

**NOTICE OF MEETING**

There will be a meeting of the Senate  
on, Friday, January 14, 2022, at 2:30 p.m.

**LOCATION: Virtual Meeting**

**Link: [Join Microsoft Teams Meeting](#)**

**AGENDA**

*Land Acknowledgement*

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of December 10, 2021** Approval  
S211210M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
- 5 **Reports/New Business**
  - 5.1 **Report from the Student Presidents** UWSA/GSS/OPUS-Information  
(UWSA, GSS, OPUS)
  - 5.2 **Report of the President** Robert Gordon
  - 5.3 **Report of Vice-President, Equity, Diversity, and Inclusion** Clinton Beckford
  - 5.4 **Report of the Academic Colleague** Philip Dutton
  - 5.5 **Senate Student Caucus** Dave Andrews
  - 5.6 **Program Development Committee**
    - \*5.6.1 **Program/Course Changes** Greg Chung-Yan-Approval  
S220114-5.6.1a-k
      - \*a) **Concurrent MBA/MD (Schulich School of Medicine) –  
Concurrent Offering (Form C2)**
      - \*b) **Integrative Biology – Minor Program Change (Form C)**
      - \*c) **Integrative Biology – Minor Program Change (Form C)**
      - \*d) **Faculty of Science – Minor Program Change (Form C)**
      - \*e) **Minor in Biological Sciences – Minor Program Change (Form C)**
      - \*f) **Women’s and Gender Studies – Minor Program Change (Form C)**
      - \*g) **Industrial and Manufacturing System Engineering (IMSE)  
Multidisciplinary PhD – Minor Program Change (Form C)**
      - \*h) **Master of Engineering Management (MEM) – Minor Program  
Change (Form C)**
      - \*i) **Mathematics and Statistics (Graduate) – Minor Program Change  
(Form C)**
      - \*j) **Chemistry and Biochemistry (Graduate) – New Course Proposal  
(Form D)**
      - \*k) **Women’s and Gender Studies – New Course Proposal (Form D)**

<p><b>*5.6.2 Learning Outcomes</b></p> <p><b>*a) Chemistry and Biochemistry (Graduate) – Program and Course Learning Outcomes</b></p> <p><b>*b) Mathematics and Statistics (Graduate) – Course Learning Outcomes</b></p> <p><b>*c) Philosophy (Graduate) – Course Learning Outcomes</b></p> <p><b>*d) Human Kinetics (Graduate) – Course Learning Outcomes</b></p>	<p><b>Greg Chung-Yan-Information</b> S220114-5.6.2a-d</p>
<p><b>5.7 Academic Policy Committee</b></p> <p><b>5.7.1 Student Code of Conduct – Proposed Revisions</b></p> <p><b>*5.7.2 Policy on Additional Degrees – Proposed Revisions</b></p> <p><b>*5.7.3 Policy on Grading and Calculation of Averages – Proposed Revisions</b></p>	<p><b>Antonio Rossini-Approval</b> S220114-5.7.1</p> <p><b>Antonio Rossini-Approval</b> S220114-5.7.2</p> <p><b>Antonio Rossini-Approval</b> S220114-5.7.3</p>
<p><b>5.8 Senate Governance Committee</b></p> <p><b>5.8.1 Proposed Bylaw Revisions to Bylaws 1, 3, 5, 8, 10, 11, 12, 13, 14, 16, 17, 20 and 22</b></p> <p><b>5.8.2 Proposed Bylaw Revisions to Bylaws 22, 20, 1, 2 and 3</b></p> <p><b>5.8.3 Proposed Bylaw on Associate Vice-President, Enrolment Management (Bylaw 19)</b></p> <p><b>5.8.4 Proposed Bylaw on Associate Vice-President, Equity, Diversity, and Inclusion (Bylaw 18)</b></p>	<p><b>Rick Caron-Approval</b> S220114-5.8.1</p> <p><b>Rick Caron-Approval</b> S220114-5.8.2</p> <p><b>Rick Caron-Approval</b> S220114-5.8.3</p> <p><b>Rick Caron-Approval</b> S220114-5.8.4</p>
<p><b>5.9 Report of the Provost</b></p> <p><b>5.9.1 COVID-19 – Update</b></p> <p><b>5.9.2 The University’s Budget Model and Fall 2021 Enrolment (PART II)</b></p> <p><b>5.9.3 Enrolment Management Update</b></p>	<p><b>Patti Weir-Information</b></p> <p><b>Patti Weir/Gillian Heisz-Information</b></p> <p><b>Chris Busch-Information</b></p>
<p><b>5.10 Report of Vice-President, Research, and Innovation</b></p>	<p><b>K W Michael Siu</b></p>
<p><b>6 Question Period/Other Business</b></p>	
<p><b>7 Adjournment</b></p>	

Please carefully review the ‘starred’ (\*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items 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**

\*5.6.1a: **Concurrent MBA/MD (Schulich School of Medicine) – Concurrent Offering (Form C2)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Concurrent MBA/MD (Schulich School of Medicine) program be approved in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Odette School of Business, the Faculty of Graduate Studies, and the Program Development Committee.
- The proposal provides a pathway for students to complete the UWindsor's MBA program and the Western University Schulich School of Medicine MD program concurrently. Program and admission requirements for both programs are unchanged. The concurrent/integrated pathway provides MD students with the opportunity to complete their MBA while enrolled in the MD program; thereby positioning them for success in leadership roles at hospitals and other health care systems or industries.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.1.

**University of Windsor  
Senate**

\*5.6.1b:           **Integrative Biology – Minor Program Change (Form C)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the degree requirements for Honours BSc Biological Sciences with Thesis be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Integrative Biology, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.2.

**University of Windsor  
Senate**

\*5.6.1c:           **Integrative Biology – Minor Program Change (Form C)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the degree requirements for Honours Biological Science, Honours Biological Science with Thesis and Honours Behaviour, Cognition and Neuroscience be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Integrative Biology, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.3.

**University of Windsor  
Senate**

\*5.6.1d: **Faculty of Science – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** That the requirements for the *BSc in Biological Sciences, Biochemistry, or General Science for Graduates of the Medical Laboratory Science Program* articulation agreement be changed in accordance with the program/course change forms.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.4.

**University of Windsor  
Senate**

\*5.6.1e: **Minor in Biological Sciences – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the requirements for Minor in Biological Science be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Integrative Biology, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.5.

**University of Windsor  
Senate**

\*5.6.1f: **Women's and Gender Studies – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for Honours Bachelor of Social Work and Women's Studies, General BA in Women's and Gender Studies, Certificate in Women's Studies, and the Women's and Gender Studies Major and Minor Concentrations – Bachelor of Interdisciplinary Arts and Science be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by Women's and Gender Studies, the Faculty of Arts, Humanities Science Coordinating Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.6.



**University of Windsor  
Senate**

\*5.6.1g:           **Industrial and Manufacturing System Engineering (IMSE) Multidisciplinary PhD – Minor Program Change (Form C)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the degree requirements for IMSE Multi Disciplinary PhD program be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the MAME Council, the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.7.

**University of Windsor  
Senate**

\*5.6.1h:           **Master of Engineering Management (MEM) – Minor Program Change (Form C)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the degree requirements for Master of Engineering Management be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Faculty of Engineering Coordinating Council, the Odette School of Business, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.8.

**University of Windsor  
Senate**

\*5.6.1i:           **Mathematics and Statistics (Graduate) – Minor Program Change (Form C)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the admission requirements for the PhD in Mathematics and Statistics be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Mathematics and Statistics, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.11.

**University of Windsor  
Senate**

\*5.6.1j:           **Chemistry and Biochemistry (Graduate) – New Course Proposal (Form D)**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the following course be approved:^  
CHEM-8599. Applications of Inorganic Spectroscopy**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This course has been approved by the Department of Chemistry and Biochemistry, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.9.

**University of Windsor  
Senate**

\*5.6.1k: **Women's and Gender Studies – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^  
WGST/SJST-2300. Disability, Madness, and Social Justice**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by Women's and Gender Studies, the Faculty of Arts, Humanities Science Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this particular item, go to item 5.10.

University of Windsor  
Senate

\*5.6.2a: **Chemistry and Biochemistry (Graduate) – Program and Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:

MSc in Chemistry and Biochemistry

PhD in Chemistry and Biochemistry

BIOC-8640. Advanced DNA Sciences

## MSc in Chemistry and Biochemistry

### Program Learning Outcomes

Last Updated: April 29, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:	<b>OCGS-approved Graduate Degree Level Expectations</b>
Articulate a systematic integration of key concepts in a specialized area of chemistry and/or biochemistry (Also applies to D.) <hr/> Identify challenges in the cognate discipline (Also applies to C, D, I.)	<b>A.</b> 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
Formulate working hypotheses to address scientific challenges in the relevant discipline(s) (Also applies to C, I.) <hr/> Propose, design and perform appropriate research methodologies relevant to chemistry or biochemistry (Also applies to C, D.)	<b>B.</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

<p>Analyze data using appropriate scientific literature and statistical methods (Also applies to D, I.)</p> <hr/> <p>Analyze and assess the limitation of the experimental designs and methodologies (Also applies to D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Research and scholarship</li> <li>3. Level of application of knowledge</li> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
	<p><b>D.</b> literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>2. Research and scholarship</li> <li>5. Level of communication skills</li> </ol>
<p>Conduct themselves in laboratories in accordance with safety rules and regulations</p> <hr/> <p>Behave ethically, consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
<p>Contribute to scientific discussion and/or conference within the University, at national, and/or international venues (Also applies to I.)</p> <hr/> <p>Work within a team towards a common shared goal (Also applies to G.)</p> <hr/> <p>Produce scientific reports (Also applies to H.)</p>	<p><b>F.</b> interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>5. Level of communication skills</li> </ol>
<p>Plan and delegate activities for a research group</p> <hr/> <p>Establish research network via participation in scientific discussion</p>	<p><b>G.</b> teamwork, and personal and group leadership skills</p>	<ol style="list-style-type: none"> <li>4. Professional capacity/autonomy</li> <li>5. Level of communication skills</li> </ol>



<p>Articulate implications of applying knowledge to boarder context(s) in the field of study. (Also applies to I.)</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>	<p>2. Research and scholarship 4. Professional capacity/autonomy 6. Awareness of limits of knowledge</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>	<p>4. Professional capacity/autonomy</p>

