Success, and Writing Skills for Human Service Professionals*). All are openly available for use under a Creative Commons licence; some are already being repurposed for other OER projects
   d) Support COU community consultations
      - Supported the COU community consultations with technology and pedagogical expertise

5. *Promote international engagement*:

   a) Implement a visiting fellowship program for the OOL in partnership with the CTL
      - Co-sharing cost of visiting fellow program with CTL
      - International visiting fellow with strong online learning and educational technology focus scheduled for Fall 2017
   b) Promote UWindsor online learning opportunities through eCampus Ontario resources
      - Director is a member of the working party designing and developing the eCampus Ontario portal, as well as a member of the eCampus Ontario Board of Directors
      - Continuing to develop functionality of the portal, including Windsor's presence
      - 2012 people visited the University of Windsor profile in the eCampus Ontario portal during the reporting period, with 1451 viewing courses (History of Crime most viewed; 6 of top 10 courses viewed have worked with OOL)
      - Windsor was the first institution to deliver an online course using an open textbook
   c) Provide technological and pedagogical support for faculty and students to engage in international collaborative and experiential learning opportunities
      - Supported several instructors who were travelling nationally or internationally to deliver their courses while travelling
      - Supported courses where students who were travelling nationally or internationally, or on an experiential learning placement needed accommodations for assessment
      - Blackboard Collaborate Ultra implemented in production supporting live online classes
   d) Promote a positive image of UWindsor through social media and Web 2.0 tools

- Promote UWindsor innovations and courses through Twitter and other social media – Average monthly number of impressions = 7,576, with a peak of 24,300 impressions in March 2017; 651 followers on Twitter and 168 followers on Facebook
- Planning to launch a podcast in 2018 focusing on research-teaching nexus with a focus on online and technology enabled learning

e) Foster international engagement

- OOL staff maintain memberships in 18 national and international societies
- Approved for institutional membership in the peak international group for online and distance education – the *International Consortium of Distance Educators (ICDE)*
- OOL's staff review for 14 international journals and conferences
- Collaborated with colleagues across Canada and internationally on projects that enhance Windsor's reputation and relationships with other institutions
- Participated in and supported Windsor-Oakland Conference on Teaching and Learning
- Facilitated preliminary discussions on joining the Open Educational Resources Universitas (OERu) consortium

B. Future Actions/Initiatives

1. Continue to partner with faculty members, departments, faculties, and central units to develop successful funding proposals for development and research in online and open teaching and learning
2. Successfully complete the current 2-year round of eCampus projects
3. Continue to partner with faculties, departments, and individual faculty members to expand online and hybrid course and program offerings, and enrolments to meet SEM Plan and SMA2 targets
4. Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open textbooks, and updating existing UWindsor OERs to platforms outside the LMS
5. Secure commitment to an appropriate permanent space for OOL that is fit for purpose and serves the campus community's needs for rapid eLearning development, including a rapid eLearning lab/ design makerspace
6. Develop a regional Symposium on Online and Open Teaching and Learning in partnership with local colleges
7. Expand the range of options for faculty to engage in and learn about online and open learning, and emerging educational technologies and pedagogies, including launching non-credit Certificate in Online and Open Learning
8. Continue to develop Student Partners in online, open, and hybrid learning programs to expand student awareness of options and to support teaching and learning innovation
9. Obtain institutional membership in the International Consortium of Distance Educators (ICDE) and work towards membership in OERu
10. Complete transition of OOL budget to support more strategic needs of the unit and the University community, including appropriate staffing and funding for innovative technologies
11. Reintroduce the OOL Strategic Development Grants with a focus on open educational resources
12. Pilot and evaluate several educational technologies including Riipen, Labster, CanCred Open Digital Badges, Scalar digital publishing tool for open texts and open educational resources
13. Continue to support and embed core educational technologies, including Blackboard Collaborate Ultra, Echo360 cloud based student engagement platform, and WordPress ePortfolios
14. Begin implementation of OOL-CTL joint external review recommendations
15. Assist UWinsite team in the design and implementation of online training and support tools for the new ERP

C. Recommendations for Senate consideration (if any)

N/A

University of Windsor
Senate

*5.6.2:   **Leddy Library Annual Report 2016-2017**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

Link here to view the full Leddy Library Annual Report

1.   Executive Summary

A.   Introduction

Leddy Library provides services, collections and physical space to meet the needs of our mid-sized community of students, staff, faculty and researchers. The Leddy library includes curated print, microdata and other physical collections that have been developed over the decades, stewarded by librarians who keep these collections relevant to the needs of the campus faculties, schools, centres and institutes. The library also connects the research community to a vast collection of electronic information, immediately available anywhere in the world with an internet connection and credentials to connect. Our web presence and connected collections and services act as much as a virtual branch library and are as important, as the two buildings that Leddy comprises serve the campus physical environment. We intend to advance both the virtual and physical Leddy Library for our community of teachers, learners and researchers.

