



NOTICE OF MEETING

There will be a meeting of the Senate on, Friday, March 11, 2022, at 2:30pm

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

AGENDA

Land Acknowledgement

1 Approval of Agenda (Unstarring agenda items)

2 Minutes of the meeting of February 11, 2022

Approval
S220211M

3 Business arising from the minutes

4 Outstanding Business/Action Items

5 Reports/New Business

5.1 Program Development Committee

*5.1.1 Program/Course Changes

Greg Chung-Yan-Approval
S220311-5.1.1a-g

- (a) Concurrent General Bachelor of Arts (Drama)/Bachelor of Education – Minor Program Change (Form C)
- (b) Bachelor of Fine Arts in Visual Arts – Minor Program Change (Form C)
- (c) Honours Biochemistry and Biomedical Science (Health Stream) and Honours Biomedical Science – Minor Program Change (Form C)
- (d) Honours Behaviour, Cognition, and Neuroscience – Minor Program Change (Form C)
- (e) Minor in Social Justice and Name Change – Minor Program Change (Form C)
- (f) Minor in Indigenous Studies – Minor Program Change (Form C)
- (g) Minor in Indigenous Legal Studies – Minor Program Changes (Form C)

*5.1.2 Learning Outcomes

Greg Chung-Yan-Information
S220311-5.1.2a-c

- (a) Social Work – Undergraduate Course Learning Outcomes
- (b) Economics – Undergraduate Course Learning Outcomes and Curriculum Maps
- (c) Kinesiology – Graduate Course Learning Outcomes

5.2 Academic Policy Committee

5.2.1 Proposed Policy on Timing of Assessments for Asynchronous Online Courses

Antonio Rossini-Approval
S220311-5.2.1

*5.2.2 Student Code of Conduct – Proposed Revisions	Antonio Rossini-Approval S220311-5.2.2
5.3 Senate Governance Committee	
5.3.1 Senate Information Session	Rob Gordon-Information S220311-5.3.1
5.3.2 Proposed Revisions to Bylaws 3, 20, 22	Rick Caron-Approval S220311-5.3.2
5.4 Senate Student Caucus	Dave Andrews-Information
5.5 Report from the Student Presidents	UWSA/GSS/OPUS-Information
5.6 Report of the Academic Colleague	Philip Dutton-Information
5.7 Report of the President	Robert Gordon-Information
5.8 Report of the Provost <i>[including COVID-19 Update]</i>	Patti Weir-Information S220311-5.8
5.8.1 Post-COVID-19 Academic Programming and Delivery	Patti Weir-Information
5.8.2 Strategic Mandate Agreement 3 (SMA3) 2020-2025 Annual Evaluation (Year 2)	Patti Weir/Rose Zanutto-Information S220311-5.8.2
5.8.3 Enrolment Management Update	Chris Busch-Information S220311-5.8.3
5.9 Report of Vice-President, Equity, Diversity, and Inclusion	Clinton Beckford-Information S220311-5.9
5.10 Report of Vice-President, Research, and Innovation	K W Michael Siu-Information S220311-5.10
6 Question Period/Other Business	
7 Adjournment	

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**

*5.1.1a: **Concurrent General Bachelor of Arts (Drama)/Bachelor of Education – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Concurrent General Bachelor of Arts (Drama)/Bachelor of Education 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 School of Dramatic Art, the Faculty of Arts, Humanities, and Social Sciences 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 February 15, 2022 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**

*5.1.1b: **Bachelor of Fine Arts in Visual Arts – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Fine Arts in Visual Arts 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 SoCA Council, the Faculty of Arts, Humanities, and Social Sciences 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 February 15, 2022 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**

*5.1.1c: **Honours Biochemistry and Biomedical Science (Health Stream) and Honours Biomedical Science – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Honours Biochemistry and Biomedical Science (Health Stream) and the Honours Biomedical 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 Department of Biomedical Sciences, 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 February 15, 2022 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**

*5.1.1d: **Honours Behaviour, Cognition, and Neuroscience – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Honours Behaviour, Cognition, and Neuroscience (with or without 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 Department of Biomedical Sciences, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee. The Department of Psychology has been consulted.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 15, 2022 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**

*5.1.1e: **Minor in Social Justice and Name Change – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Minor in Social Justice be renamed Minor in Social Justice *Studies* and that the requirements for the Minor 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 Arts, Humanities, and Social Sciences 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 February 15, 2022 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**

*5.1.1f: **Minor in Indigenous Studies – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the requirements for the Minor in Indigenous Studies 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 Arts, Humanities, and Social Sciences 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 February 15, 2022 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

*5.5.1g: **Law – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Minor in Indigenous Legal Orders be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Faculty of Law 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 February 15, 2022 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

*5.1.2a: **Social Work – Undergraduate Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package includes the following course learning outcomes:

SWRK-1170. Meeting Human Needs through Social Welfare

SWRK-1180. Meeting Human Needs through Social Work

SWRK-2100. Social Work and Diversity

SWRK-3360. Theory and Practice of Social Work with Individuals

SWRK-3370. Theory and Practice of Social Work with Small Groups

SWRK-4230. Social Policy and Social Welfare

SWRK-1170. Meeting Human Needs through Social Welfare

Formerly known as: 47-117

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A.1. Describe the Canadian social welfare system including:</p> <ul style="list-style-type: none"> • The philosophical, historical, and political underpinnings of Canada’s “safety net” of social services. • Unmet social welfare needs, gaps, and dilemmas. • Manifest and latent consequences of social services policies and their impact on vulnerable populations. <p>A.2. Identify social inequalities that many diverse groups face, with particular focus on Indigenous, Francophone, and Black individuals and communities</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Appraise the impact of urbanization and information technology, rural environments, and social and cultural diversity on the development of services.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Apply social work values and ethics to the development, implementation, and evaluation of social services</p> <hr/> <p>Advocate for an accessible, barrier-free, caring and just society.</p> <hr/> <p>Identify value dilemmas created by the social welfare and social services system and their effect on social work practice, policy development and research.</p> <hr/>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>

	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Identify personal values regarding oppression and services accessibility for vulnerable and marginalized populations.	I. the ability and desire for continuous learning

SWRK-1180. Meeting Human Needs through Social Work

Formerly known as: 47-118

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A.1. Describe foundational principles of social work perspectives including:</p> <ul style="list-style-type: none"> • Ecological, systems, strengths, feminist, anti-oppressive practices. • Problem-solving processes. • Various social work roles. • Client-centred services to promote the worth, dignity, independence, and empowerment of the client. • Human behaviour/development, social environment, diversity, and marginalized/oppressed populations. <p>A.2. Describe the ways in which social work practice may create barriers for people, with particular focus on Indigenous, Francophone, and Black individuals and communities.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain historical beginnings of social work practice and profession and how these have shaped the values, beliefs and practices of contemporary social work.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Explain the unique purpose, mission, mandate, and values expected of professional social work practitioners working with vulnerable, oppressed and/or marginalized populations including Indigenous, Francophone, and Black individuals and communities)</p> <hr/> <p>Identify ethical dilemmas, ethical decision-making, and basic</p>	<p>E. responsible behaviour to self, others and society</p>

<p>premises of ethical practice grounded in the Canadian Social Work Code of Ethics.</p>	
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Identify ethical dilemmas, ethical decision-making, and basic premises of ethical practice grounded in the Canadian Social Work Code of Ethics.</p> <hr/> <p>Employ social work ethics and values in decision making.</p>	<p>I. the ability and desire for continuous learning</p>

SWRK-2100. Social Work and Diversity

Formerly known as: 47-210

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe characteristics of human difference, including culture, ethnicity, gender, sexual-orientation, disability, oppression, prejudice, stereotyping, multiethnic value systems, and patterns of inter-group conflict.</p> <hr/>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Appraise limitations that role, prejudice, bias, and stereotyping place on personal and professional relationships.</p> <hr/> <p>Employ anti-oppressive social work practice methods in the helping relationship including communication and problem-solving methods that recognize diverse human differences, reduce inter-group conflict, and advance social justice.</p> <p>(Also relevant to F)</p> <hr/> <p>Demonstrate awareness of one’s own identities and how they may contribute to inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone and Black individuals and communities.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>

<p>Explain the ethical principles and standards of the social work profession and anti-oppressive social work practice.</p> <hr/> <p>Employ cultural respectfulness and responsiveness in personal and professional dealings with others by valuing human differences related to beliefs, experiences, or personal characteristics.</p> <hr/> <p>Differentiate between personal values and beliefs and professional ethics and responsibilities and identify the primacy of professional ethics and responsibilities.</p>	<p>E. responsible behaviour to self, others and society</p>
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	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SWRK-3360. Theory and Practice of Social Work with Individuals

Formerly known as: 47-336

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A.1. Explain foundational principles of generalist social work practice including:</p> <ul style="list-style-type: none"> • ecological assessment and intervention • human behavior and development differential needs of oppressed and diverse populations, with particular attention to Indigenous, Francophone, and Black individuals and communities. • strengths-base problem solving <p>A.2. Identify and describe the contributions of Indigenous-informed approaches to social work practice with individuals</p> <hr/> <p>A.3. Describe the generalist model of social work practice including engagement, data collection, assessment, goal-setting and contracting, intervention, evaluation, termination.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify and demonstrate social work practice with individuals that reflects a commitment to resist inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone, and Black individuals and communities)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Articulate the challenges experienced by racial and linguistic minorities and identify strategies to address these challenges</p>	<p>D. literacy and numeracy skills</p>