**Ph.D. in Chemistry and Biochemistry**

**Program Learning Outcomes**

Last Updated: April 29, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>	<p><b>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>Articulate challenges to, and avenues for advancement of, knowledge in a specialized area of chemistry and/or biochemistry <i>(Also applies to D, I.)</i></p> <hr/> <p>Identify challenges in the cognate discipline <i>(Also applies to C, D, I.)</i></p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Research and scholarship</li> <li>3. Level of application of knowledge</li> <li>6. Awareness of limits of knowledge</li> </ol>
<p>Formulate working hypotheses to address scientific challenges in the relevant discipline(s) <i>(Also applies to C.)</i></p> <hr/> <p>Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems <i>(Also applies to C, D, I.)</i></p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> <li>2. Research and scholarship</li> <li>3. Level of application of knowledge</li> <li>6. Awareness of limits of knowledge</li> </ol>

<p>Analyze data using appropriate scientific literature and statistical methods (Also applies to D.)</p> <hr/> <p>Analyze and assess the limitation of the experimental designs and methodologies (Also applies to D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and breadth of knowledge</li> <li>2. Research and scholarship</li> <li>3. Level of application of knowledge</li> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
	<p><b>D.</b> literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>2. Research and scholarship</li> <li>5. Level of communication skills</li> </ol>
<p>Conduct themselves in laboratories in accordance with safety rules and regulations</p> <hr/> <p>Behave ethically, consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.</p> <hr/> <p>Contribute to scientific discussion and/or conference within the University, at national, and/or international venues (Also applies to G, I.)</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>4. Professional capacity/autonomy</li> <li>6. Awareness of limits of knowledge</li> </ol>
<p>Write original research articles, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. (Also applies to H, I.)</p> <hr/> <p>Work within a team towards a common shared goal (Also applies to G.)</p> <hr/> <p>Communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p><b>F.</b> interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>5. Level of communication skills</li> </ol>

<p>Plan and delegate activities for a research group</p>	<p><b>G.</b> teamwork, and personal and group leadership skills</p>	<p>4. Professional capacity/autonomy 5. Level of communication skills</p>
<p>Articulate implications of applying knowledge to particular and/or boarder context(s) in the field of study.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>	<p>2. Research and scholarship 4. Professional capacity/autonomy 6. Awareness of limits of knowledge</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>	<p>4. Professional capacity/autonomy</p>

**BIOC-8640. Advanced DNA Sciences**

Formerly known as: 59-564

**Learning Outcomes**

Last Updated: April 30, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Acquire, review, and report on current conceptual and empirical research of nucleic acid research and applications (Also applies to B.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Access research material relevant to the analysis and development of contemporary issues pertinent to DNA science</p> <hr/> <p>Formulate, both orally and in writing, complex ideas, problems, and propositions related to the advancement of nucleic acid research (Also applies to C, D, F.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Identify, analyze, and critically assess scientific and societal challenges relevant to DNA science (Also applies to D, E.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Collaborate with others to present and discuss scholarly literature and research pertinent to nucleic acids and their applications (Also applies to F, G.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Engage with others in debates and discussions of the scientific and ethical issues related to researching and practicing in the areas of DNA science and applications (Also applies to F, G.)</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
<p>Demonstrate some independent ability to access and discuss contemporary challenges and significant applications of DNA science (Also applies to H.)</p>	<p><b>I.</b> the ability and desire for continuous learning</p>

**University of Windsor  
Senate**

\*5.6.2b: **Mathematics and Statistics (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:

MATH-8100. Functions of a Real Variable I  
MATH-8120. Functional Analysis I  
MATH-8200. Abstract Algebra  
MATH-8300. General Topology  
MATH-8960. Major Paper  
MATH-8970. Master's Thesis (MSc)  
MATH-8980. Special Topics  
STAT-8410. Stochastic Processes  
STAT-8420. Advanced Mathematical Statistics  
STAT-8430. Statistical Inference  
STAT-8460. Statistical Data Analysis  
STAT-8490. Discrete Multivariate Analysis  
STAT-8500. Generalized Linear Models  
STAT-8520. Experimental Design  
STAT-8540. Theory of Sampling and Surveys  
STAT-8550. Regression Analysis  
STAT-8950. Topics in Statistics  
STAT-8960. Major Paper  
STAT-8970. Thesis (MSc)  
STAT-9980. Dissertation (Phd)

**MATH-8100. Functions of a Real Variable I**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define, recognize, discuss, prove properties of, and employ orderings, cardinality, metric spaces, <math>\sigma</math>-algebras. (Also applies to C, D.)</p> <hr/> <p>Define, recognize, discuss, prove properties of and employ measures, measurable sets, measure spaces. (Also applies to C, D.)</p> <hr/> <p>Define and prove properties of outer measures. Prove the construction of measure spaces from outer measures using Caratheodory's Theorem. (Also applies to C, D.)</p> <hr/> <p>Define and prove standard properties of Borel measures. (Also applies to C, D.)</p> <hr/> <p>Define and prove standard properties of Lebesgue measure. (Also applies to C, D.)</p> <hr/> <p>Define, recognize, and prove standard properties of measurable functions on sets with <math>\sigma</math>-algebras and on metric spaces. (Also applies to C, D.)</p> <hr/> <p>Integrate measurable functions (non-negative, real, complex). (Also applies to C, D.)</p> <hr/> <p>State, prove, and employ the Monotone Convergence Theorem, Fatou's Lemma, and the Dominated Convergence Theorem. (Also applies to C, D.)</p> <hr/> <p>Discuss and prove equality of the Riemann integral and Lebesgue integral. (Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>

<p>Define, recognize, and employ sequences that are Cauchy in measure and sequences which converge in measure. (Also applies to C, D.)</p> <hr/> <p>Define and employ product measures. State and prove standard properties and Fubini's Theorem. (Also applies to C, D.)</p> <hr/> <p>Extend Lebesgue measure to "<math>\mathbb{R}^n</math>" and discuss and prove standard properties and the properties of Lebesgue measurable functions. (Also applies to C, D.)</p> <hr/> <p>Define and discuss signed measures. State, prove, and apply the Hahn Decomposition Theorem and the Jordan Decomposition Theorem. (Also applies to C, D.)</p> <hr/> <p>State, prove, and employ the Radon-Nikodym Theorem. (Also applies to C, D.)</p> <hr/> <p>Define, recognize, and prove properties of LP spaces and their duals including Minkowski's and Holder's Inequalities. (Also applies to C, D.)</p>	
<p>Extend given definitions, techniques, and theorems to prove complex results in real analysis without being given a prescribed method. (Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Functions of a Real Variable.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve real analysis problems using real analysis terminology and structural framework.</p> <hr/> <p>Compose organized and logical solutions to real analysis problems. (Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in real analysis.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>



	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
Discuss how the classical theory of integration is generalized.	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**MATH-8120. Functional Analysis I**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define, state and prove Hilbert space concepts and properties: inner product, norm, distance, completeness, orthogonality, Pythagorean Theorem, linear functional (equivalence of boundedness and continuity), Riesz Representation Theorem, orthonormal sets and bases, Gram-Schmidt Orthogonalization Process, Fourier transform for the circle, the Riemann-Lebesgue Lemma, direct sums.</p> <p style="text-align: right;">(Also applies to C, D.)</p> <hr/> <p>Define, state and prove concepts and properties of operators on Hilbert spaces: bounded linear operators, continuity (equivalence with continuity at 0 or an arbitrary point, boundedness), norms, adjoint of an operator, Hermitian/self-adjoint, normal, unitary, normal isometry, projections, idempotents, compactness, finite rank, separability, eigenvalue, Spectral Theorem for compact self-adjoint operators, Spectral Theorem for compact normal operators, partition of the identity, unitary equivalence.</p> <p style="text-align: right;">(Also applies to C, D.)</p> <hr/> <p>Define, state and prove concepts and properties of Banach spaces: norm, normed space, Banach space (constructions from spaces of functions, duals), equivalent norms, finite dimensional normed spaces, quotients and products of normed spaces, <math>l^p</math>, Riesz Representation Theorem, the Hahn-Banach Theorem, Runge's Theorem, quotient space and subspace duals, reflexive spaces, the Inverse Mapping Theorem, the Open Mapping Theorem, the Closed Graph Theorem, the Principle of Uniform Boundedness, weak and weak topologies.</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in functional analysis without being given a prescribed method.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Functional Analysis.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>

<p>discuss and solve functional analysis problems using real analysis terminology and structural framework.</p> <hr/> <p>compose organized and logical solutions to functional analysis problems.</p> <p style="text-align: right;"><b>(Also applies to F, H.)</b></p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>recognize, evaluate and construct logically sound arguments and deductions in functional analysis.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**MATH-8200. Abstract Algebra**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Illustrate a fundamental knowledge of group theory using the dihedral, cyclic, symmetric, and matrix groups.</p> <hr/> <p>Define, recognize, compute (where relevant) and apply to proofs the following concepts: homomorphisms, isomorphisms, cosets, group actions, orbits, centralizers, normalizers, stabilizers, kernels, composition series.</p> <p style="text-align: right;">(Also applies to D.)</p> <hr/> <p>State and use the four isomorphism theorems.</p> <hr/> <p>State and use Sylow's Theorem.</p> <hr/> <p>Construct and deconstruct groups using direct products, semidirect products, quotients.</p> <hr/> <p>Recall proofs of major results in the course.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Apply given definitions and theorems to prove complex results in group theory without being given a prescribed method</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to group theory.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve group theory problems using group theory terminology and structural framework.</p> <hr/> <p>compose organized and logical solutions to group theory problems.</p> <p style="text-align: right;">(Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>recognize, evaluate and construct logically sound arguments and deductions in group theory.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>

	<b>F.</b> interpersonal and communications skills
	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**MATH-8300. General Topology**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Discuss the concept of cardinality in the context of infinite sets. (Also applies to B, C.)</p> <hr/> <p>Apply definitions to prove statements about the cardinality of sets and relations between cardinalities. (Also applies to B, C.)</p> <hr/> <p>Apply definitions and theorems to derive the various relationships among normed spaces, metric spaces, topological spaces, Hausdorff spaces, limits, continuity, compactness, completeness, connectedness, and homeomorphisms. (Also applies to B, C.)</p> <hr/> <p>Identify, using the terminology of Hausdorff space, Lindelhof space, metric space, first-countable, second-countable, etc., the relationship between convergence and compactness. Apply these abstract relationships to specific examples (for example, the Bolzano- Weierstrass theorem in the real numbers). (Also applies to B, C, I.)</p> <hr/> <p>Identify the relationships between boundedness, compactness, continuity, closure, and completeness in abstract topological space or metric space, and apply these relationships in various examples (for example, proving the Heine-Borel theorem or the Intermediate Value theorem in the real numbers). (Also applies to B, C, I.)</p> <hr/> <p>Use key theorems in topology (such as the Stone-Weierstrass theorem, Tychonoff's theorem) and reproduce their proofs. (Also applies to B, C.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Apply given definitions and theorems to prove novel statements in the domains of set theory, normed and metric spaces, and topological spaces. (Also applies to C, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Topology.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