B.   Goals and Objectives of Reporting Year

1.   ***Provide an exceptional undergraduate experience***:

Gift of Digital Wall in Leddy Main Building
A Digital Wall -- a 96" LCD panel bordered by 12 micro display tiles is now installed on our first floor, largely funded from a $150,000 gift to the Library with additional Library funds. The installation has been used for two Canada 150 film series showings, showcased Leddy digital special collections, and will also be used for digital art display, convocation/commencement exercises, special events and other uses by students for their work.

2.   ***Pursue strengths in research and graduate education***:

Research Data Management, Research Impact Metrics
Leddy Library ventured into investigating and then offering new services in areas of RDM and research impact metrics, often as part of larger collaborative provincial and federal groups. We are developing new skills for the new times we live in, and expanding the services and abilities we can offer to the campus community.

3.   ***Recruit and retain the best faculty and staff***:

Shifting the narrative to respond to changing needs and changing times
In Acquisitions and Bibliographic services, there has been considerable effort placed on encompassing projects and other records management work as a regular, normal part of workflow. The overall goal for this re-visioning is to make it easier for patrons to find what they need for teaching, learning and research. Shifting a previous focus heavily reliant on purchasing to also include and prioritize work that increases "discoverability and access" highlights the evolving nature of Acquisitions /Bibliographic Services work.

Similarly, in Access services, we are taking advantage of staff front line interactions with patrons and with what goes on in the library to realize improvements to patron services and to physical facilities. In its initial stages accomplishments to date have included creative activity and encouraging students to use materials through highlighting various collections. These staff led initiatives has empowering Access Services staff to realize their important role in student satisfaction and student engagement.

4.   ***Engage and build the Windsor and Essex County community through partnerships***:

South Western Ontario Digital Archives (SWODA)
This year, SWODA solidified its presence through three areas of growth: SWODA Newspapers (INK), SWODA Publications and SWODA Images. SWODA newspapers is one of the largest and most comprehensive digital newspaper collections in Canada. This year, 40 additional local newspaper titles are in the process of being added to the database. The Tecumseh Tribune the Tecumseh Maple Leaf, and the Walkerville Times are examples of newspapers that have recently been completed and are now accessible online.

SWODA Publications currently contains Assumption College/University of Windsor monographs and serials such as the Ambassador Yearbooks and the student newspapers, the *Purple and White* and the *Weekly Assumption Collegian*. The digitization of *The Lance* is still underway. Finally, a project to digitize the International Joint Commission Archive 1960-2000, as well as their journal: Focus on International Joint Commission Activities 1974-1994 was completed.

SWODA images is a growing database of over 2,750 historical photographs, postcards, and ephemera of southwestern Ontario, primarily Windsor and Essex County. Most span the decades from the 1880s to the 1960s. This database had over 170,000 page views in the past year.

Centre for Digital Scholarship
This past year, CDigS saw growth in developing connections with faculty in terms of research and teaching. We have or are currently partnering with faculty in Biological Science, Clinical Psychology, Earth and Environmental Sciences, English, History, Drama, Music, School of Creative Arts and campus groups such the UWill Discover Undergraduate Conference, Outstanding Scholars, Humanities Research Group, and Turtle Island Aboriginal Education Centre. Of notable importance is the $72,500 Trillium Grant and several campus research grants that launched "The Harding Project". Another notable project is the WEDigHistory project. This is a historical archaeology project created to look into the past of the Windsor Essex region.

5.   ***Promote international engagement***:

Programming activities to foster connections
We continue to work closely with international students through our programming activities such as our introductory classes with the Center of Executive and Professional Education (CEPE) and Center of English Language Development. We also continue to be involved with our weekly conversation group initiative, which is built on fostering stronger relationships with international students to create a network of support for them as they learn to navigate Canadian academic culture.

CLIF grant to work with International Students in Engineering
A CLIF research grant of $2,500 was given to embed information literacy into the Engineering Technical Communications course, in collaboration with a professor in the Faculty of Engineering.

C.   Successes

- This past year, the Leddy Library completed an external review and library self-assessment, it's first since 1985. This final review will assist the library in moving forward with it's strategic planning process that will be in place for the 2018 academic year.
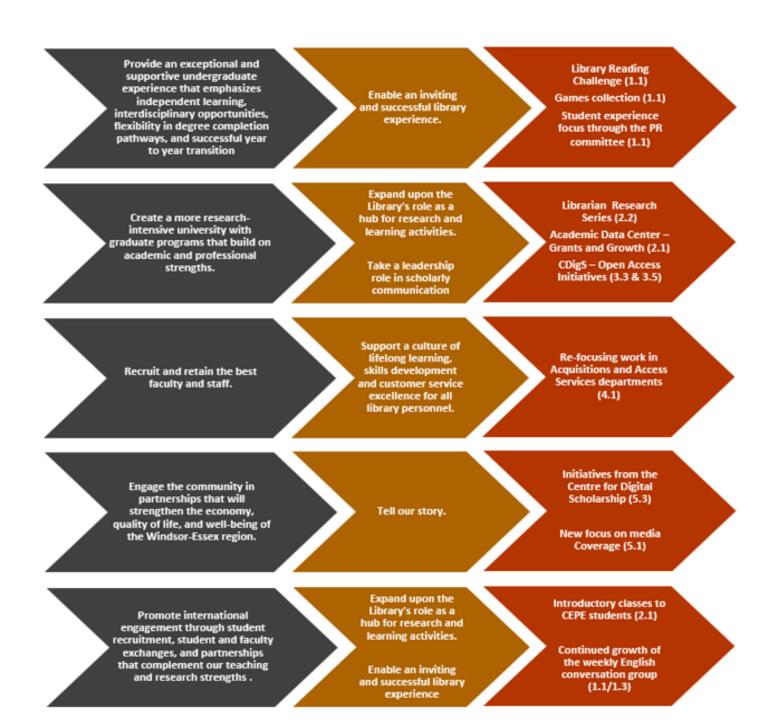
- A Digital Wall -- a 96" LCD panel bordered by 12 micro display tiles – is now installed on our first floor, largely funded from a $150,000 gift to the Library with additional Library funds. The installation is used for digital art display, convocation/commencement exercises, special events and other uses.
- Leddy Library will build on the work conducted at the University of Waterloo and the University of Windsor's Computer Science Department in piloting Virtual Desktop Integration (VDI) for public workstations in order to reduce cost and improve service to student computing.