<p>Advocate for social work values including:</p> <ul style="list-style-type: none"> • client self-determination • respect for the dignity and worth of all persons • pursuit of social justice and empowerment • confidentiality • professional integrity and competence <hr/> <p>Demonstrate interviewing and generalist model practice skills, including client engagement, assessment, goal-setting, intervention, and practice evaluation consistent with entry level practice expectations.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Analyze the impact of the social worker's personal and professional experiences when working with clients, especially Indigenous, Francophone, and Black individuals and communities)</p>	<p>I. the ability and desire for continuous learning</p>

SWRK-3370. Theory and Practice of Social Work with Small Groups

Formerly known as: 47-337

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A.1. Describe principles of generalist practice with groups including:</p> <ul style="list-style-type: none"> • Elements of assessment relevant to group dynamics <li style="padding-left: 20px;">Differential use of interventions appropriate to group experiential tasks • Group dynamics and their effects on group members and oneself <hr/> <p>A.2. Identify and describe the contributions of Indigenous-informed approaches to social work practice with groups</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify and demonstrate social work practice with small groups that reflects a commitment to resist inequalities, injustices and barriers faced by diverse groups, with particular attention to Indigenous, Francophone and Black individuals and communities</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Articulate the challenges of racial and linguistic minorities and identify strategies to surmount these</p>	<p>D. literacy and numeracy skills</p>
<p>Employ social work values in the professional use of self.</p> <hr/>	<p>E. responsible behaviour to self, others and society</p>
<p>Demonstrate the generalist model of social work practice with small groups including effective group communication skills, intervention methods, and practice evaluation.</p>	<p>F. interpersonal and communications skills</p>
<p>Recognize the role of a member of a small group.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SWRK-4230. Social Policy and Social Welfare

Formerly known as: 47-423

Learning Outcomes

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A.1. Describe how social policy and individual and societal values and attitudes affect the development and delivery of social services for vulnerable populations within the general practice framework.</p> <hr/> <p>A.2. Analyze Canadian issues of social policy and welfare from linguistic, racial and cultural minority perspectives, including Indigenous, Francophone, and Black individuals and communities.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Illustrate and interpret the impact of policy on the development and delivery of social welfare programs and services for vulnerable populations.</p> <hr/> <p>Apply a generic analytical paradigm to analysis of social welfare programs and services as a means of identifying gaps in services and identifying the value premises implicit in programs and services for vulnerable populations.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Identify conflicting value systems, and barriers, gaps, or deficiencies in social policy, programs, and services that impact vulnerable individuals, families, and communities.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

**University of Windsor
Senate**

*5.1.2b: **Economics – Undergraduate Course Learning Outcomes and Curriculum Maps**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package includes the following course learning outcomes:

ECON 1100. Introduction to Economics I
 ECON 1110. Introduction to Economics II
 ECON 2120. Intermediate Statistical Method
 ECON 2220. Intermediate Microeconomics II
 ECON 2310. Intermediate Macroeconomics I
 ECON 2320. Intermediate Macroeconomics II
 ECON 2660. Selected Issues in Economics
 ECON 3100. Environmental and Resource Economics
 ECON 3130. Introduction to Econometric Methods I
 ECON 3350. Money and Banking
 ECON 3410. Economic Growth and Development Theory
 ECON 3500. Labour Theory
 ECON 3530. Labour Institutions
 ECON 3730. International Economics: Trade Theory and Policy
 ECON 3740. International Economics: Exchange Rates and Balance of Payments
 ECON 3800. Game Theory
 ECON 3850. Public Sector Economics: Expenditure
 ECON 4060. Mathematical Economics II
 ECON 4070. Senior Research Workshop
 ECON 4140. Introduction to Econometric Methods II
 ECON 4230. Advanced Microeconomics I
 ECON 4240. Advanced Microeconomics II
 ECON 4300. Economics Analysis of Law
 ECON 4330. Advanced Macroeconomics I
 ECON 4340. Advanced Macroeconomics II
 ECON 4600. Cost-Benefit Analysis
 ECON 4860. Public Sector Economics: Finance
 ECON 4990. Selected Topics in Economics

BA Honours in Economics (Course to Program Outcomes Map)
 BA in Economics (General) Courses to Program Outcomes Map)
 BSc Honours in Economics (Courses to program Outcomes Map)

ECON 1100. Introduction to Economics I

Formerly known as: 0341-110

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain microeconomic concepts, problems and solutions. (Also applies to F.)	A. the acquisition, application and integration of knowledge
Solve simple algebraic microeconomic models. (Also applies to I.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems involving consumer and firm behaviour in markets.	C. critical thinking and problem-solving skills
Explain the measurement of microeconomic data across borders and over time.	D. literacy and numeracy skills
Explain how economic problems and solutions can affect different members of society in different ways. (Also applies to I.)	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Use multiple approaches to solve simple microeconomic models. (Also applies to C.)	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 1110. Introduction to Economics II

Formerly known as: 0341-111

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain macroeconomic concepts, problems and solutions.	A. the acquisition, application and integration of knowledge
Explain the historical evolution of Canadian macroeconomic data.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve simple macroeconomic models. (Also applies to I.)	C. critical thinking and problem-solving skills
Explain how macroeconomic data are measured.	D. literacy and numeracy skills
Explain how macroeconomic problems and solution can affect different members of society in different ways.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Use multiple approaches to solve simple macroeconomic models. (Also applies to C.)	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 2120. Intermediate Statistical Methods

Formerly known as: 0341-212

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Integrate knowledge of intermediate-level economics with statistics in order to estimate economic models. (Also applies to D, I.)	A. the acquisition, application and integration of knowledge
Define economic problems in terms of statistical models, collect the data, estimate the models and evaluate the results.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically evaluate economic problems using knowledge of statistics and economics. (Also applies to I.)	C. critical thinking and problem-solving skills
Analyze estimated models and discuss their implications. (Also applies to E, F.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Apply statistical methods to problems in various areas of economics. (Also applies to C, D, I.)	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 2220. Intermediate Microeconomics II

Formerly known as: 0341-222

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Explain monopoly and monopsony power, monopolistic competition, oligopoly, factor markets, general equilibrium, economic efficiency, the role of game theory in microeconomic analysis, the impacts of asymmetric information and the treatment of externalities and public goods.</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze and appraise imperfectly competitive markets critically.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Use multiple approaches to solve microeconomic problems requiring basic mathematical skills.</p> <p style="text-align: right;"><i>(Also applies to H, I.)</i></p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 2310. Intermediate Macroeconomics I

Formerly known as: 03-41-231

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain various economic theories of business cycles and government policies.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain the impacts of various government policies on the economy.</p> <p style="text-align: right;">(Also applies to E.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze current macroeconomic issues as presented in newspaper articles.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss and formulate economic policy recommendations.</p> <p style="text-align: right;">(Also applies to F, G, I.)</p> <hr/> <p>Explain the role of governments and central banks in the economy.</p> <p style="text-align: right;">(Also applies to E.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 2320. Intermediate Macroeconomics II

Formerly known as: 0341-232

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain: • different economic theories of growth, • the role of expectations and government policies in the short run and the long run, • the effects of various policies on the economy.</p> <hr/> <p>Define and explain various economic pathologies including recession, depression and hyperinflation</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p> <p style="text-align: right;">(Also applies to I.)</p> <hr/> <p>Discuss, formulate, and evaluate economic policy recommendations.</p> <p style="text-align: right;">(Also applies to F, G, H, I.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Create and solve simple economic growth models.</p> <p style="text-align: right;">(Also applies to C, H.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

ECON 2660. Selected Issues in Economics

Formerly known as: 0341-266

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Discuss the impacts of government intervention in markets regarding the various forms of economic efficiency and equity. (Also applies to E.)	A. the acquisition, application and integration of knowledge
Investigate current incidences of intervention.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess critically past and present economic policies and solve related problems. (Also applies to H, I.)	C. critical thinking and problem-solving skills
Solve simple algebraic models and manipulate data. (Also applies to I.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 3100. Environmental and Resource Economics

Formerly known as: 0341-310

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the costs and benefits of environmental policies and actions, markets for renewable and non-renewable resources, common property resources and the economics of land use. (Also applies to E, G.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Retrieve and evaluate data concerning resource markets. (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>Analyze and appraise environmental policies. (Also applies to E, G.)</p> <hr/> <p>Solve problems related to the markets for renewable and non-renewable resources. (Also applies to E, H.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Measure environmental costs and benefits and manipulate resource market data. (Also applies to E, G.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 3130. Introduction to Econometric Methods I

Formerly known as: 0341-313

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Analyze economic data including linear regression estimation, forecasting and hypotheses testing on economic theories – using statistical and econometric methods.</p> <p style="text-align: right;">(Also applies to D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Locate and recognize contexts and circumstances where econometric problems may occur and describe suitable econometric methods to deal with them in accordance with economic theory.</p> <p style="text-align: right;">(Also applies to C, G, H, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Criticize the adequacy and the accuracy of the suggested economic as well as econometric models in applied works using statistical and econometric knowledge.</p> <p style="text-align: right;">(Also applies to E, G.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Analyze introductory econometric methods and apply them to real data.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p>D. literacy and numeracy skills</p>
<p>Communicate econometric findings.</p> <hr/> <p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories. Formulate the relevant issue as an econometrics problem and propose estimation procedure. Discuss possible sources of data for this estimation.</p> <p style="text-align: right;">(Also applies to H.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Work with colleagues to evaluate and solve econometric problems that might be raised in economic theory.</p> <p style="text-align: right;">(Also applies to C, D, G, H.)</p>	<p>F. interpersonal and communications skills</p>
<p>Work independently and effectively in teams to solve econometric problems.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Monitor and identify advances in econometric methods to solve problems.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 3350. Money and Banking

Formerly known as: 0341-335

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Integrate knowledge of intermediate-level economics with specific models and state and analyze various phenomena that arise in the economics of financial markets and monetary economics. (Also applies to C, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>State economic problems and apply relevant concepts, theories, and mathematical techniques solve them (also relevant to D). (Also applies to B, D, I.)</p> <hr/> <p>Incorporate the presence of asymmetric information into models.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Identify the presence of uncertainty and asymmetric information in a given economic situation and construct a model and to use simple tools of calculus and probability theory in order to solve the model.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories. (Also applies to E.)</p>	<p>I. the ability and desire for continuous learning</p>

ECON 3410. Economic Growth and Development Theory

Formerly known as: 0341-341

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Integrate knowledge of intermediate-level economics with specific models and to state, solve and analyze various phenomena that arise in economic growth and long-run economic development. (Also applies to C, D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Retrieve, graph, and interpret data from major international and governmental organizations (Also applies to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Identify an economic problem and apply tools of dynamic optimization to solve applied problems (also relevant to D). (Also applies to D.)</p> <hr/> <p>Relate economic models to real-world situations.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss the differences and similarities of discrete and continuous time frameworks.</p> <hr/> <p>Calculate the steady state of a model.</p> <hr/> <p>Solve simple difference equations. (Also applies to I.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
<p>Work as a team member to gather information on a specific country/area, and analyze and report on this information using specific models.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.