	<b>C. critical thinking and problem-solving skills</b>
<p>Interpret and discuss mathematical statements using the technical terminology in the domain of Topology, such as countable, norm, metric, open, closed, compact, connected, complete, second-countable, Hausdorff, Lindelhof, etc. (Also applies to F.)</p> <hr/> <p>Compose well-structured and logically valid proofs of statements in set theory and topology. (Also applies to F, H.)</p>	<b>D. literacy and numeracy skills</b>
Deconstruct logical arguments in topology and set theory to assess their validity.	<b>E. responsible behaviour to self, others and society</b>
Communicate mathematical ideas using the appropriate language, rigour, and detail, given the level of the course.	<b>F. interpersonal and communications skills</b>
	<b>G. teamwork, and personal and group leadership skills</b>
<p>Assess some of the mathematical concerns that underlie set theory, such as cardinality, the axiom of choice, and Russell's paradox.</p> <hr/> <p>Interpret abstract topological concepts as generalizations of familiar concepts from Calculus and the real numbers, such as limits, continuity, boundedness, etc. (Also applies to I.)</p>	<b>H. creativity and aesthetic appreciation</b>
<p>Apply the theorems from the general setting of abstract topological space to particular topological spaces in various areas of mathematics and recognize the variety of uses of set theoretic topology when applied to different mathematical domains. (Also applies to H.)</p>	<b>I. the ability and desire for continuous learning</b>

**MATH-8960. Major Paper**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Complete a literature review related to a selected research topics (Also applies to B, C, D, H.)</p> <hr/> <p>Identify the key mathematical ideas related to a selected research topics (Also applies to B, C, D, H.)</p> <hr/> <p>Identify the key mathematical ideas related to a selected research topic (Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Write the conjectures and proofs in a format meeting the standards of the international mathematical community. (Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain the arguments needed to support the ideas examined in the major paper. (Also applies to A, B, D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Apply appropriate and relevant quantitative or qualitative research methodology in support of the topics explored in the major paper. (Also applies to A, B, C, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Properly cite all sources used in the major paper.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Work successfully with a Supervisor.</p> <hr/> <p>Demonstrate the ability to deliver an effective presentation of the major paper in a seminar. (Also applies to I.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Write mathematical ideas and concepts in a clear and succinct way demonstrating the natural aesthetic beauty of mathematics.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>



Articulate future research ideas that flow from the dissertation including a sketch of how the ideas will be pursued.

I. the ability and desire for continuous learning

**MATH-8970. Master's Thesis (MSc)**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Complete a thorough literature review and identify a knowledge gap of sufficient importance to be developed into a master's thesis.</p> <p style="text-align: right;">(Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Identify the key mathematical conjectures that need to be proved in order to fill the knowledge gap.</p> <hr/> <p>Identify the published works whose results support the conjectures and that are needed to create the required proofs.</p> <hr/> <p>Write the conjectures and proofs in a format meeting the standards of the international mathematical community.</p> <p style="text-align: right;">(Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Create the mathematical proofs to support the thesis of the research.</p> <p style="text-align: right;">(Also applies to A, B, D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Apply appropriate and relevant quantitative or qualitative research methodology in support of thesis research.</p> <p style="text-align: right;">(Also applies to A, B, C, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Properly cite all sources used in the creation of the thesis and properly acknowledge others that have influenced the development of the research</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Work successfully with a thesis Supervisor.</p> <hr/> <p>Demonstrate the ability to deliver an effective presentation of the thesis research in a committee defense setting.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Write mathematical ideas and concepts in a clear and succinct way demonstrating the natural aesthetic beauty of mathematics.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>

Articulate future research ideas that flow from the thesis including a sketch of how the ideas will be pursued.

I. the ability and desire for continuous learning

**MATH-8980. Special Topics**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Illustrate a fundamental knowledge of an advance topic in mathematics. <i>(Also applies to D.)</i></p> <hr/> <p>Provide precise definitions for the mathematical terms and concepts. <i>(Also applies to D.)</i></p> <hr/> <p>State and prove the main theorems in the topic area <i>(Also applies to D.)</i></p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Find and evaluate current published peer review articles in the topic area. <i>(Also applies to C, G, H, I.)</i></p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Functions of a Real Variable.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve problems in the topic area using appropriate terminology and notation.</p> <hr/> <p>Compose organized and logical solutions to problems in the topic area.</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the topic area.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8410. Stochastic Processes**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define, recognize, discuss, prove and apply properties of discrete time Markov chains, continuous time Markov processes, birth and death processes, queuing models.                      Set up Kolmogorov differential equations for continuous time Markov processes, Find limiting probabilities for continuous time Markov processes.                      Set up Chapman Kolmogorov equations for discrete time Markov chains. Find limiting probabilities for discrete time Markov chains.                      State and prove the Fundamental Theorem of branching processes.                      Classify states in discrete Markov chains as periodic, null recurrent, positive recurrent, transient, absorbing. State and prove stability properties for discrete and continuous Markov processes.                      Test Markov transition matrices for reversibility and apply reversibility property to find limiting probabilities Study random walks as special cases of discrete Markov chains and of birth and death processes.                      Define M/M/1 queuing systems and variants of that system. Compute the limiting probabilities.                      Use Markov chain Monte Carlo methods to simulate stochastic systems and to simulate random variables.                      Define a renewal process and proof the renewal equation.                      (Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in stochastic processes without being given a prescribed method.                      (Also applies to C, G, H, I.)</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.                      (Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Stochastic Processes.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>

<p>Discuss and solve stochastic processes problems using stochastic processes terminology and structural framework. (Also applies to F, H.)</p> <hr/> <p>Compose organized and logical solutions to stochastic processes problems. (Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the theory of stochastic processes.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Discuss how the methods of stochastic processes can be applied to seemingly unrelated problems by creatively setting up the problems in special ways.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8420. Advanced Mathematical Statistics**

**Learning Outcomes**

Last Updated: September 16, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Demonstrate a knowledge of, and ability to use, concepts in probability theory, transformations, and expectations.</p> <hr/> <p>Present and discuss the attributes of common families of distributions.</p> <p style="text-align: right;">(Also applies to C, F.)</p> <hr/> <p>Demonstrate a knowledge of and ability to use identities and inequalities pertinent to mathematical statistics.</p> <p style="text-align: right;">(Also applies to C, F.)</p> <hr/> <p>Describe the properties of a random sample.</p> <p style="text-align: right;">(Also applies to F.)</p> <hr/> <p>Demonstrate a knowledge of data reduction and estimation techniques and describe how to choose the appropriate strategy for a variety of situations.</p> <p style="text-align: right;">(Also applies to C, E, F.)</p> <hr/> <p>Demonstrate an ability to present elegant, well-written proofs of the main theoretical foundations of mathematical statistics.</p> <p style="text-align: right;">(Also applies to C, F, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Find, read, and integrate knowledge from the academic literature on topics related to Mathematical Statistics.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>

	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning



**STAT-8430. Statistical Inference**

**Learning Outcomes**

Last Updated: September 16, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Demonstrate a knowledge of measures of performance, pure significance tests, formal hypothesis testing, interval estimation, asymptotic evaluations, analysis of variation, regression, and analysis of categorical data.</p> <p style="text-align: right;">(Also applies to F.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Find, read, and integrate knowledge from the academic literature on topics related to Statistical Inference.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Demonstrate an ability to present elegant, well-written proofs of the main theoretical foundations of mathematical statistics.</p> <p style="text-align: right;">(Also applies to F, H.)</p> <hr/> <hr/> <hr/> <hr/>	<p><b>C.</b> critical thinking and problem-solving skills</p>
	<p><b>D.</b> literacy and numeracy skills</p>
	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8460. Statistical Data Analysis**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Use a computer to analyze data, design experiments, present results.</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in statistical data analysis without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Statistical Data Analysis.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve statistical data analysis problems using statistical data analysis terminology and structural framework.</p> <hr/> <p>Compose organized and logical solutions to statistical data analysis problems.</p> <p style="text-align: right;">(Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in statistical data analysis.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8490. Discrete Multivariate Analysis**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Analyze discrete data mainly in the form of contingency tables. (Also applies to C, D.)</p> <hr/> <p>Recall important results about, explain the theory of, solve problems related to, and utilize techniques involved in multinomial distributions, marginal and conditional distributions and asymptotic properties, Two-Way Contingency Tables, Independence and Homogeneity, Conditional Models, and Generalized Linear Models. (Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in discrete multivariate analysis without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures. (Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Discrete Multivariate Analysis.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve discrete multivariate analysis problems using discrete multivariate analysis terminology and structural framework.</p> <hr/> <p>Compose organized and logical solutions to discrete multivariate analysis problems. (Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in discrete multivariate analysis.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>

	<b>G.</b> teamwork, and personal and group leadership skills
	<b>H.</b> creativity and aesthetic appreciation
	<b>I.</b> the ability and desire for continuous learning

**STAT-8500. Generalized Linear Models**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Analyze discrete or continuous data using the generalized linear models and other semi-parametric models where full distributional assumptions cannot be justified.</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in generalized linear models without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Generalized Linear Models.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve generalized linear models using the relevant terminology and structural framework.</p> <hr/> <p>Compose organized and logical solutions to generalized linear models.</p> <p style="text-align: right;">(Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in generalized linear models.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8520. Experimental Design**

**Learning Outcomes**

Last Updated: September 13, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Design experiments using factorial designs with and without interactions, randomized block, Latin square, balanced incomplete block, nested design, confounding factorial and other designs. Utilize fixed, random and mixed models.</p> <p style="text-align: right;">(Also applies to C, D.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in experimental design without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Experimental Design.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>discuss and solve experimental design problems using the relevant terminology and structural framework.</p> <hr/> <p>compose organized and logical solutions to experimental design problems.</p> <p style="text-align: right;">(Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in experimental design.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>

	<b>I. the ability and desire for continuous learning</b>
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**STAT-8540. Theory of Sampling and Surveys**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Utilize sampling methods including simple random, stratified, cluster, PPS and multistage, ratio and regression estimates.</p> <hr/> <p>All the above are relevant to C and D as well.</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Extend given definitions, techniques, and theorems to prove complex results in the theory of sampling and surveys without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures. (also relevant to C, G, and H, and I) <i>(Also applies to C, G, H, I.)</i></p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Topology.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve problems in the theory of sampling and surveys using the relevant terminology and structural framework</p> <hr/> <p>Compose organized and logical solutions to sampling and surveys problems (also relevant to F and H) <i>(Also applies to F, H.)</i></p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the theory of sampling and surveys.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>