D.   Challenges

- Leddy Library faced a $1.6 million shortfall in the materials budget in April 2016
- We responded by doing a baseline evaluation and assessment of the over 120 licensed electronic resources that Leddy subscribes to, to demonstrate their value and identify resources that are not being used to bring to faculty to consider cancelling.
- Finance agreed to cover more than 20% differential in US-Canadian exchange rates, with Leddy covering the first 20%.
- University added $500,000 to the base budget, resulting in cutting that deficit to $417,990 (April 2017)
- We continue to assess our ongoing ~125 electronic resources licenses, identifying more licenses to renegotiate or cut back.

2.   Report

A.   Area's Goals and Objectives and the University's Strategic Plan

Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition	Enable an inviting and successful library experience.	Library Reading Challenge (1.1) Games collection (1.1) Student experience focus through the PR committee (1.1)
Create a more research-intensive university with graduate programs that build on academic and professional strengths.	Expand upon the Library's role as a hub for research and learning activities. Take a leadership role in scholarly communication	Librarian Research Series (2.2) Academic Data Center – Grants and Growth (2.1) CDigS – Open Access Initiatives (3.3 & 3.5)
Recruit and retain the best faculty and staff.	Support a culture of lifelong learning, skills development and customer service excellence for all library personnel.	Re-focusing work in Acquisitions and Access Services departments (4.1)
Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region.	Tell our story.	Initiatives from the Centre for Digital Scholarship (5.3) New focus on media Coverage (5.1)
Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths .	Expand upon the Library's role as a hub for research and learning activities. Enable an inviting and successful library experience	Introductory classes to CEPE students (2.1) Continued growth of the weekly English conversation group (1.1/1.3)

B.   Future Actions/Initiatives

Progress Report on Future Actions & Initiatives: *2016/17 Annual Report*

1. Undergo an External Review process;

    1. Successfully completed in 2017

2. Launch a Strategic Planning process;

    2. Underway, completion of Mission, Vision and Values statements; strategic directions, goals and objectives will be articulated in 2018

3. Review and revise library acquisitions spending toward future sustainability;

    3. Additional $500k permanent monies added to base acquisitions budget, the first addition in at

least 12 years; USD$112,000 identified resources identified for cancellation. Agreement reached with Finance on shared US dollar responsibility.

4. Complete installation of Digital Wall project;

4. Successfully completed in 2017; fundraise for additional build out of same room

5. Investigate and plan for the establishment of outcomes-based assessment program

C.   Recommendations for Senate consideration (if any)

None.

University of Windsor
Senate

5.7.1:   **Bylaw 1 – Review of Composition and Size**

Item for: **Information**

Forwarded by: **Senate Governance Committee/Bylaw Review Committee**

Bylaw 1 requires that Senate's composition and size be reviewed every 5 years. The last review (2012/2013) resulted in the maintenance of the status quo.

Members are reminded that the 2009/2010 review resulted in an extensive proposal, which sought to restructure and reduce the size and composition of Senate, keeping in mind the requirements of the Act and based on a strict interpretation of the purpose and role of Senate as the ultimate academic decision-making body. Senate rejected this proposal.

For the 2017/2018 review, the Bylaw Review Committee once again sought feedback on whether:
1. the size of Senate should be reduced, maintained, or increased;
2. some *ex-officio* positions should be eliminated or added, keeping in mind the requirements of the Act;
3. some positions should be designated non-voting members, allowing those without strict academic functions within the university to maintain a liaison service to Senate and their constituencies.

Eight responses were received from faculty members, staff, students, UWSA, and WUFA. Responses were mixed between reducing, increasing and maintaining the size of Senate. Some favoured reducing the number of *ex-officio* positions, others called for a more significant decrease overall – in *ex officio*, faculty and student numbers, and others still suggested maintaining or increasing the composition. Opinions were also mixed regarding designating some positions as non-voting. This mirrors the feedback from the last review.

Given this lack of consistency and direction, the Senate Governance Committee/Bylaw Review Committee is not recommending any change to Senate's composition and size at this time.