I. the ability and desire for continuous learning

ECON 3500. Labour Theory

Formerly known as: 0341-350

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply knowledge of intermediate microeconomics to problems in labour economics.	A. the acquisition, application and integration of knowledge
Define economic problems in terms of economic theory and evaluate economic policy. (Also applies to E, G.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically analyze labour market policies. (Also applies to E, G, I.)	C. critical thinking and problem-solving skills
Analyze basic theory and apply it to real world issues involving labour markets. (Also applies to I.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
Work with others to solve problems and respond to general questions on public policy and economics. (Also applies to C, F.)	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.	I. the ability and desire for continuous learning

ECON 3530. Labour Institutions

Formerly known as: 0341-353

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain labour policies.</p> <hr/> <p>Apply concepts and theories of intermediate microeconomics to examine problems in labour institutions, unions and labour law.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Define economic problems in terms of economic theory and evaluate economic policy as it relates to labour institutions and organizations.</p> <p style="text-align: right;">(Also applies to C, E, F.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically analyze labour market policies using knowledge of labour economics and structures.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Analyze and apply economic theory and labour policies to real world issues (also relevant to C).</p> <p style="text-align: right;">(Also applies to C, I.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Collaborate to solve problems and answer general questions on public policy and economics. (Also relevant to G.)</p> <p style="text-align: right;">(Also applies to G.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 3730. International Economics: Trade Theory and Policy

Formerly known as: 0341-373

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply knowledge of intermediate-level economics to trade models.</p> <hr/> <p>State and analyze the key issues in the area of international trade and trade policy.</p> <p style="text-align: right;">(Also applies to C.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Retrieve and evaluate data from a wide range of public data sources.</p> <p style="text-align: right;">(Also applies to I.)</p> <hr/> <p>Graph and interpret the data from public data sources.</p> <p style="text-align: right;">(Also applies to D, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>State economic problems and apply relevant concepts, theories, and mathematical techniques solve them (also relevant to D)</p> <p style="text-align: right;">(Also applies to D.)</p> <hr/> <p>Apply one of the five core theories (the gravity model, the Ricardian model, the Heckscher-Ohlin model, and the standard trade model, and the theory of imperfect competition) to international economics.</p> <p style="text-align: right;">(Also applies to A.)</p> <hr/> <p>Analyze models and use simple tools of calculus to solve the models (also relevant to C).</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Identify the source of comparative advantage in a given economic situation.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>

	H. creativity and aesthetic appreciation
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.	I. the ability and desire for continuous learning

ECON 3740. International Economics: Exchange Rates and Balance of Payments

Formerly known as: 0341-374

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply macroeconomic principles to the analysis of the balance of payments and exchange rates.	A. the acquisition, application and integration of knowledge
Discuss and evaluate current economic issues regarding exchange rate, current account and balance of payments problems (also relevant to C). <i>(Also applies to C, G.)</i>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Discuss and evaluate the effectiveness of alternative exchange rate rules within the context of a small open economy. <i>(Also applies to G, H.)</i>	C. critical thinking and problem-solving skills
Discuss and formulate economic policy recommendations. <i>(Also applies to G, H, I.)</i>	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 3800. Game Theory

Formerly known as: 0341-380

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Explain the strategic nature of decision making and equilibrium concepts.	A. the acquisition, application and integration of knowledge
Apply equilibrium concepts to game-theoretic problems (also relevant to C). <p style="text-align: right;">(Also applies to C.)</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Find equilibrium outcomes in many different games. <p style="text-align: right;">(Also applies to H.)</p>	C. critical thinking and problem-solving skills
Solve the problem mathematically and calculate equilibria numerically.	D. literacy and numeracy skills
Describe strategic choice problems in games and communicate associated equilibrium concepts of the games. <p style="text-align: right;">(Also applies to F.)</p>	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 3850. Public Sector Economics: Expenditure

Formerly known as: 0341-385

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically discuss and evaluate the public choice literature, the optimal provision of public goods and other publicly provided goods and services.	A. the acquisition, application and integration of knowledge
Identify and interpret the relevant trade-offs when making public decisions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems related to the impacts of public sector spending.	C. critical thinking and problem-solving skills
Determine the impacts of public choices on various groups. (Also applies to E.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Form an opinion based on facts on a public choice problem and present it succinctly in written and verbal forms.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 4060. Mathematical Economics II

Formerly known as: 0341-406

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply mathematical tools to microeconomics, macroeconomics and other areas of economics (also relevant to D). (Also applies to D, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Retrieve, review, and evaluate literature from economics journals. (Also applies to I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Solve problems and use constrained optimization models to analyze consumer choice problem and firm’s optimal input and output decisions, principal-agent problem, optimal growth, and over-lapping generation models (also relevant to D). (Also applies to D.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Solve problems arising from microeconomic theory and macroeconomic theory (also relevant to C). (Also applies to C, I.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Identify and relate the power and simplicity of the fixed-point theorems in general equilibrium theory and game theory to a wide range of other applications.</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

ECON 4070. Senior Research Workshop

Formerly known as: 03-41-407

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Specify real data counterparts to variables used in theoretical economic models.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Retrieve data from a wide range of public data sources.</p> <hr/> <p>Provide descriptive analyses of the data.</p> <hr/> <p>Conduct formal hypothesis tests.</p> <hr/> <p>Perform literature reviews.</p> <p style="text-align: right;">(Also applies to I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Formulate and conduct empirical tests of theoretical economic models using standard data sources.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Retrieve, organize and interpret a range of economic data on both descriptive and analytical levels.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate the research process and results using oral, written, numeric, and visual formats.</p> <p style="text-align: right;">(Also applies to B, D.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Explain gaps in a specific area of economics literature and propose ideas of how these can be addressed in the future.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 4140. Introduction to Econometric Methods II

Formerly known as: 0341-414

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Analyze economic data that might be characterized with more complex data generating processes.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Locate and recognize contexts and circumstances where more complex econometric problems may occur. <i>(Also applies to I.)</i></p> <hr/> <p>Describe suitable econometric methods in accordance with economic theory. <i>(Also applies to G.)</i></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically assess the adequacy and the accuracy of econometric models in applied works. <i>(Also applies to E.)</i></p>	<p>C. critical thinking and problem-solving skills</p>
<p>Analyze introductory econometric methods and apply them to real data when reading theoretical and empirical papers.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Collaborate to identify, discuss and solve econometric problems raised in economic theory.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories. Formulate the relevant issue as an econometrics problem and propose estimation procedure. Discuss possible sources of data for this estimation.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 4230. Advanced Microeconomics I

Formerly known as: 0341-423

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically assess models that economists use to explain the behaviour of consumers and firms and use these models to study other areas of economics. <p style="text-align: right;">(Also applies to C, I.)</p>	A. the acquisition, application and integration of knowledge
Retrieve, review and evaluate current literature. <p style="text-align: right;">(Also applies to I.)</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems and use models to analyze consumer choice problems and firms' optimal input and output decisions. <hr/> Analyze individuals' strategic decisions using basic game models.	C. critical thinking and problem-solving skills
Set up and solve basic consumer choice problems, profit maximization problems, and individuals' strategic decision problems.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Identify and relate the utility maximization model and the profit maximization hypothesis to a wide range of applications	H. creativity and aesthetic appreciation
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.	I. the ability and desire for continuous learning

ECON 4240. Advanced Microeconomics II

Formerly known as: 0341-424

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Solve problems related to market power and market failures. <i>(Also applies to C, D.)</i>	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze economic markets and link those to real-life cases, such as antitrust cases. <i>(Also applies to I.)</i>	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Model and analyze the impacts of market power on consumers and society.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Propose a mathematical solution in a concise and formal manner.	H. creativity and aesthetic appreciation
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.	I. the ability and desire for continuous learning

ECON 4300. Economics Analysis of Law

Formerly known as: 0341-430

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply microeconomic principles to the analysis of property, contract and tort law.	A. the acquisition, application and integration of knowledge
Retrieve, read, and evaluate current literature. (Also applies to I.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the effectiveness of alternative legal rules and sanctions within the context of property, contract and tort law. (Also applies to I.)	C. critical thinking and problem-solving skills
Set up and solve elementary bargaining and game theory models.	D. literacy and numeracy skills
Explain the distinction between private costs and benefits and public costs and benefits associated with private actions.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Explain the different ways a systems of property, contract, and tort laws influences a civil society.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