## STAT-8550. Regression Analysis

### Learning Outcomes

Last Updated: September 13, 2021

<b>Learning Outcomes</b> At the end of the course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b> The University of Windsor graduate will have the ability to demonstrate:
<ul style="list-style-type: none"><li>● Define the standard simple linear regression model, with proper assumptions.</li><li>● Set up normal equations and solve for estimated parameters.</li><li>● Understand the projection method onto the appropriate vector space to estimate the coefficients</li><li>● Generalize simple linear regression to multiple linear regression and use the matrix formulation.</li><li>● Examine collinearity and its characteristics.</li><li>● Perform hypothesis tests to check for significance of the coefficients of the model, including testing for single coefficients.</li><li>● Use polynomial regression and perform related hypothesis tests.</li><li>● Examine diagnostic measures to check if assumptions are satisfied.</li><li>● Use transformations to transform nonlinear models to linear models.</li><li>● Use indicator variables and examine interaction effects.</li><li>● Perform weighted least squares regression.</li><li>● Set up models for logistic regression, and nonlinear regression.</li><li>● Apply regression techniques to actual data sets</li><li>● Use R and SAS to help perform regression analysis.</li><li>● Use regression analysis to study more general linear models, such as analysis of variance.</li></ul> <p style="text-align: right;">(Also applies to C, D.)</p>	<b>A.</b> the acquisition, application and integration of knowledge

<p>Extend given definitions, techniques, and theorems to prove complex results in regression analysis without being given a prescribed method.</p> <hr/> <p>Recognize relevant examples, formulate conjectures based on these examples, prove/disprove/discard as intractable these conjectures.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Regression Analysis.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve regression analysis problems using the relevant terminology and structural framework.</p> <hr/> <p>Compose organized and logical solutions to regression analysis problems.</p> <p style="text-align: right;">(Also applies to F, H.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in regression analysis.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Recognize that regression methods can be used in nonconventional ways.</p> <hr/> <p>Create counterexamples to show regression model assumptions must be examined very carefully.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8950. Topics in Statistics**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Illustrate a fundamental knowledge of an advance topic in mathematics. <i>(Also applies to D.)</i></p> <hr/> <p>Provide precise definitions for the mathematical terms and concepts. <i>(Also applies to D.)</i></p> <hr/> <p>State and prove the main theorems in the topic area <i>(Also applies to D.)</i></p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Find and evaluate current published peer review articles in the topic area. <i>(Also applies to C, G, H, I.)</i></p> <hr/> <p>Find, read, and integrate knowledge from the academic literature on topics related to Functions of a Real Variable.</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Discuss and solve problems in the topic area using appropriate terminology and notation.</p> <hr/> <p>Compose organized and logical solutions to problems in the topic area.</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Recognize, evaluate and construct logically sound arguments and deductions in the topic area.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
	<p><b>H.</b> creativity and aesthetic appreciation</p>
	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-8960. Major Paper**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Complete a literature review related to a selected research topic. (Also applies to B, C, D, H.)</p> <hr/> <p>Identify the key statistical ideas related to a selected research topic. (Also applies to B, C, D, H.)</p> <hr/> <p>Identify the key published works related to a selected research topics. (Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Write the conjectures and proofs in a format meeting the standards of the international statistics community. (Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain the arguments needed to support the ideas examined in the major paper. (Also applies to A, B, D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Apply appropriate and relevant quantitative or qualitative research methodology in support of the topics explored in the major paper. (Also applies to C.)</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Properly cite all sources used in the major paper.</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Work successfully with a Supervisor</p> <hr/> <p>Demonstrate the ability to deliver an effective presentation of the major paper in a seminar. (Also applies to I.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Write mathematical ideas and concepts in a clear and succinct way demonstrating the natural aesthetic beauty of statistics.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>

Articulate future research ideas that flow from the major paper.

I. the ability and desire for continuous learning

**STAT-8970. Thesis (MSc.)**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Complete a literature review and identify a knowledge gap of sufficient importance to be developed into a Master's thesis. (Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Identify the key statistical conjectures that need to be proved in order to fill the knowledge gap.</p> <hr/> <p>Identify the published works whose results support the conjectures and that are needed to create the required proofs.</p> <hr/> <p>Write the conjectures and proofs in a format meeting the standards of the international statistics community. (Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Create the arguments needed to support the thesis. (Also applies to A, B, D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Apply appropriate and relevant quantitative or qualitative research methodology in support of thesis research.</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Properly cite all sources used in the creation of the thesis and properly acknowledge others that have influenced the development of the research</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Work successfully with a thesis Supervisor.</p> <hr/> <p>Demonstrate the ability to deliver an effective presentation of the thesis research in a committee defense setting. (Also applies to I.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Write mathematical ideas and concepts in a clear and succinct way demonstrating the natural aesthetic beauty of statistics.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>
<p>Articulate future research ideas that flow from the thesis including a sketch of how the ideas will be pursued.</p>	<p><b>I.</b> the ability and desire for continuous learning</p>

**STAT-9980. Dissertation (Phd)**

**Learning Outcomes**

Last Updated: September 14, 2021

<p><b>Learning Outcomes</b></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Complete a thorough literature review and identify a knowledge gap of sufficient importance to be developed into a doctoral dissertation.</p> <p style="text-align: right;">(Also applies to B, C, D, H.)</p>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>
<p>Identify the key statistical conjectures that need to be proved in order to fill the knowledge gap.</p> <hr/> <p>Identify the published works whose results support the conjectures and that are needed to create the required proofs.</p> <hr/> <p>Write the conjectures and proofs in a format meeting the standards of the international statistics community.</p> <p style="text-align: right;">(Also applies to C.)</p>	<p><b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Create the arguments needed to support the thesis of the research.</p> <p style="text-align: right;">(Also applies to A, B, D.)</p>	<p><b>C.</b> critical thinking and problem-solving skills</p>
<p>Apply appropriate and relevant quantitative or qualitative research methodology in support of dissertation research.</p>	<p><b>D.</b> literacy and numeracy skills</p>
<p>Properly cite all sources used in the creation of the dissertation and properly acknowledge others that have influenced the development of the research</p>	<p><b>E.</b> responsible behaviour to self, others and society</p>
<p>Work successfully with a Dissertation Supervisor and Committee.</p> <hr/> <p>Demonstrate the ability to deliver an effective presentation of the dissertation research in a committee defense setting.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p><b>F.</b> interpersonal and communications skills</p>
	<p><b>G.</b> teamwork, and personal and group leadership skills</p>
<p>Write mathematical ideas and concepts in a clear and succinct way demonstrating the natural aesthetic beauty of statistics.</p>	<p><b>H.</b> creativity and aesthetic appreciation</p>
<p>Articulate future research ideas that flow from the dissertation including a sketch of how the ideas will be pursued.</p>	<p><b>I.</b> the ability and desire for continuous learning</p>

**University of Windsor  
Senate**

\*5.6.2c: **Philosophy (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following course learning outcomes:

- PHIL-8200. Topics in Ethics and Value Theory
- PHIL-8210. Topics in Social and Political Philosophy
- PHIL-8220. Topics in Environmental Philosophy
- PHIL-8260. Philosophy of Law
- PHIL-8300. Topics in Gender and Sexuality
- PHIL-8500. Topics in Mind or Knowledge
- PHIL-8600. Movements and Figures in Argumentation Theory and Informal Logic
- PHIL-8610. Problems in Argumentation and Informal Logic
- PHIL-8710. Recent French Philosophy
- PHIL-8720. Analytic Philosophy
- PHIL-8770. Topics in Continental Philosophy
- PHIL-8900. Departmental Seminar: The History of Philosophy in Perspective



<b>PHIL-8200. Topics in Ethics and Value Theory</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in <u>ethics and value theory</u> . A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Examine philosophical explanations in historical context.	A. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in <u>ethics and value theory</u> . B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical arguments in <u>ethics and value theory</u> . C.2 Present and reconstruct philosophical arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically read and interpret philosophical texts in <u>ethics and value theory</u> . D.2 Write systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Present philosophical research and answer questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Respectfully and rationally argue towards a common position. G.2 Explain and defend points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in <u>ethics and value theory</u> in one's own voice. H.2 Develop an appreciation for elegant thinking and writing in <u>ethics and value theory</u> .	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to some of life's problems. I.2 Identify new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8210 – Topics in Social and Political Philosophy</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in social and political philosophy. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in social and political philosophy with their historical, cultural, and other contexts.	B. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in social and political philosophy. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in social and political philosophy. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in social and political philosophy. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in social and political philosophy in one’s own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in social and political philosophy. H.3 Construct thought experiments to test and assess different approaches to or perspectives on social and political philosophy.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8220 – Topics in Environmental Philosophy Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and explain some of the most important concepts in environmental philosophy. Critically apply philosophical knowledge to a new problem or to an existing problem in a new setting. Relate and integrate contemporary concepts in environmental philosophy with their historical, cultural, and other contexts.	C. the acquisition, application and integration of knowledge
B. Independently access and retrieve primary and secondary philosophical sources in environmental philosophy. Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate, develop, and critically assess philosophical positions and arguments in environmental philosophy. Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D. Critically study and interpret philosophical texts in environmental philosophy. Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F. Report philosophical research and formulate answers to questions about research clearly and cogently. Listen empathetically. Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G. Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H. Independently formulate positions on key problems in environmental philosophy in one’s own voice. Propose novel approaches to or perspectives on philosophical questions in environmental philosophy. Construct hypotheticals, thought experiments, or other conceptual experiments to test and assess different approaches to or perspectives on environmental philosophy.	H. creativity and aesthetic appreciation
I. Apply philosophical thinking to a wide range of issues, present and future. Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8260 – Philosophy of Law</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in philosophy of law. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in philosophy of law with their historical, cultural, and other contexts.	D. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in the philosophy of law. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in philosophy of law. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in philosophy of law. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in philosophy of law in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in philosophy of law. H.3 Construct thought experiments to test and assess different approaches to or perspectives on philosophy of law.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>PHIL-8300 – Topics in Gender and Sexuality</b> <b>Learn Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in the philosophy of gender and sexuality. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in the philosophy of gender and sexuality with their historical, cultural, and other contexts.	E. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in gender and sexuality. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in the philosophy of gender and sexuality. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in gender and sexuality. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in gender and sexuality in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in gender and sexuality. H.3 Construct thought experiments to test and assess different approaches to or perspectives on <u>ethics and value theory</u> .	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<p><b>PHIL 8500 – Topics in Mind and Knowledge Learning Outcomes</b>  <i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.1 Identify and explain some of the most important concepts in philosophy of mind and knowledge.  A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings.  A.3 Relate and integrate contemporary concepts in the philosophy of mind and knowledge with their historical, cultural, and other contexts.</p>	<p>F. the acquisition, application and integration of knowledge</p>
<p>B.1 Independently access and retrieve primary and secondary philosophical sources in the philosophy of mind and knowledge.  B.2 Critically engage with current philosophical research and scholarship and reflect on its development.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.1 Formulate, develop, and critically assess philosophical positions and arguments in the philosophy of mind and knowledge.  C.2 Present and reconstruct philosophical positions and arguments in historical perspective.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.1 Critically study and interpret philosophical texts in the philosophy of mind and knowledge.  D.2 Construct essays systematically and coherently in both expository and argumentative modes.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Engage in philosophical discussions respectfully and constructively.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.1 Report philosophical research and formulate answers to questions about research clearly and cogently.  F.2 Listen empathetically.  F.3 Ask critical questions of others in a constructive way.</p>	<p>F. interpersonal and communications skills</p>
<p>G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position.  G.2 Explain and justify points of disagreement.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.1 Independently formulate positions on key problems in the philosophy of mind and knowledge in one’s own voice.  H.2 Propose novel approaches to or perspectives on philosophical questions in the philosophy of mind and knowledge.  H.3 Construct thought experiments to test and assess different approaches to or perspectives on mind and knowledge.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.1 Apply philosophical thinking to a wide range of issues, present and future.  I.2 Locate new and emerging philosophical research on such problems.</p>	<p>I. the ability and desire for continuous learning</p>

<p><b>PHIL 8600 – Movements and Figures in Argumentation Theory and Informal Logic</b>  <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b>   <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.1 Identify and explain some of the most important figures and movements in argumentation theory and informal logic.  A.2 Relate and integrate figures and movements in argumentation theory and informal logic with their historical, cultural, and other contexts.</p>	<p>G. the acquisition, application and integration of knowledge</p>
<p>B.1 Independently access and retrieve primary and secondary philosophical sources in the study of figures and movements in argumentation theory and informal logic.  B.2 Critically engage with current philosophical research and scholarship on figures and movements in argumentation theory and informal logic.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.1 Critically assess philosophical positions and arguments in the study of figures and movements in argumentation theory and informal logic.  C.2 Present and reconstruct philosophical positions and arguments in historical perspective.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.1 Critically study and interpret philosophical texts on figures and movements in argumentation theory and informal logic.  D.2 Construct essays systematically and coherently in both expository and argumentative modes.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Engage in philosophical discussions respectfully and constructively.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.1 Report philosophical research and formulate answers to questions about research clearly and cogently.  F.2 Listen empathetically.  F.3 Ask critical questions of others in a constructive way.</p>	<p>F. interpersonal and communications skills</p>
<p>G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position.  G.2 Explain and justify points of disagreement.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.1 Independently formulate positions on key problems in the study of movements and figures in argumentation theory and informal logic in one’s own voice.  H.2 Propose novel approaches to or perspectives on philosophical questions in the study of figures and movements in argumentation theory and informal logic.  H.3 Construct thought experiments to test and assess different approaches to or perspectives on figures and movements in argumentation theory and informal logic.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.1 Apply philosophical thinking to a wide range of issues, present and future.  I.2 Locate new and emerging philosophical research on such problems.</p>	<p>I. the ability and desire for continuous learning</p>

<b>Phil 8610 – Problems in Argumentation and Informal Logic</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in argumentation and informal logic. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in argumentation and informal logic with their historical, cultural, and other contexts.	H. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in argumentation and informal logic. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in argumentation and informal logic. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in argumentation and informal logic. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in argumentation and informal logic in one’s own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in argumentation and informal logic. H.3 Construct thought experiments to test and assess different approaches to or perspectives on argumentation and informal logic.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning



<b>Phil 8710 – Continental Philosophy</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in Continental philosophy. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in Continental philosophy with their historical, cultural, and other contexts.	I. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in Continental philosophy. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in Continental philosophy. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in Continental philosophy. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in recent Continental philosophy in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in Continental philosophy. H.3 Construct thought experiments to test and assess different approaches to or perspectives on Continental philosophy.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8720 – Analytic or Pragmatist Philosophy Learning Outcomes</b> <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in analytic or pragmatist philosophy. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in analytic or pragmatist philosophy with their historical, cultural, and other contexts.	A. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in analytic or pragmatist philosophy. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in analytic or pragmatist philosophy. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in analytic or pragmatist philosophy. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in analytic or pragmatist philosophy in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in analytic or pragmatist philosophy. H.3 Construct thought experiments to test and assess different approaches to or perspectives on analytic or pragmatist philosophy.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8770 – Topics in Continental Philosophy Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in the study of advanced topics in Continental philosophy. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in Continental philosophy with their historical, cultural, and other contexts.	B. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources in the study of advanced topics in Continental philosophy. B.2 Critically engage with current philosophical research and scholarship and reflect on its development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.1 Formulate, develop, and critically assess philosophical positions and arguments in the study of advanced topics in Continental philosophy. C.2 Present and reconstruct philosophical positions and arguments in historical perspective.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts on advanced topics in Continental philosophy. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in the study of advanced topics in Continental philosophy in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions in the study of advanced topics in Continental philosophy. H.3 Construct thought experiments to test and assess different approaches to or perspectives on advanced topics in Continental philosophy.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

<b>Phil 8900 – Departmental Seminar</b> <b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A.1 Identify and explain some of the most important concepts in the history of philosophy. A.2 Critically apply philosophical knowledge to new problems or to existing problems in new settings. A.3 Relate and integrate contemporary concepts in philosophy with their historical, cultural, and other contexts.	A. the acquisition, application and integration of knowledge
B.1 Independently access and retrieve primary and secondary philosophical sources. B.2 Critically engage with philosophical research and scholarship and reflect on its historical development.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate, develop, and critically assess philosophical positions and arguments in the history of philosophy.	C. critical thinking and problem-solving skills
D.1 Critically study and interpret philosophical texts in historical perspective. D.2 Construct essays systematically and coherently in both expository and argumentative modes.	D. literacy and numeracy skills
E. Engage in philosophical discussions respectfully and constructively.	E. responsible behaviour to self, others and society
F.1 Report philosophical research and formulate answers to questions about research clearly and cogently. F.2 Listen empathetically. F.3 Ask critical questions of others in a constructive way.	F. interpersonal and communications skills
G.1 Discuss, compare, evaluate, and debate, respectfully and rationally, towards a common position. G.2 Explain and justify points of disagreement.	G. teamwork, and personal and group leadership skills
H.1 Independently formulate positions on key problems in the history of philosophy in one's own voice. H.2 Propose novel approaches to or perspectives on philosophical questions. H.3 Construct thought experiments to test and assess different approaches to or perspectives on philosophical problems.	H. creativity and aesthetic appreciation
I.1 Apply philosophical thinking to a wide range of issues, present and future. I.2 Locate new and emerging philosophical research on such problems.	I. the ability and desire for continuous learning

University of Windsor  
Senate

\*5.6.2d: **Human Kinetics (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:  
KINE-8080. Strategic Management in the Sport Industry

**KINE-8080. Strategic Management in the Sport Industry**

**LEARNING OUTCOMES TABLE**

<b>Course Learning Outcomes</b>	<b>Characteristics of a University of Windsor Graduate</b>
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A. identify and discuss the importance of strategy creation and implementation for sport organizations</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. interpret and evaluate organizational strategies using a variety of theoretical and analytical tools derived from the strategic management literature (also applies to C)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. demonstrate critical thinking, problem-solving, and decision-making skills by analyzing challenges faced by 'real' organizations in various sectors of the sport industry and formulate strategic solutions to address these challenges (also applies to A)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. appraise financial statements and compute financial ratios to assess the financial health of sport organizations</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. illustrate persuasive oral and written communication skills through substantive debate and the completion of weekly case briefs</p>	<p>F. interpersonal and communications skills</p>
<p>G. identify, recognize, and resolve the challenges associated with working in a team environment (also applies to E)</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

**University of Windsor  
Senate**

5.7.1: **Student Code of Conduct – Proposed Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revisions to the Student Code of Conduct Policy be approved.**

Proposed Revisions to Student Code of Conduct:

*[changes are in bold and strikethrough]*

[...]

A) Academic Rights and Responsibilities. All students of the University of Windsor have the right to have their work judged accurately and fairly and have the responsibility to behave in a manner that ensures this. Examples of behaviours that violate this code include, but are not limited to:

- i. Plagiarism: the act of copying, reproducing or paraphrasing significant portions of one's own work, or someone else's published or unpublished material (from any source, including the internet), without proper acknowledgment, representing these as new or as one's own. Plagiarism applies to all intellectual endeavours: creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works. (Students have the responsibility to learn and use the conventions of documentation as accepted in their area of study and instructors have the responsibility of informing students in writing of any significant individual interpretations of plagiarism.)
- ii. Falsifying/altering, withholding or concocting medical records, compassionate documents, correspondence, academic documents, research results, references, sources. Forging or using University documents, records or instruments of identification with intent to defraud.
- iii. Submitting false, fraudulent or purchased assignments, research or credentials. Taking or releasing, without permission, the ideas or data of others that were shared with the expectation that they were confidential.
- iv. Impersonating another or permitting someone to impersonate you, either in person or electronically, for academic assessment or in order to improperly gain access to services.
- v. Improperly obtaining, through theft, bribery, collusion or other means, access to confidential, **copyrighted**, or privileged information, examination papers, or set of questions, or improperly distributing **such** restricted materials **through any means including online resources, social media websites, etc.**
- vi. Submitting the same work, research or assignment, or portions of the same course work, research or assignment, for credit on more than one occasion without the prior written permission of the instructor(s) in the course(s) involved.
- vii. Taking part in unauthorized collaboration with another student, which may include working in a group, and submitting the same course work as one or more students in the course, unless expressly permitted by the instructor.
- viii. Copying or using unauthorized aids (**e.g, cheat notes, unauthorized calculators, unauthorized online resources, etc.**), or, without permission, working or receiving assistance from another, for any evaluative procedure.
- ix. Allowing another student to copy one's academic work when one knows or has reason to believe the other student will be submitting the work for evaluation.
- x. Failing to take reasonable care, in the circumstances known to the student, to prevent one's material from being inappropriately copied.
- xi. Altering, destroying, hiding or otherwise restricting access to academic materials intended for general use.

- xii. Interfering with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes falsifying, interfering or tampering with experimental data, with a human or animal subject, with a written or other creation (for example, a painting, sculpture, film), with a chemical used for scientific study or research, or with any other object of study.
- xiii. Breach of the Senate Policy on the Conduct of Exams and Tests.  
[...]