ECON 4330. Advanced Macroeconomics I

Formerly known as: 0341-433

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain economic theories of long-run growth and short-run business cycles.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain the tradeoffs involved with short- and long-run policies. (Also applies to E, G.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically discuss and evaluate articles in technical journals. (Also applies to F.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Discuss and formulate economic policy recommendations. (Also applies to E, F.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 4340. Advanced Macroeconomics II

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and explain various economic theories and apply the relevant mathematical techniques. (Also applies to D.)	A. the acquisition, application and integration of knowledge
Set up models based on various time frameworks and employ the appropriate mathematical techniques. (Also applies to D, E.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Read technical journals and evaluate the limitations of models. (Also applies to E, I.)	C. critical thinking and problem-solving skills
Critically discuss and formulate potential extensions of models. (Also applies to E, G, I.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Critically evaluate popular sources (e.g., newspaper and magazine articles) to identify connections to economic concepts and theories.	I. the ability and desire for continuous learning

ECON 4600. Cost-Benefit Analysis

Formerly known as: 0341-460

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain the methods of economic analysis required for the evaluation of public sector projects.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Identify the costs and benefits of the project in question.</p> <hr/> <p>Find and retrieve relevant data and analyze it; draw policy conclusions.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Assess the validity of arguments and perspectives as they pertain to public sector projects.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Solve problems requiring the calculation of costs and benefits of projects over time.</p> <p style="text-align: right;">(Also applies to C, I.)</p>	<p>D. literacy and numeracy skills</p>
<p>Objectively identify ‘winners’ and ‘losers’ for proposed economic policies.</p> <hr/> <p>Recognize the importance of ethical behaviour expected of economic professionals.”</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Apply the tools of cost-benefit analysis to future projects and policies.</p>	<p>I. the ability and desire for continuous learning</p>

ECON 4860. Public Sector Economics: Finance

Formerly known as: 0341-486

Learning Outcomes

Last Updated: January 27, 2022

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Critically discuss and evaluate the optimal taxation literature, user fees, government debt, fiscal policy and inter-governmental tax and transfer policies.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Access and evaluate government financial data. (Also applies to E, G, I.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Solve problems related to tax incidence. (Also applies to I.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Manipulate official data with respect to marginal tax rates and examine the impacts of taxation on the distribution of income using various measures.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Access, review, and evaluate the public finance literature as it relates to taxation. (Also applies to B.)</p>	<p>I. the ability and desire for continuous learning</p>

ECON 4990. Selected Topics in Economics

Formerly known as: 0341-499

Learning Outcomes

Last Updated: January 27, 2022

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically discuss economics material of special interest (also relevant to F). <p style="text-align: right;">(Also applies to F.)</p>	A. the acquisition, application and integration of knowledge
Retrieve, review, and evaluate information and data from the economics literature to solve problems	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically assess relevant economic literature. <p style="text-align: right;">(Also applies to I.)</p>	C. critical thinking and problem-solving skills
Apply mathematical and econometric techniques to solve problems. <p style="text-align: right;">(Also applies to C.)</p>	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Communicate research findings to a range of audiences using various formats <p style="text-align: right;">(Also applies to H.)</p>	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Explain gaps in a specific area of economics literature and propose ideas of how these can be addressed in the future. <p style="text-align: right;">(Also applies to F, H.)</p>	I. the ability and desire for continuous learning

Courses to Program Outcomes: BA Honours in Economics

Course	A PLO 1	A PLO 2	B PLO 3	B PLO 4	B PLO 5	C PLO 6	C PLO 7	C PLO 8	D PLO 9	D PLO 10	E PLO 11	F PLO 12	G PLO 13	H PLO 14	I PLO 15
ECON 1100	I						I	I	I	I	I				
ECON 1110	I						I	I	I	I	I				
ECON 2120		I	I	I	I	I	I		I	I				I	
STAT-2950		I	I	I	I	I	I		I						
ECON-2210	R						R		R	R	R				I
ECON 2220	R						R	R	R	R					
ECON 2310	R						R	R			R				
ECON 2320	R						R	R	R	R	R				R
ECON-3060	R						R	R	R						I
ECON 3130	R	R	R	R	R	R	R		R	R	R	I	I	I	R
ECON 4140		M	M		M	M	M	R	M	M		R		R	R
ECON 4230	M			R			R		R	R	R			R	R
ECON 4330	M			R		R		M	R	R				R	R
ECON 4070	M	M	M	M	M	M	M	M	M	M		M		M	M
MATH-1250		I							I						
MATH-1260		I							I						
MATH-1720									I						
MATH-1760									I						
STAT-2910		I							I						
STAT-2920		I							I						

Legends

Courses

- ECON 1100 Introduction to Economics I
- ECON 1110 Introduction to Economics II
- ECON 2120 Intermediate Statistical Methods
- STAT-2950 Introduction to Statistics
- ECON-2210 Intermediate Microeconomics I
- ECON 2220 Intermediate Microeconomics II
- ECON 2310 Intermediate Macroeconomics I
- ECON 2320 Intermediate Macroeconomics II
- ECON-3060 Mathematical Economics I
- ECON 3130 Introduction to Econometric Methods I

ECON 4140	Introduction to Econometric Methods II
ECON 4230	Advanced Microeconomics I
ECON 4330	Advanced Macroeconomics I
ECON 4070	Senior Research Workshop
MATH-1250	Linear Algebra I
MATH-1260	Vectors and Linear Algebra
MATH-1720	Differential Calculus
MATH-1760	Functions and Differential Calculus
STAT-2910	Statistics for the Sciences
STAT-2920	Introduction to Probability

Program Learning Outcomes (PLOs)

- PLO 1 Explain economic concepts, problems and solutions at a deeper level.
- PLO 2 Integrate knowledge of economics with statistics in order to estimate economic models.
- PLO 3 Describe suitable econometric methods to address real world economic problems.
- PLO 4 Retrieve and evaluate data from a wide range of public data sources.
- PLO 5 Use statistical packages in analyzing data.
- PLO 6 Compare the impacts of assumptions on theoretical models and estimate their effects on its conclusions.
- PLO 7 Apply economic analysis to everyday problems in real world situations.
- PLO 8 Describe current economic events and evaluate specific policy proposals.
- PLO 9 Solve economic problems using basic mathematical tools.
- PLO 10 Organize and interpret a range of economic data on both descriptive and analytical levels.
- PLO 11 Articulate the philosophical basis of economic problems as well as give appropriate remedies.
- PLO 12 Convey technical information, ideas and arguments to target audiences clearly and persuasively in both written and spoken form.
- PLO 13 Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
- PLO 14 Formulate findings and recommendations on economic problems in a precise and concise manner.
- PLO 15 Demonstrate independent and critical thinking that is required for continuing professional development.

Cell Values

I Introduction

R Reinforcement

M Mastery

■^A (superscript) assessments indicated

■^H (superscript) high-impact assessments indicated

University Graduate Attributes

- A the acquisition, application and integration of knowledge
- B research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- C critical thinking and problem-solving skills
- D literacy and numeracy skills
- E responsible behaviour to self, others and society
- F interpersonal and communications skills
- G teamwork, and personal and group leadership skills
- H creativity and aesthetic appreciation
- I the ability and desire for continuous learning

Courses to Program Outcomes: BA in Economics (General)

Course	A PLO 1	A PLO 2	B PLO 3	C PLO 4	C PLO 5	C PLO 6	D PLO 7	E PLO 8	F PLO 9	G PLO 10	H PLO 11	I PLO 12
ECON 1100	I				I	I	I	I				
ECON 1110	I				I	I	I	I				
ECON 2120		I	I	I	I		I				I	
ECON 2310	R				R	R		R				
ECON-2210	R				R		R	R				I
STAT-2910		I										
STAT-2920		I										

Legends

Courses

- ECON 1100 Introduction to Economics I
- ECON 1110 Introduction to Economics II
- ECON 2120 Intermediate Statistical Methods
- ECON 2310 Intermediate Macroeconomics I
- ECON-2210 Intermediate Microeconomics I
- STAT-2910 Statistics for the Sciences
- STAT-2920 Introduction to Probability

Program Learning Outcomes (PLOs)

- PLO 1 Explain economic concepts, problems and solutions.
- PLO 2 Integrate knowledge of economics with statistics in order to estimate economic models.
- PLO 3 Retrieve and evaluate data from a wide range of public data sources.
- PLO 4 Compare the impacts of different assumptions on a theoretical model and estimate their effects on its conclusions.
- PLO 5 Apply economic analysis to everyday problems in real world situations.
- PLO 6 Describe current economic events and evaluate specific policy proposals.
- PLO 7 Organize and interpret a range of economic data on both descriptive and analytical levels.
- PLO 8 Articulate the philosophical basis of economic problems as well as give appropriate remedies.
- PLO 9 Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.
- PLO 10 Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
- PLO 11 Formulate findings and recommendations on economic problems in a precise and concise manner.
- PLO 12 Demonstrate independent and critical thinking that is required for continuing professional development.