**Rationale:**

- There are many online resources that students are using to get immediate access to help with their homework.
- Websites such as Chegg or CourseHero allow users to post a question to the site and receive an answer in a very quick turn-around time. Although these sites were created as online learning service platforms to help students with homework and studying, this has also led to an increase in academic integrity cases. (*i.e.*, unauthorized aids during examinations).
- At its May 2021 meeting, APC discussed the issue of these cheating cases creating an excessive amount of work for instructors, Heads, and adjudicators as they are spending valuable time and resources comparing and compiling data from questions submitted to answers available on the internet service.
- It was agreed that the revisions to the Student Code of Conduct were needed to explicitly list the improper use of such sites as cheating.
- This issue was forwarded to Provost Council and subsequently reviewed by the Joint Consultative Committee.



**University of Windsor  
Senate**

\*5.7.2: **Policy on Additional Degrees – Proposed Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revisions to the Policy on Additional Degrees be approved.**

Proposed Revisions to Policy on Additional Degrees  
[revisions are in bold and strike-through]

[...]

Upgrades

Graduates with a general degree may apply to an honours degree in the same program. If an honours or a major degree is awarded, it will supersede the general degree. **In cases where the general and honours degrees are completed in different terms, but are within the same convocation period, both will be listed in the convocation program as a record of the student's graduation from both degrees though the general degree will have been superseded.** The applicant may count a maximum of thirty courses towards the honours or major degree. Graduates with a major degree who have improved their major average may apply for the honours degree, and consequently, rescind their major degree. **Graduates who subsequently wish to upgrade their degree with a specialization or concentration may do so by rescinding their prior degree.**

[...]

**Rationale:**

- The proposed revisions will provide students who have completed a specialization (linked to prior degree) the opportunity to rescind their prior degree and get the upgrade. For example: Bachelor of Commerce vs Bachelor of Commerce with Specialization in Accounting.
- Additional clarification regarding listing of upgraded degrees in the convocation programs.

**University of Windsor  
Senate**

\*5.7.3: **Policy on Grading and Calculation of Averages – Proposed Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revisions to the Policy on Grading and Calculation of Averages be approved.**

Proposed Revisions to the Policy on Grading and Calculation of Averages:

*[changes are in bold and strikethrough]*

- II. **Calculation of Major and Cumulative Averages and** Calculation of Averages for Scholarship/Award Purposes  
Averages are rounded to the nearest one-hundredth. (For example, 88.984 would be rounded to 88.98, while 88.985 would be rounded to 88.99)

**Rationale:**

- The proposed revisions clarify and standardize how averages are calculated, applying the same rounding specifications across the board.

University of Windsor  
Senate

5.8.1: **Proposed Bylaw Revisions to Bylaws 1, 3, 5, 8, 10, 11, 12, 13, 14, 16, 17, 20, and 22**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the proposed revisions to Bylaws 1, 3, 5, 8, 10, 11, 12, 13, 14, 16, 17, 20 and 22, as well as the associated omnibus proposal, be approved.**

ADD to Bylaw 1:

**Preamble**

**In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons. Efforts shall be made to have representation from all designated groups on Senate including encouraging eligible members of these designated groups to run for election to the Senate.**

Proposed Revisions to Bylaw 3:

*[changes are in bold and strikethrough]*

**1.1.7 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, all Senate committees and Senate bodies as outlined in 1.1.3 shall have non-student members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. **Efforts shall be made to have representation from the other four designated groups on the Committees including encouraging eligible members of these designated groups to self-nominate and/or nominate people to serve on the Committees.**

Proposed Revisions to Bylaw 5:

*[changes are in bold and strikethrough]*

**2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member/sessional lecturer from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members/sessional lecturers in the Faculty provided by the Dean. **Efforts shall be made to have representation**

**from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 8:

*[changes are in bold and strikethrough]*

2.2.2 **In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member/sessional lecturer from a second gender identity shall be elected, by the Search Committee from a list of eligible faculty members/sessional lecturers provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 10:

*[changes are in bold and strikethrough]*

2.2.2 **In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member/sessional lecturer from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members/sessional lecturers provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 11:

*[changes are in bold and strikethrough]*

2.2.2 **In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a decanal/faculty/sessional lecturer/librarian member from a second gender identity shall be elected by the Search Committee from a list of eligible decanal/faculty/sessional lecturer/librarian members of the Senate provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 12:

*[changes are in bold and strikethrough]*

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members of the Senate provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 13:

*[changes are in bold and strikethrough]*

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary, a decanal/faculty/sessional lecturer/librarian member from a second gender identity shall be elected, by the Search Committee from a list of eligible decanal/faculty/sessional lecturer/librarian members of the Senate provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 14:

*[changes are in bold and strikethrough]*

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee**

Proposed Revisions to Bylaw 16:

*[changes are in bold and strikethrough]*

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 17:  
*[changes are in bold and strikethrough]*

2.2.2 **In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation **of women-identified persons** on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a decanal/faculty/librarian member from a second gender identity shall be elected, by the Search Committee from a list of eligible decanal/faculty/librarian members provided by the University. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.**

Proposed Revisions to Bylaw 20:  
*[changes are in bold and strikethrough]*

2.1.5 **In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation **of women-identified persons** on Senate committees, and appreciating the diversity of gender identities, all appointments committees shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member from a second gender identity shall be elected to the appointments committee by the AAU Council(s) from a list of eligible faculty members provided by the university. **Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee**

Proposed Revisions to Bylaw 22:  
*[changes are in bold and strikethrough]*

## 1 Preamble

This Bylaw of procedures for Renewal, Tenure and Promotion help ensure that the AAUs maintain high standards of scholarship, teaching, and service.

In the implementation of the procedures prescribed in this Bylaw, diversity is to be honoured as integral to the quality of the university's intellectual mission, in both discipline and methodology, and in faculty complement. The principles of employment equity are to be applied widely, including recruitment, appointment, renewal, tenure and promotion processes. Thus, scholarship and teaching in non-traditional areas and methodologies and/or by members of historically disadvantaged groups and/or designated groups are not to be penalized and will be considered equitably. In accordance with the University's Employment Equity and Education policy/program, the designated groups are: ~~aboriginal persons~~ **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+ sexual minorities, racialized persons visible minorities, and women** ~~women-identified persons~~. Each AAU shall institute measures to ensure that its established criteria and standards are applied equitably and do not create barriers for faculty members from designated or disadvantaged groups. The criteria and standards shall also recognize diversity and emerging new and/or non-traditional scholarship and teaching methodologies.

[...]

3.1.4 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.** Recognizing the historic and present need for ensuring ~~women's~~ representation of **women-identified persons** on Senate committees, and appreciating the diversity of gender identities, all AAU RTP committees shall have non-student voting members from at least two different gender identities, one of whom self-identifies as ~~female~~ **a woman**. Where necessary a faculty member from a second gender identity shall be elected by the AAU Council from a cognate discipline as an additional voting member of the AAU RTP Committee. **Efforts shall be made to have representation from the other four designated groups on the Renewal, Tenure, and Promotion Committee including encouraging eligible members of these designated groups to run for election to the Renewal, Tenure, and Promotion Committee.**

Omnibus Proposal – Proposed Revisions to all Senate bylaws, including appendices:

Any specific reference to the designated groups will be revised to **Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons** throughout the bylaws.

**Rationale:**

- As charged by the Senate Governance Committee, the Bylaw Review Committee, in consultation with the Vice-President, Equity, Diversity and Inclusion and following a review of suggested wording shared by the Faculty of Law, is proposing revisions to the bylaws which provide more inclusive language (beyond the statement on gender representation) in terms of committee composition and diversity of members, and which use more contemporary language in the listing of the designated groups.
- The goal is to have more diverse representation on all committees, while balancing the need to ensure that any new provision does not overload faculty members who self-identify as members of designated groups, due to the limited number of candidates available to serve on the committees in this capacity.
- A review of other Canadian universities revealed that no university has established specific requirements around diversity representation on committees. For Committee composition, there was general language around ensuring diversity of membership in accordance with the equity, diversity, and inclusion policies of the university.

**University of Windsor  
Senate**

5.8.2: **Proposed Bylaw Revisions to Bylaws 22, 20, 1, 2, and 3**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION 1: That the proposed revisions to Bylaw 22 be approved.**

Proposed Revisions to Bylaw 22

*[revisions are in bold and strikethrough]*

3.1.3 For regular and limited-term faculty members appointed to an AAU and ~~another body a non-AAU~~ (hybrid appointments):

3.1.3.1 Dean of Departmentalized Faculties, non-voting;

3.1.3.2 AAU Head (Chair) and Academic Leader of the other body;

3.1.3.3 Two regular faculty members elected by and from all regular faculty members in the AAU;

3.1.3.4 Two ~~non-student~~ representatives of the ~~non-AAU other body~~, elected by and from the non-student members of ~~the non-AAU that body~~;

3.1.3.5 One student from the AAU elected by and from the students in the AAU, ~~and one student of the non-AAU other body, elected by and from the students of that body~~; **If the non-AAU is associated with a program(s), one student representative elected by and from the students in the associated academic program(s).**

3.1.3.6 EE/PA, selected by the Office of the Provost, non-voting.

[...]

6.1 All meetings shall be held *in camera*. A quorum shall be one less than the full voting membership of the AAU RTP Committee. All members except the EE/PA and the Dean (in the case of Departmentalized Faculty) will have a vote. The vote will be by secret ballot ~~unless the voting members of the Committee unanimously agree at the outset of their deliberations to vote by a show of hands~~. A decision shall be reached by a majority vote of the voting members present. In the event of a tie vote, a positive recommendation shall be forwarded to the UCAPT.

**Rationale:**

- Rewording relating to membership from the non-AAU in RTP matters relating to hybrid appointments brings the bylaw in line with the recent changes approved by Senate for Bylaw 20 (Types and Terms of Appointments).
- Good governance, and ensuring a fair and just process, requires that voting relating to personnel matters always be by secret ballot.



**MOTION 2: That the proposed revisions to Bylaw 20 be approved.**

Proposed Revisions to Bylaw 20

*[revisions are in bold and strikethrough]*

2.2.2 **Voting shall be by secret ballot.** If an Appointments Committee does not have a quorum present at the time of the vote, there shall be a ballot conducted by the office of the Dean. The office of the Dean shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

**Rationale:**

- Although the bylaw is clear that voting is by secret ballot at Council, it is not specifically stated at the Appointments Committee.
- Good governance, and ensuring a fair and just process, requires that voting relating to personnel matters always be by secret ballot.

**MOTION 3: That the proposed revisions to Bylaws 1 and 2 be approved.**

Proposed Revisions to Bylaws 1 and 2

*[revisions are in bold and strikethrough]*

Bylaw 1

3.5 Nominations must be received within two weeks of the “call for nomination”. The election of the candidates shall take place during the week following the deadline date for submission of nominations. Elections will be by mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. **Where the number of eligible candidates nominated to positions is fewer or equal to the number of available seats, the nominees shall be acclaimed to the positions and a subsequent election shall be run for any remaining available seats.**

Bylaw 2

J. Election Procedures for Search Committees or Appointments Committees

Election procedures for search committees or appointments committees shall be set by the chair of the committee, according to the principles outlined in bylaw 1 that allow, as much as possible, for full participation by voting members. In all cases, a minimum of two weeks for nominations shall be provided. **Where the number of eligible candidates nominated to positions is fewer or equal to the number of available seats, the nominees shall be acclaimed to the positions and a subsequent election shall be run for any remaining available seats.**

**Rationale:**

- Clarifies how/when an individual can be acclaimed to a position.

**MOTION 4: That the proposed revisions to Bylaw 3 be approved.**

Proposed Revisions to Bylaw 3

*[revisions are in bold and strikethrough]*

1.2.3 Senate Governance Committee

1.2.3.1 Membership (The total membership is ~~seventeen~~ **nineteen**)

- President (Chair).
- Provost and Vice-President, Academic (or designate)
- **Vice-President, Equity, Diversity and Inclusion (or designate)**
- eleven faculty members, at least half of whom shall be members of the Senate, as follows:
  - one faculty member from each of the Faculties of Business Administration, Education, Engineering, Law, Human Kinetics, Nursing, Science, and Graduate Studies.
  - two faculty members from the Faculty of Arts, Humanities and Social Sciences, one to be selected from Social Science disciplines and one to be selected from Arts/Humanities disciplines.
  - one librarian.
- ~~four~~ **five** students (**including at least** one graduate, one part-time undergraduate, two full-time undergraduates).

**Rationale:**

- The proposed change will allow the Vice-President, Equity, Diversity and Inclusion to be able to fully participate and have a vote at the Senate Governance Committee as it reviews bylaw and policy revisions and considers strategic items for Senate discussion.
- This additional faculty member position results in an additional student member due to the 3:1 faculty-student ratio requirement on Committees.

**University of Windsor  
Senate**

5.8.3: **Proposed Bylaw on Associate Vice-President, Enrolment Management (Bylaw 19)**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the proposed Bylaw on Associate Vice-President, Enrolment Management be approved.**

Bylaw 19: Associate Vice-President, Enrolment Management

**1 Term and Conditions of Office**

The term of office for the Associate Vice-President, Enrolment Management shall be up to five years. Upon appointment an Associate Vice-President, Enrolment Management may be appointed with tenure.

**2 Rules and Regulations with Respect to Qualifications and Procedures for Appointment**

2.1 Qualifications

The Associate Vice-President, Enrolment Management, reporting to the Provost, oversees the University's student recruitment, retention, and enrolment management strategies, and shall possess the appropriate qualifications.

2.2 Search Committee

2.2.1 There shall be a Search Committee composed of the Provost and Vice-President, Academic, as chair, four members of the Senate elected by the Senate, one of whom must be a student, one individual who directly reports to the Associate Vice-President, Enrolment Management, selected by and from individuals directly reporting to the Associate Vice-President, Enrolment Management, and an Employment Equity/Procedures Assessor (EE/PA) [non-voting].

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. Where necessary a faculty member from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members of the Senate provided by the University. Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.

- 2.2.3 If a member of the Search Committee steps down, a replacement will be appointed by the remaining members of the Committee giving due consideration to the appropriate constituency representation.

## 2.3 Search Process

- 2.3.1 All proceedings of the Search Committee shall be kept confidential. (see 2.4)
- 2.3.2 A search process shall be initiated normally fifteen months prior to the expiration of the term of an incumbent Associate Vice-President, Enrolment Management.

### Renewal

- 2.3.3 Where there is an incumbent Associate Vice-President, Enrolment Management, at the end of a first term, the Search Committee shall consult with the incumbent Associate Vice-President, Enrolment Management and members of the Senate, to determine at least one calendar year prior to the expected date of appointment whether it should recommend to the Senate a renewal without a search in light of the activities of the areas that may be placed within the ambit of management of the Associate Vice-President, Enrolment Management. The Search Committee shall provide a report to the Senate and to the President. The report will specify its proposed agenda (including its mode of operation and schedule for the renewal process).

### Search

- 2.3.4 Where there is no incumbent Associate Vice-President, Enrolment Management or where the incumbent Associate Vice-President, Enrolment Management has completed more than one term, or where a renewal without search is not recommended, the Search Committee shall at least one calendar year prior to the expected date of appointment, provide a report to the Senate and to the President. The report will specify its proposed agenda (including its mode of operation, schedules for the Search Procedure, and schedules for the submission of periodic progress reports to the Senate and the President).
- 2.3.5 The Search Committee, with the agreement of the President, shall determine whether it will, in the case of an incumbent who has completed more than one term, conduct a review under 2.3.3 above, or conduct the search internally or advertise externally for the position and thereafter, as appropriate, shall issue a call for nominations and applications.
- 2.3.6 The Search Committee shall prepare a short list of candidates (one to three) and obtain views and comments on the candidates in an appropriate manner from members of the Senate. The list shall normally be announced to the Senate six months prior to the expected date of the appointment.
- 2.3.7 The Search Committee shall discuss its findings with the President.

### Recommendation

- 2.3.8 Either on a recommendation for renewal or following a search, the Search Committee shall present the name of a single candidate in writing with appropriate supporting material to the members of the Senate at an *in camera* meeting at which time individual Senators may elect to make written submissions to the Search Committee.
- 2.3.9 After the meeting of Senate, the Search Committee shall review any written submissions and determine its recommendation.

- 2.3.10 In the event that the Search Committee decides to recommend the appointment of the candidate whose name was presented to the Senate, it shall present the recommendation to the President. The President may thereupon recommend the selected candidate to the Board of Governors which may by resolution either appoint such person the Associate Vice-President, Enrolment Management, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate, it shall resume the search.
- 2.3.11 If the candidate recommended by the Search Committee is not accepted by the President, the Search Committee shall reconsider its recommendation. If the second recommendation by the Search Committee, which was presented to the Senate is not accepted by the President, the Committee shall be reconstituted.
- 2.3.12 Should the Chair of the Search Committee declare that a lack of Committee progress requires it, the Chair may request that the Senate decide among the following alternatives: that the Search Committee's agenda be altered; that an acting appointment be made and/or that the Search Committee be reconstituted.
- 2.3.13 If the reconstituted Search Committee is unable to make a recommendation, or if the recommendation is not accepted by the President, the President may recommend a candidate to the Board of Governors.

- 2.4 Records shall be kept of all the proceedings. All meetings of the Search Committee shall be held *in camera* and the proceedings, discussions, records and any materials kept strictly confidential. A report, following the format outlined in Appendix A, shall be submitted to the Office of Human Rights, Equity and Accessibility, following the conclusion of the Search. The University of Windsor's five designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.

### **3 Duties, Responsibilities, and Terms and Conditions of Appointment**

The duties and responsibilities of the Associate Vice-President, Enrolment Management are appended to this bylaw as Schedule A.

### **4 Review**

At any time the Board of Governors may remove an Associate Vice-President, Enrolment Management from office upon the recommendation of the President, or request a review of an Associate Vice-President, Enrolment Management's performance.

- 4.1 A review of the performance of an Associate Vice-President, Enrolment Management may be requested by a two-thirds vote of the members of the Senate. Such a vote may be initiated at any time by a petition of ten members of the Senate addressed to the Provost and Vice-President, Academic, who shall arrange for a secret ballot upon two weeks' notice. Failure to receive a two-thirds vote of the members of the Senate will deny a request for a review.
- 4.2 Upon a request for a review or where the President considers it appropriate, the President may appoint a committee to conduct a review and to submit its report and recommendations to the President within ninety days of its appointment.

### **5 Acting Appointment**

In the event of a vacancy in the office of the Associate Vice-President, Enrolment Management, the President may recommend to the Board of Governors an acting appointment normally not to exceed twelve months, or

until an Associate Vice-President, Enrolment Management is appointed, whichever occurs sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Associate Vice-President, Enrolment Management shall not be renewed in the position without the approval of the Senate. An Acting Associate Vice-President, Enrolment Management shall not normally be replaced by a different Acting Associate Vice-President, Enrolment Management except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Associate Vice-President, Enrolment Management shall be two years.

## SCHEDULE A

### Duties and Responsibilities

Subject to determination by the Board and in consultation with the President and the Provost and Vice-President, Academic, the Associate Vice-President, Enrolment Management shall:

- Be responsible to the Provost and Vice-President, Academic;
- Provide strategic vision and tactical oversight to develop and implement a strategic enrolment management plan that achieves the university mission, vision, goals and objectives, leading enrolment with optimism and energy with to reach targeted outcomes, increasing student recruitment, enrolment, and graduation rates.
- In consultation with Deans and the Provost, make data-informed enrolment projections and strategic recruitment decisions by routinely analyzing data to shape strategic directions, clearly identifying, and defining historical University enrolment patterns while forecasting trends in new student markets. Regularly reassess effectiveness of recruitment activities and scholarship programs based on data and make appropriate adjustments to continuously refine goals and strategies to reflect a proactive response to market forces and the University's needs.
- In collaboration with other units and the Provost to ensure transparency and consistency of data, support Faculty decision making through the proactive, responsive, systematic provision of data sets that enable faculty-level strategic leadership and decision making,
- Inform the continued development and implementation of the University's comprehensive recruitment program, including market segmentation, promotional strategies, and recruitment tactics to meet the University's enrolment goals. Provide leadership in collaboration with the Department of Public Affairs & Communications to coordinate marketing and assess effectiveness.
- In collaboration with Student Awards & Financial Aid, leverage financial aid and scholarship funds to meet recruitment and retention goals.
- In collaboration with academic leadership, support Faculty-determined recruitment and enrolment strategies and activities.
- In collaboration with academic leadership, develop and implement systemic and respectful strategies to enhance access and engagement of students from equity-deserving groups with University of Windsor programs. In collaboration with the VP, EDI, support the establishment of data collection processes to track progress in this area.
- Understand technological innovations and lead the process of harnessing emerging technologies and leveraging technology investments to refine operational procedures, policies, and standards.
- Foster student-focused partnerships with key enrolment partners including the K-12, and community colleges in key markets.
- Formulate and manage the portfolio's annual budget, as well as short and long-term financial obligations.
- Chair the Strategic Enrolment Management Committee

**Appendix A**

**Report to the Office of Human Rights, Equity and Accessibility**

Column 1			Column 2			Column 3			Column 4			Column 5		
# of Indigenous persons			# of persons with disabilities			# of persons who identify as LGBTQIA2S+			# of racialized persons			# of women-identified persons		
applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed

Table continued from above:

Column 6	Column 7	Column 8		Column 9	
Total # of designated group applicants (do not double count individuals)*	Total # of all applicants (designated and non-designated)	Offer made to (mark with an "X"):		Offer accepted by (mark with an "X"):	
		Designated group member	Non-designated group member	Designated group member	Non-designated group member

\*An applicant may be a member of multiple designated groups categories. As such, the sum of the numbers from the first five columns may be greater than the total number designated group members. For the "total number of designated group members" column, each applicant is to be counted only once.