Cell Values

- I Introduction
- R Reinforcement
- M Mastery

■^A (superscript) assessments indicated

■^H (superscript) high-impact assessments indicated

University Graduate Attributes

A the acquisition, application and integration of knowledge

B research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

C critical thinking and problem-solving skills

D literacy and numeracy skills

E responsible behaviour to self, others and society

F interpersonal and communications skills

G teamwork, and personal and group leadership skills

H creativity and aesthetic appreciation

I the ability and desire for continuous learning

Courses to Program Outcomes: BSc Honours in Economics

Course	A PLO 1	A PLO 2	A PLO 3	B PLO 4	B PLO 5	B PLO 6	C PLO 7	C PLO 8	C PLO 9	D PLO 10	D PLO 11	E PLO 12	F PLO 13	G PLO 14	H PLO 15	I PLO 16
ECON 1100	I		I					I	I	I	I	I				
ECON 1110	I		I					I	I	I	I	I				
ECON 2120		I	I	I	I	I	I	I		I	I				I	
STAT-2950		I		I	I	I	I	I		I						
ECON-2210	R		R					R		R	R	R				I
ECON 2220	R		R					R	R	R	R					
ECON 2310	R							R	R			R				
ECON 2320	R		R					R	R	R	R	R				R
ECON-3060	R		R					R	R	R						I
ECON 3130	R	R	R	R	R	R	R	R		R	R	R	I	I	I	R
ECON 4140		M	M	M		M	M	M	R	M	M		R		R	R
ECON 4230	M		M		R		R	R		R	R	R			R	R
ECON 4330	M		R		R		R		M	R	R				R	R
ECON 4060	R	M	M				R	R		M						
ECON 4240	M	R	R				R			M	M	R			M	R
ECON 4340	M	M	M		R					M	M		R		M	M
COMP-1047						I										
MATH-1250		I	I							I						
MATH-1260		I	I							I						
MATH-1720			I							I						
MATH-1760			I							I						
MATH-1730			I							I						
MATH-1020			I							I						
STAT-2920		I								I						

Legends

Courses

- ECON 1100 Introduction to Economics I
- ECON 1110 Introduction to Economics II
- ECON 2120 Intermediate Statistical Methods
- STAT-2950 Introduction to Statistics
- ECON-2210 Intermediate Microeconomics I

ECON 2220	Intermediate Microeconomics II
ECON 2310	Intermediate Macroeconomics I
ECON 2320	Intermediate Macroeconomics II
ECON-3060	Mathematical Economics I
ECON 3130	Introduction to Econometric Methods I
ECON 4140	Introduction to Econometric Methods II
ECON 4230	Advanced Microeconomics I
ECON 4330	Advanced Macroeconomics I
ECON 4060	Mathematical Economics II
ECON 4240	Advanced Microeconomics II
ECON 4340	Advanced Macroeconomics II
COMP-1047	Computer Concepts for End-Users
MATH-1250	Linear Algebra I
MATH-1260	Vectors and Linear Algebra
MATH-1720	Differential Calculus
MATH-1760	Functions and Differential Calculus
MATH-1730	Integral Calculus
MATH-1020	Mathematics Foundations
STAT-2920	Introduction to Probability

Program Learning Outcomes (PLOs)

PLO 1	Explain economic concepts, problems and solutions at a deeper level.
PLO 2	Integrate knowledge of economics with statistics in order to estimate economic models.
PLO 3	Demonstrate proficiency in analyzing economic models using calculus and algebra.
PLO 4	Describe suitable econometric methods to address real world economic problems.
PLO 5	Retrieve and evaluate data from a wide range of public data sources.
PLO 6	Use statistical packages in analyzing data.
PLO 7	Compare the impacts of assumptions on theoretical models and estimate their effects on its conclusions.
PLO 8	Apply economic analysis to everyday problems in real world situations.
PLO 9	Describe current economic events and evaluate specific policy proposals.
PLO 10	Solve economic problems using basic and advanced mathematical tools.
PLO 11	Organize and interpret a range of economic data on both descriptive and analytical levels.
PLO 12	Articulate the philosophical basis of economic problems as well as give the appropriate remedies.
PLO 13	Convey technical information, ideas and arguments to target audiences clearly and persuasively in written form.
PLO 14	Collaborate with colleagues to produce ideas or projects with equitable sharing of workloads.
PLO 15	Formulate findings and recommendations on economic problems in a precise and concise manner.
PLO 16	Demonstrate independent and critical thinking that is required for continuing professional development.

Cell Values

I	Introduction
R	Reinforcement
M	Mastery

■^A (superscript) assessments indicated

■^H (superscript) high-impact assessments indicated

University Graduate Attributes

- A the acquisition, application and integration of knowledge
- B research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
- C critical thinking and problem-solving skills
- D literacy and numeracy skills
- E responsible behaviour to self, others and society
- F interpersonal and communications skills
- G teamwork, and personal and group leadership skills
- H creativity and aesthetic appreciation
- I the ability and desire for continuous learning

University of Windsor
Senate

*5.1.2c: **Kinesiology – Graduate Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package includes the following course learning outcomes:
KINE-8260. Motor Control of Human Performance

KINE-8260. Motor Control of Human Performance

Formerly known as: 95-526

Learning Outcomes

Last Updated: February 09, 2018

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the perceptual, cognitive, and neurophysiological aspects of human motor control</p> <hr/> <p>Describe changes in the control of movement in various populations</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Critically review literature and relate information to key issues in motor control and human performance. (also relevant to C and D) (Also applies to C, D.)</p> <hr/> <p>Retrieve, summarize, and evaluate research in the area of motor control and human performance (also relevant to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Contrast theoretical views of motor control and human performance. (Also relevant to D.) (Also applies to D.)</p> <hr/> <p>Demonstrate critical awareness of methodologies used in the study of motor control and human performance.</p> <hr/> <p>Apply fundamental knowledge of control and human performance to the understanding of functional movements in the home, workplace, and sporting environment. (also relevant to I) (Also applies to I.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Adhere to accepted principles of academic integrity.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate concepts related to motor control and human performance both verbally and in writing. (Also applies to G.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>

	I. the ability and desire for continuous learning
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**University of Windsor
Senate**

5.2.1: **Proposed Policy on Timing of Assessments for Asynchronous Online Courses**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed Policy on Timing of Assessments for Asynchronous Online Courses be approved.

Rationale:

- In Fall 2019, initial concerns were raised by students regarding the issue that students in asynchronous online courses have a narrow time during which they are expected to write their exams which creates a barrier for students who are working or have care-giving and family responsibilities. Student leaders formally raised this concern at the February 14, 2020 Senate meeting. (pre-COVID-19)
- Students who enrol in asynchronous online courses often do so for a variety reasons, most notably the belief that this mode will enable them to accommodate other pressures and responsibilities such as work and family commitments.
- One solution is to provide a broader window of time for all evaluative procedures for asynchronous online courses, such as a 24-hour time slot for completing the assessment.
- The proposed policy balances the student need for flexible assessment with the flexibility for instructors to determine the best assessments for their courses. Factors considered include: assessment design strategies, technical limitations, Senate bylaw provisions, and academic integrity.
- Both instructors and students will know when a course is designated ‘asynchronous’ as it will be included on the course proofs and then the registration system (designated by the Department during the course-proof process). Information on the course proofs will confirm whether the course will be delivered as an asynchronous online course.
- At the May 21, 2021 Senate meeting, consideration of this policy was deferred in light of questions from the Registrar’s about how to operationalize the policy on three exams in 24 hours as it relates to asynchronous online courses. The APC Subcommittee and the SGC Bylaw Review Committee met with the Director of Open Learning and the Registrar to review this concern and determined that the new policy would be accommodated within the existing bylaw language around three exams in 24 hours. No changes are required to this bylaw clause. A change to bylaw 54, paragraph 1.2, was approved by Senate on December 10, 2021, clarifying the timing of asynchronous assessments consistent with the proposed policy (see item S211210-5.8.3).
- Following the December 10, 2021 Senate meeting, the policy was revised, including removing the section on course delivery modes and the appendix, to provide greater clarity that this policy is narrow and limited in its scope in that it applies *only* to asynchronous online courses. A paragraph was also added clarifying the scheduling of asynchronous online final exams within the exam period.



***Policy Title:** Timing of Assessments for Asynchronous Online Courses

***Date Established:** TBD

***Office with Administrative Responsibility:** University Secretariat

***Approver:** Senate

***Revision Date(s):** TBD

Introduction / Background / Purpose

Students in asynchronous online courses often have a set time to write their assessments which creates a barrier for those who are working or have other pressures and responsibilities, and who specifically enrolled in the asynchronous online course for scheduling flexibility. This policy addresses the need for flexibility in the scheduling and timing of assessments in asynchronous online courses.

Application / Scope of Policy

This policy only applies to courses, or sections of a course, designated as **asynchronous** online.

Exceptions to Policy

Any accommodations permitted within Senate Bylaw 54, Senate Bylaw 55, and the Policy on Academic Accommodation for Students with Disabilities.

Policy Statement

Students who enrol in asynchronous online courses often do so for a variety reasons, most notably to be able to accommodate other time pressures and responsibilities such as experiential learning requirements, work, or family commitments. Students may also be located in other time zones. The flexibility afforded by asynchronous online courses allows students to review materials and complete assignments according to their particular schedule. It follows that the scheduling of all assessments, including final assessments where applicable, for asynchronous online courses must also provide some flexibility to students, within reason and provided that academic integrity of the assessment can be maintained.

All assessments in asynchronous online courses must uphold this principle of flexibility in time and location. This can be done by including one or more of the following assessment design strategies (or alternatives as appropriate to the discipline and the course learning outcomes):

1. Assigning take home exams or final assignments that allow for evaluation of learning based on more complex, application-based, or authentic questions, problems, or scenarios and encouraging students to use the resources available to them, such as the Leddy Library and course textbooks, as they would in authentic environment.
2. Providing an extended completion window of at least 24 hours or more, depending on the nature of the assessment, where the student can choose to use all of the time period available to complete and submit the exam or other assessment.
3. Providing an assessment writing window of at least 24 hours, where the student may choose to start the assessment at any time during the extended time period, but with a time limit for completing the assessment once started.
4. Other strategies which allow timing flexibility for students in completing the assessment, while maintaining academic integrity and the integrity of the assessment.

For final exams or assessments, the window for writing and completing the asynchronous assessments must begin no earlier than the beginning of the exam period and end the day preceding the alternative exam date, in accordance with Senate bylaws and policies.

*For additional examples and recommendations on online assessment design strategies, and course delivery modes with definitions contact the Office of Open Learning and/or the Centre for Teaching and Learning, or go to: <https://www.uwindsor.ca/teaching-online/303/setting-the-stage#cdm>

Related Bylaws or Policies

Senate Bylaw 54: Undergraduate Academic Evaluation Procedures

Senate Bylaw 55: Graduate Academic Evaluation Procedures

Policy on Academic Accommodation for Students with Disabilities

Policy on Minimum Number of Days between Last Day of Classes and the Beginning of the Final Exam Period

**University of Windsor
Senate**

*5.2.2: **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 restricted materials **and intellectual property (whether properly or improperly obtained) 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 reinforce the improper use of such sites as cheating.
- This issue was forwarded to Provost Council and subsequently reviewed by the Joint Consultative Committee.
- Following the January 14, 2022 Senate meeting, Section V of the student code of conduct was further revised to ensure that it is clear that improperly distributing restricted materials (eg, copyrighted material), whether that material was obtained properly or improperly, is misconduct.

**University of Windsor
Senate**

5.3.1: **Senate Information Session**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

Background:

To enable Senators to obtain a deeper understanding of strategic items placed on Senate agendas for discussion, the Senate Governance Committee has proposed the scheduling of Senate Information Sessions prior to the Senate meeting at which the strategic item will be discussed. The sessions may also be used to generate the content for Senate around the specific strategic discussion. Participation is voluntary and extended to anyone who would like to attend, not just Senators.

This is a pilot initiative with a view to more engaged discussions at Senate on matters of strategic importance.

First Senate Information Session – Microcredential Update – April 1, 2022

The strategic item for Senate discussion at the April 8, 2022 Senate meeting will be on microcredentials. This new information session format will be used to generate content for this presentation.

On **April 1, 2022, 9-10am an open Senate Information Session** will be held to begin the conversation on microcredentials and will be informed by questions submitted by Senators in advance of the session.

An MS Teams calendar invitation will be sent shortly. Please feel free to share the invitation with others.

**University of Windsor
Senate**

5.3.2: **Proposed Revisions to Bylaws 3, 20, 22**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION 1: That the proposed revisions to Bylaw 3 be approved.

Proposed Revisions

[revisions are in bold and strikethrough]

1.2.3 Senate Governance Committee

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

- 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 faculty member at large**
 - 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.
- Following discussion at the January 2022 Senate, a faculty member at-large position has been added to maintain approximately the current proportionality of faculty voting numbers. The addition of these two positions results in an additional student member due to the 3:1 faculty-student ratio requirement on Committees.

MOTION 2: That the proposed revisions to Bylaws 20 and 22 be approved.

Proposed Revisions

[revisions are in bold and strikethrough]

ADD to top of Bylaws 20 and 22: **“For the purposes of this bylaw, the Faculty of Human Kinetics is considered a departmentalized Faculty.”**

Bylaw 22, 8.3: Voting will be by secret ballot ~~unless the 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 those present.

Rationale:

- A non-departmentalized Faculty (where there is one academic unit) has a Dean and may have Associate Deans. In non-departmentalized Faculties, the Dean also serves as AAU Head. A departmentalized Faculty (where there are multiple academic units) has a Dean who oversees the Faculty, and individual/separate AAU Heads who oversee the departments and report to the Dean. They also have Associate Deans.
- HK is unique in that it has only one academic unit and therefore has been considered a non-departmentalized Faculty, but has two units (academic department and non-academic division) which report to a Faculty. This means that the non-departmentalized Faculty has both a Head of Kinesiology and a Dean of HK. Given the unique structure of HK, past practice has been for it to operate as though it is a departmentalized Faculty for the purposes of appointments and RTP procedures, with both the Dean and Head on the committees. To do otherwise, would remove either the Head or the Dean from the committees, depending on the interpretation of the roles.
- For other purposes, the Faculty will continue to be considered a non-departmentalized Faculty (e.g., Faculty Council composition - as the structure of a Faculty Coordinating Council would not make sense given that there is only one department).
- Good governance, and ensuring a fair and just process, requires that voting relating to personnel matters be by secret ballot. This is a housekeeping change as the clarification was made in all other bylaws at the January 2022 Senate meeting and erroneously missed in this section of bylaw 22.

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. International Framework

The “think-tank” has been rescheduled to March 23, 2022 due to a conflict with a previously scheduled university event.

2. Microcredential Update

A microcredential update will be provided at the April 8, 2022 meeting of Senate. A new format will be used to generate content for this strategic discussion and presentation.

On April 1, 2022 an open Senate Information Session will be held to begin the conversation on microcredentials, and will be informed by questions submitted by Senators in advance of the meeting.

3. eCampus Ontario Virtual Learning Strategy (VLS) Update

eCampus Ontario Virtual Learning Strategy (VLS) funded projects wrapped up on Monday February 28th after nearly a year of hard work by faculty, students and the OOL team (brief descriptions and project leads here: <https://www.uwindsor.ca/openlearning/567/VIsProjectsUwindsor>) with several already planning the next development.

- There were 19 projects led by UWindsor worth \$1.4m, and Windsor faculty and staff were collaborators on several other projects led by other institutions.
- All content developed in these projects is openly licenced and shared through eCampus Ontario’s new repository that will be searchable; all content will be able to be used by other Ontario educators (and globally, depending on the licence applied).
- Many of UWindsor’s projects built content in Pressbooks open publishing tool (an example here: <https://ecampusontario.pressbooks.pub/universaldesign/>) and all will be showcased in upcoming events.
- VLS 2.0 grant applications that were submitted in January (including 19 UWindsor applications) have been peer reviewed, and eCampus Ontario is in the process of determining which will receive funding; total ask across the province was approximately 6 x the funding available with approx. 450 applications received for this round.

4. LMS Review and Procurement

The LMS Review and Procurement project is moving along well, with vendor presentations to the campus community on March 2 and 3 from Blackboard (Learn Original and Ultra), D2L (Brightspace), and Instructure (Canvas).

- Attendees will be invited to provide feedback on the proposals through a short survey.
- Next stage starts 14th March and involves the campus community having access to sandbox versions of the three proposed solutions with the ability to test it out and experience the systems as a student or instructor. More information on this will be forthcoming.
- Further feedback and focus groups will provide an opportunity for more campus input to the selection process following the sandbox experience.

Strategic Mandate Agreement 3 (SMA3) 2020-2025 Annual Evaluation (Year 2)

Senate

March 11, 2022



Metrics

2020/21	2021/22	2022/23 and on
1. Graduate Employment	1. Graduate Employment	1. Graduate Employment
2. Institutional Strength*	2. Institutional Strength*	2. Institutional Strength*
3. Graduation Rate	3. Graduation Rate	3. Graduation Rate
4. Community Impact	4. Community Impact	4. Community Impact
5. Economic Impact*	5. Economic Impact*	5. Economic Impact*
6. Research Funding	6. Research Funding	6. Research Funding
	7. Experiential Learning	7. Experiential Learning
	8. Innovation: Industry Funding	8. Innovation: Industry Funding
	9. Graduate Earnings	9. Graduate Earnings
		10. Skills and Competencies *
25% of Grant	35% of Grant	45% to 60% of Grant

\$23.5M

\$32.8M

\$42.3 to \$56.4M



Weightings

	Institutional Assigned Weightings/Outcomes-Based Funding				
	2020-21	2021-22	2022-23	2023-24	2024-25
	Max 35%, Min 10%	Max 30%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%
Metric	(%)	(%)	(%)	(%)	(%)
1. Graduate Employment Rate	10%	5%	5%	5%	5%
2. Institutional Strength	25%	20%	20%	20%	20%
3. Graduation Rate	10%	5%	5%	5%	5%
4. Community Impact	35%	30%	25%	25%	25%
5. Economic Impact	10%	20%	20%	20%	20%
6. Research Funding	10%	5%	5%	5%	5%
7. Experiential Learning	--	5%	5%	5%	5%
8. Innovation: Industry Funding	--	5%	5%	5%	5%
9. Graduate Earnings	--	5%	5%	5%	5%
10. Skills & Competencies*	--	--	5%	5%	5%



Performance Funding Status

- Government committed to a two-year delay (20/21 and 21/22)
- To inform decision: Year 1 & 2 actual performance, broader macro considerations
- COU feedback to the Ministry
 - Based on an analysis of the metrics
 - Continue to decouple or provide flexibility in the funding for the continued effects of the pandemic



Metric Analysis

SMA3 Metric	Data Purpose/Impact	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Graduate	Potential Net	None	High	High	High- Moderate	Moderate-Low
Tri-agency Research Funding	Target-setting (rolling three-year average)	2013-14	2014-15	2015-16	2016-17	2017-18
		2014-15	2015-16	2016-17	2017-18	2018-19
		2015-16	2016-17	2017-18	2018-19	2019-20
		2016-17	2017-18	2018-19	2019-20	2020-21
2017-18		2018-19	2019-20	2020-21	2021-22	
Performance Measurement (three-year average)	2016-17	2017-18	2018-19	2019-20	2020-21	
	2017-18	2018-19	2019-20	2020-21	2021-22	
	2018-19	2019-20	2020-21	2021-22	2022-23	
	Potential Net Impact	None	None	Moderate	Moderate	High



Evaluation

Year 1 (20/21) & Year 2 (21/22)