**University of Windsor  
Senate**

5.8.4: **Proposed Bylaw on Vice-President, Equity, Diversity and Inclusion (Bylaw 18)**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the proposed Bylaw on Vice-President, Equity, Diversity and Inclusion be approved.\***

*\*This bylaw is subject to approval by the Board of Governors.*

Bylaw 18: Vice-President, Equity, Diversity and Inclusion

**1 Term and Conditions of Office**

The term of office for a Vice-President, Equity, Diversity and Inclusion shall be up to five years. The duration of office for an incumbent Vice-President, Equity, Diversity and Inclusion shall not normally exceed ten consecutive years. Upon appointment, the Vice-President, Equity, Diversity and Inclusion shall be appointed with tenure.

**2 Rules and Regulations with Respect to Qualifications and Procedures for Appointment**

2.1 Academic Qualifications

The Vice-President, Equity, Diversity, and Inclusion is the leader on matters relating to equity, diversity and inclusion at the University and shall possess the appropriate qualifications. The Vice-President, Equity, Diversity and Inclusion reports to the President.

2.2 Search Committee

2.2.1 There shall be a Search Committee composed of the President, as Chair, three members elected from the decanal/faculty/sessional lecturer/librarian members of Senate by the Senate, a student member of Senate elected by the Senate, three members appointed by and from the Board of Governors, and an Employment Equity/Procedures Assessor (EE/PA) [non-voting]. The Senate shall either elect the decanal/faculty/sessional lecturer/librarian and student members of the Search Committee at a meeting held for the purpose or upon the request of the Chair of Senate, the University Secretariat shall conduct the election.

2.2.2 In accordance with the University's Employment Equity and Education policy/program, the designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons. Recognizing the historic and present need for ensuring representation of women-identified persons on Senate committees, and appreciating the diversity of gender identities, the Search Committee shall have non-student voting members from at least two different gender identities, one of whom self-identifies as a woman. Where necessary a faculty member from a second gender identity shall be elected by the Search Committee from a list of eligible faculty members of the Senate

provided by the University. Efforts shall be made to have representation from the other four designated groups on the Search Committee including encouraging eligible members of these designated groups to run for election to the Search Committee.

- 2.2.3 If a member of the Search Committee steps down, a replacement will be appointed by the remaining members of the Committee, giving due consideration to the appropriate constituency representation.

## 2.3 Search Process

- 2.3.1 All proceedings of the Search Committee shall be kept confidential. (see 2.4)
- 2.3.2 A search process shall be initiated normally fifteen months prior to the expiration of the term of an incumbent Vice-President, Equity, Diversity, and Inclusion.

### Renewal

- 2.3.3 Where there is an incumbent Vice-President, Equity, Diversity, and Inclusion, at the end of a first term, the Search Committee shall consult with the incumbent Vice-President, Equity, Diversity and Inclusion and members of the Senate and other segments of the university community, to determine at least one calendar year prior to the expected date of appointment whether it should recommend a renewal without a search to the Senate in light of the activities of the University within the responsibility of the Vice-President, Equity, Diversity and Inclusion and the future needs of the University. The Search Committee shall provide a report to the Senate. The report will specify its proposed agenda (including its mode of operation and schedule for the renewal process).

### Search

- 2.3.4 Where there is no incumbent Vice-President, Equity, Diversity and Inclusion, or where the incumbent Vice-President, Equity, Diversity, and Inclusion has completed more than one term, or where a renewal without search is not recommended, the Search Committee shall at least one calendar year prior to the expected date of appointment provide a report to the Senate. The report will specify its proposed agenda (including its mode of operation, schedules for the Search Procedure, and schedules for the submission of periodic progress reports to the Senate).
- 2.3.5 The Search Committee, with the agreement of the President, shall determine whether it will, in the case of an incumbent who has completed more than one term, conduct a review under 2.3.3 above, or conduct the search internally or advertise externally for the position and thereafter, as appropriate, shall issue a call for nominations and applications.
- 2.3.6 The Search Committee shall prepare a short list of candidates and obtain confidential views and comments on the candidates from appropriate persons as it deems necessary.

### Recommendation

- 2.3.7 The Search Committee shall present in writing the name of a single candidate from the short list together with appropriate supporting material to the members of the Senate at an *in camera* meeting at which time individual Senators may elect to make written submissions to the Search Committee.
- 2.3.8 After the meeting of Senate, the Search Committee shall review any written submissions and determine its recommendation.

- 2.4.3 In the event that the Search Committee, decides to recommend the appointment of the candidate whose name was presented to the Senate, it shall present the recommendation to the President. The President may thereupon recommend the selected candidate to the Board of Governors who may by resolution either appoint such person the Vice-President, Equity, Diversity and Inclusion, or further instruct the Search Committee. If the Committee decides not to recommend the name of the candidate whose name was presented to the Senate it shall resume the search.
  - 2.4.4 Should the President declare that a lack of Committee progress requires it, the President may request that the Senate decide among the following alternatives: that an Acting Appointment be made; and/or that the Search Committee be reconstituted.
  - 2.4.5 If the reconstituted Search Committee is unable to make a recommendation, the President may recommend a candidate to the Board of Governors.
- 2.5 Records shall be kept of all the proceedings. All meetings of the Search Committee shall be held *in camera* and the proceedings, discussions, records and any materials kept strictly confidential. A report, following the format outlined in Appendix A, shall be submitted to the Office of Human Rights, Equity and Accessibility, following the conclusion of the Search. The University of Windsor's five designated groups are: Indigenous peoples, persons with disabilities, persons who identify as LGBTQIA2S+, racialized persons, and women-identified persons.

### **3 Duties, Responsibilities, and Terms and Conditions of Appointment**

The duties and responsibilities of the Vice-President, Equity, Diversity, and Inclusion are appended to this bylaw as Schedule A.

### **4 Review**

At any time the Board of Governors may remove a Vice-President, Equity, Diversity, and Inclusion from office upon the recommendation of the President, or request a review of the Vice-President, Equity, Diversity, and Inclusion performance.

- 4.1 A review of the performance of an incumbent Vice-President, Equity, Diversity and Inclusion may be requested by a two-thirds vote of the members of each of the Senate and of the Executive Committee of the Board of Governors. Such a vote may be initiated by a petition of ten faculty members of the Senate addressed to the President who may arrange for a secret ballot upon two weeks' notice. Failure to receive a two-thirds vote of the members of the Senate and of the Executive of the Board of Governors will deny a request.
- 4.2 The performance review specified in 4 shall be performed by a special Committee (including some Board members) appointed by the President.

### **5 Acting Appointments**

In the event of a vacancy of the Office of the Vice-President, Equity, Diversity and Inclusion, the President may recommend to the Board of Governors an acting appointment not normally to exceed twelve months, or until Vice-President, Equity, Diversity and Inclusion is appointed, whichever comes sooner. Such recommendation shall be made only after consultation with the Senate, and the Senate's view of the appointment shall be communicated to the Board of Governors. An Acting Vice-President, Equity, Diversity and Inclusion shall not be renewed in the position without the approval of the Senate. An Acting Vice-President, Equity, Diversity and Inclusion shall not normally be replaced by a different Acting Vice-President, Equity, Diversity and Inclusion except in circumstances which must be stated to the Senate and after consultation in accordance with the procedures above. The maximum term for an Acting Vice-President, Equity, Diversity and Inclusion shall be two years.

## SCHEDULE A

### Duties and Responsibilities

Subject to determination by the Board and in consultation with the President, the Vice-President, Equity, Diversity and Inclusion shall:

- work collaboratively with a coalition of university stakeholders, to build a sustainable equity, diversity, and inclusion (EDI) infrastructure at the University of Windsor
- establish and oversee processes and structures to dismantle systematic discrimination and oppression and transform the University of Windsor into a truly safe, inclusive, equitable, and just learning and working environment.
- lead efforts to enshrine EDI infrastructure in the governance structure of the university and build upon a shared and common vision of the University of Windsor community
- develop a whole-system approach in which EDI considerations, principles, and values not just permeate but form the foundations of practice in policy-making, teaching and learning, research and scholarship, service, co-curricular activities, and community engagement.
- provide oversight of, and facilitate the enhancement of services provided by areas reporting to the Office of the portfolio of the Vice-President, Equity, Diversity, and Inclusion.
- lead and support efforts to address racism and discrimination on campus.
- provide guidance to ensure that equity, diversity, and inclusion priorities thoughtfully inform decision making in all aspects of the University.
- facilitate ongoing internal and external equity, diversity and inclusion reviews.
- in conjunction with the Executive Leadership Team, support the implementation of a broad range of strategic equity, diversity and inclusion initiatives.
- work closely with the other Vice-Presidents on initiatives related to diversity planning, student experience, conflict resolution, faculty engagement, research facilitation, and curriculum development.
- work closely with relevant departments, offices and personnel to ensure fairness and transparency in University of Windsor student disciplinary processes including non-academic conduct.
- lead efforts in capacity building around EDI through recruiting of the best talent and provision of education, training and professional development for members of our campus community.
- lead and facilitate a process for making the University of Windsor a better citizen and more socially responsive to vulnerability and marginalization in the community.
- lead and support efforts to enhance recognition and valuation of EDI at the University of Windsor.
- establish opportunities for the University of Windsor to demonstrate leadership in EDI in the local community and region.

**Appendix A**

**Report to the Office of Human Rights, Equity and Accessibility**

Column 1			Column 2			Column 3			Column 4			Column 5		
# of Indigenous persons			# of persons with disabilities			# of persons who identify as LGBTQIA2S+			# of racialized persons			# of women-identified persons		
applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed

Table continued from above:

Column 6	Column 7	Column 8		Column 9	
Total # of designated group applicants (do not double count individuals)*	Total # of all applicants (designated and non-designated)	Offer made to (mark with an "X"):		Offer accepted by (mark with an "X"):	
		Designated group member	Non-designated group member	Designated group member	Non-designated group member

\*An applicant may be a member of multiple designated groups categories. As such, the sum of the numbers from the first five columns may be greater than the total number designated group members. For the "total number of designated group members" column, each applicant is to be counted only once.