20/21 Year 1 Evaluation

Metric Name	2020-21			
	Target	Band of Tolerance	Allowable Performance Target*	Actual
Graduate Employment Rate in a Related Field	88.08%	3.55%	84.96%	86.27%
Institutional Strength/Focus	33.66%	3.00%	32.65%	33.82%
Graduation Rate	75.66%	1.63%	74.43%	73.53%
Community/Local Impact of Student Enrolment	11.30%	2.33%	11.04%	11.49%
Economic Impact (Institution-specific)	\$143,260,128	8.08%	\$131,684,886	\$150,245,331
Research Funding and Capacity: Federal Tri-Agency Funding Secured	1.41%	6.08%	1.32%	1.25%



Annual Evaluation Process: 21/22 (Year 2)

Review metric data provided by Ministry

University defined metrics

- a. Economic Impact
- b. Experiential learning

Weightings

- a. Year 3 to Year 5
- b. Will have the opportunity to review again next year



21/22 Year 2 Evaluation

Metric Name ▲	Performance Grant %	Performance Grant	Metric Weighting	Notional Allocation	Metric Target	Band of Tolerance (BoT)	Allowable Performance Target	Metric Performance	Performance to APT
Community/Local Impact	35%	\$32,702,365.03	30%	\$9,810,709.51	11.43%	1.92%	11.21%	11.79%	105.20%
Economic Impact (Non-Local Student Spending)	35%	\$32,702,365.03	20%	\$6,540,473.01	\$147,458,997.97	6.16%	\$138,382,343.92	\$161,031,549.79	116.37%
Experiential Learning Proportion	35%	\$32,702,365.03	5%	\$1,635,118.25	60.67%	43.27%	34.42%	70.46%	204.70%
Graduate Earnings	35%	\$32,702,365.03	5%	\$1,635,118.25	\$46,265.38	5.64%	\$43,657.49	\$48,669.18	111.48%
Graduate Employment Rate in a Related Field	35%	\$32,702,365.03	5%	\$1,635,118.25	89.04%	4.81%	84.76%	88.85%	104.83%
Graduation Rate	35%	\$32,702,365.03	5%	\$1,635,118.25	74.06%	1.05%	73.28%	73.99%	100.98%
Institutional Strength	35%	\$32,702,365.03	20%	\$6,540,473.01	31.50%	3.00%	30.55%	34.56%	113.11%
Research Revenue - Donations, Grants & Contracts	35%	\$32,702,365.03	5%	\$1,635,118.25	\$5,063,444.44	8.17%	\$4,649,625.38	\$5,846,333.33	125.74%
Research Revenue Total	35%	\$32,702,365.03	5%	\$1,635,118.25	1.33%	4.00%	1.28%	1.31%	102.52%

Submission to the Ministry January 2022, waiting for confirmation



Monitoring Performance

Graduate Employment Rate in a Related Field

Institutional Strength

Graduation Rate

Community/Local Impact

Research Revenue Total

Experiential Learning Proportion

Economic Impact (Non-Local Student Spending)

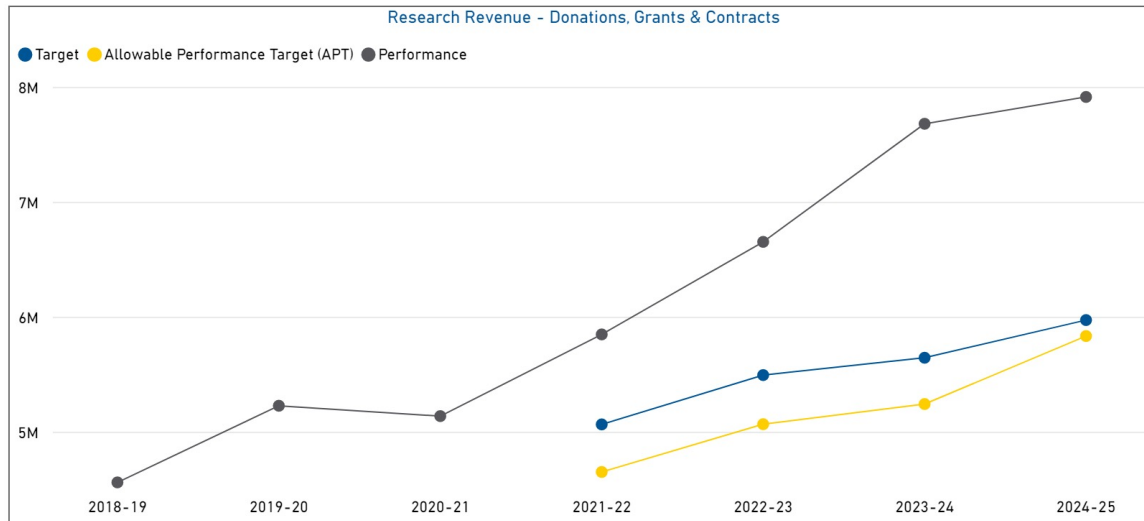
Research Revenue - Donations, Grants & Contracts

Graduate Earnings



Metric Definition:

Total research revenue attracted from private sector and not-for-profit sources, including donations, grants and contracts.



SMA3 Year	Performance Grant %	Performance Grant	Metric Weighting	Notional Allocation	Metric Target	Band of Tolerance (BoT)	Allowable Performance Target	Metric Performance	Performance to APT	Actual/Projection
2024-25	60%	\$56,061,197.19	5%	\$2,803,059.86	\$5,971,111.11	2.33%	\$5,832,243.49	\$7,912,000.00	135.66%	Projection
2023-24	55%	\$51,389,430.76	5%	\$2,569,471.54	\$5,643,222.22	7.14%	\$5,240,544.85	\$7,678,666.67	146.52%	Projection
2022-23	45%	\$42,045,897.89	5%	\$2,102,294.89	\$5,492,555.56	7.78%	\$5,065,231.05	\$6,651,333.33	131.31%	Projection
2021-22	35%	\$32,702,365.03	5%	\$1,635,118.25	\$5,063,444.44	8.17%	\$4,649,625.38	\$5,846,333.33	125.74%	Actual
2020-21								\$5,135,666.67		Actual
2019-20								\$5,225,666.67		Actual



Looking Ahead

1. Skills and competency metric
 - a. Ministry will not be using the Education and skills online (ESO) tool
 - b. Providing guidelines for us to develop our own metric
2. Faculty reporting requirement
 - a. Consultation on the faculty activity reporting
 - b. COU has provided feedback



Questions?



**University of Windsor
Senate**

5.8.3: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

Section 1: Fall 2022 Enrolment Update

Undergraduate Admissions Highlights:

Applicant Summary – Fall 2022

Category (new entrants)	Applicants*		ΔF22-F21
	F22	F21	
Undergraduate, Domestic			
Tri-County Region	2,744	2,686	2%
GTA	2,449	2,293	7%
Ontario (Other)	2,085	2,216	-6%
Outside Ontario	443	414	7%
Undergraduate, Domestic Total	7,721	7,609	1%
Undergraduate, International	1,873	1,324	41%
Graduate, Domestic	1,169	1,187	-2%
Graduate, International	5,853	7,440	-21%

* Excludes Returning Student Applications

Admit Summary – Fall 2022

Category (new entrants)	Admits*		ΔF22-F21
	F22	F21	
Undergraduate, Domestic			
Tri-County Region	2,084	1,780	17%
GTA	1,376	1,226	12%
Ontario (Other)	1,218	1,172	4%
Outside Ontario	100	80	25%
Undergraduate, Domestic Total	4,778	4,258	12%
Undergraduate, International	604	455	33%
Graduate, Domestic	177	191	-7%
Graduate, International	2,347	2,344	-

* Excludes Returning Student Applications

- First-term grades from most Ontario high schools have been received. A final review of applicants who have not received an offer is underway. Alternative offers will start going out in mid-March.
- As Spring Open House approaches and the admission cycles start to conclude, the focus will transfer to conversion activities and preparing for first-year first-term UG registration (late May 2022).

Section 2: Campus Engagement

- **Spring Open House:** Future UWindsor students and their entourage will be attending sessions in-person or virtually to learn more about programs, awards, financial aid, student support, and academic advising on Saturday, March 5th. We expect approximately 1,500+ participants.
- **Tours+:** Expanded tours during a high school PA Day on Friday, February 18th, maximized our chance to welcome Future Lancers to campus. Despite the snowstorm, 67% of registered guests braved the weather to attend, and 50% of registrants were from outside of Windsor-Essex. Faculty-specific and general campus experiences are also queued up for March Break (March 14-18), including expanded tours capacity, lecture shadow opportunities, and student-led webinars.
- **Out-of-town:** Applicants outside Windsor-Essex are encouraged to visit the campus with additional incentives. Each Fall 2022 applicant is eligible for a gas card to help defray travel costs and a UWindsor gift card to use towards campus hospitality or their Lancer gear collection from the Book Store.

Section 3: Relationship Management – Transfer Partnerships

The Transfer Working Group was initiated in 2020-21 and continues to provide a monthly forum for internal transfer experts to connect, share best practices, voice challenges, identify needs, and shape priorities.

Participants include Deans, Associate Deans, and staff from Central Advising, Registrar's Office, Enrolment and Faculties.

Recent achievements include participation in the ONCAT MapIt project, providing an opportunity for an external review of our transfer processes to identify strengths, challenges, and priorities for future improvement. Additional achievements include the development of a [Transfer Student Guide](#) and [Transfer Student webpage](#) and planning an introductory tour of key partner colleges, led by the Faculty of Science.

Planned activities include establishing an internal Subject Matter Expert network for transfer credit assessment, documenting and sharing best practices and supports for those involved in evaluating transfer credit; exploration of ways to reduce the turn-around time for transfer credit assessment; investigation of technological advancements to improve communications, timing and transparency of assessment for students; initiating a review/update of institutional Transfer Policies; and exploration of potential institutional partnerships and streamlined procedures for establishing agreements.

Section 4: External Engagement – Office of the Registrar

In Canadian universities, the role of the Office of the Registrar continues to evolve from providing diligent care and oversight of student academic records and related student services to one that is involved in creating partnerships, delivery of enrolment services and developing policies, procedures, and integrated systems that serve as the backbone for the institution and support overall student success.

Given the essential and evolving landscape in which the Office of the Registrar operates and the opportunity that searching for a new Registrar presents, the Office of the Provost and Vice-President Academic is undertaking an external review of the Office of the Registrar. This review will provide perspective on policies, practices, staffing, and use of technology to understand and inform best practices and serve as a sounding board for stakeholders.

The engagement will be conducted by three seasoned practitioners, Ray Darling (U of Guelph), Ange Saweczko (U of T), Geraldine Jones (Brock University) ([bios here](#)). Many thanks to those involved in providing input into this critical engagement.

Section 5: Strategic Marketing Fund

- **Print and digital Faculty brochures** have been completed for the Faculties of [Engineering](#), [Business](#), [Arts](#), [Humanities and Social Science](#), [Nursing](#), and [Human Kinetics](#). These fantastic publications are being distributed by direct mail to all applicants, and copies are provided to Faculties for their use and made available online for digital download.
- Inspired by the Faculty brochures, [generic](#) and disciplinary **posters** have been created and are being distributed to all Ontario High Schools to support existing outreach (see: [Business](#), [Engineering](#), [Social Sciences](#), [Humanities](#), [Creative Arts](#), [Human Kinetics](#), [Nursing](#), and [Science](#))
- Participating Faculties continue to work with STC to develop storyboards to support new video content for their use.

**University of Windsor
Senate**

5.9: Report of the Vice-President, Equity, Diversity, and Inclusion

Item for: **Information**

Forwarded by: **Clinton Beckford**

1. Anti-Black Racism Taskforce Recommendation Implementation Oversight Committee formed and ready to go to work.
2. Black Alumni Initiative Report completed. The Black Alumni Initiative Phase 1 Consultations were conducted by the Initiatives Against Anti-Black Racism Team in the Office of the Vice-President Equity, Diversity & Inclusion (OVPEDI). The report has been submitted to key stakeholders and is available on the ABR website. This initiative has three phases:
 - i. Black Alumni Roundtable Consultations
 - ii. Black Alumni Strategic Planning Summit
 - iii. Black Alumni Engagement Strategic Action PlanPhase 1 took place from June to September 2021.
3. Inaugural University of Windsor EDID Week takes place March 21-25. A schedule of events will be available in the next week.
4. EDID External review has commenced with meetings between the consultants and OVPEDI and the EDID Steering Committee. Consultations with the campus community expected to start in another two weeks or so. Information on how written submissions may be shared with the consultants will be available on the VP EDI website by March 7.
5. Office of the VP EDI will be sponsoring a Muslim Women Speaker Series; the brainchild of Faculty of Education Sessional Instructor Fatima Fakhri. More details on this initiative will be forthcoming.
6. The University Diversity and Indigeneity Professional Development Fund is now available for the March call. Applications are due on March 10 and awards will be announced March 15. Application forms and related information can be found on the VP EDI website as well as the Faculty Association website.
7. Next event in the Distinguished Speaker series is April 1, 2022 with Professor Carl James.
8. University of Windsor is receiving up to \$25,274 for its "Breaking Down Barriers: ADHD & Neurodiversity in PSE" project. Working in partnership with the Learning Disability Association of Windsor and Essex County, the University of Windsor will develop a four-step information campaign to de-stigmatize Attention-Deficit/Hyperactivity Disorder (ADHD) in the postsecondary (PSE) community. The campaign material will be available as a free customizable resource for PSE institutions and other sectors, including developmental services and employment.

9. Successful month of activities for Black Histories/Black Futures Month concluded. Highlights include
- 28 Books in 28 Days that you should read. Members from campus and the community recommended books of all genres by Black authors. This very successful social media campaign was initiated by committee member, Dr. Heidi Jacobs from Leddy Library.
 - Our Black Excellence in the Media event was hosted by the Alumni Office which featured Alumni Jermaine Franklin from The Sports Network (TSN) and Allison Duke award winning videographer and former Lancer, OUA All Star and is in the Lancer Hall of Fame. Thank you Pattie Lauzon and Katherine Simon for spearheading these efforts.
 - Also through the Alumni Office, the UWindsor Proud Podcast. Marium Tolson-Murty served as special Co-host to interview Alumni Robert Small, who is an award winning artist and latest Order of Canada recipient. Robert Small was also featured in the Daily News.
 - Also, in the DailyNews, there were features on two UWindsor Alumni and Order of Canada Recipients: Dr. Bryan Walls and Dr. Howard McCurdy.
 - Various departments collaborated to sponsor a performance by Leslie McCurdy, Internationally recognized performance artist and known for her one-woman shows portraying Harriet Tubman, Viola Desmond, and Mary Ann Shadd Cary, just to name a few.
 - Very successful Black History-Black Futures month campus trivia contest with 5 winners who successfully answered questions on local Black history.
 - Anti-Racism and Organizational Change (AROC) webpage launched.
 - Black Student Support Coordinator (BSSC) webpage launched.
 - UWindsor Black Alumni Consultation Report submitted (Thanks to Jeremiah Bowers and Lila Iriburiro Happy/ Marium Tolson-Murty, editor)
 - Distinguished Speakers Series: Dr. Rosalind Hampton discussed Plotting Black Studies Programs.
 - Implementation Oversight Committee (16 members) is formed and work will commence in March 2022. Announcement that this team would be formed in the University's statement regarding the acceptance of the ABR Task Force report.
 - International Women's Day: will be celebrated all month. This will include an event scheduled for Black women (faculty, students, staff) where the discussion will focus on self-image and assimilation in institutionalized spaces.

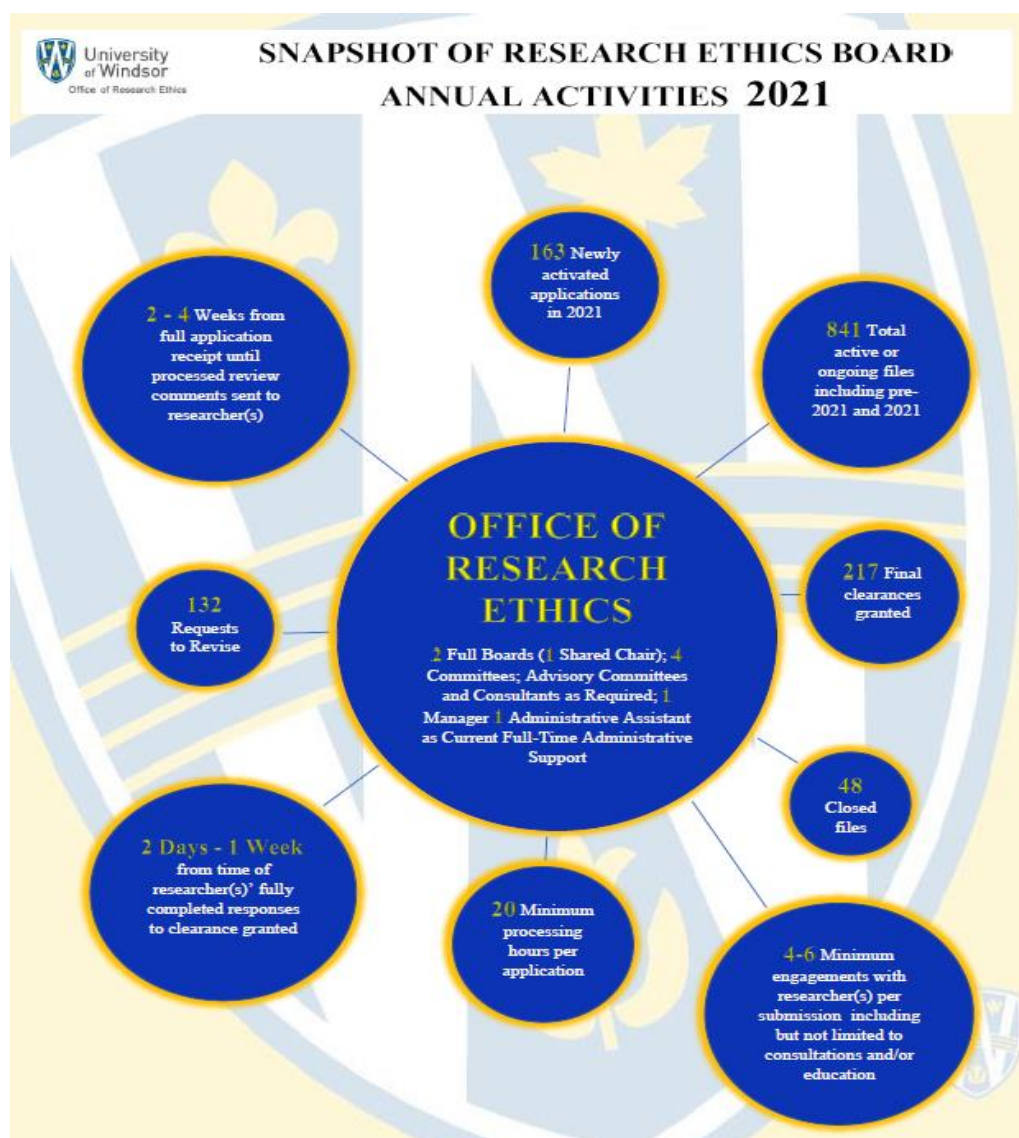
**University of Windsor
Senate**

5.10: **Report of the Vice-President, Research and Innovation**

Item for: **Information**

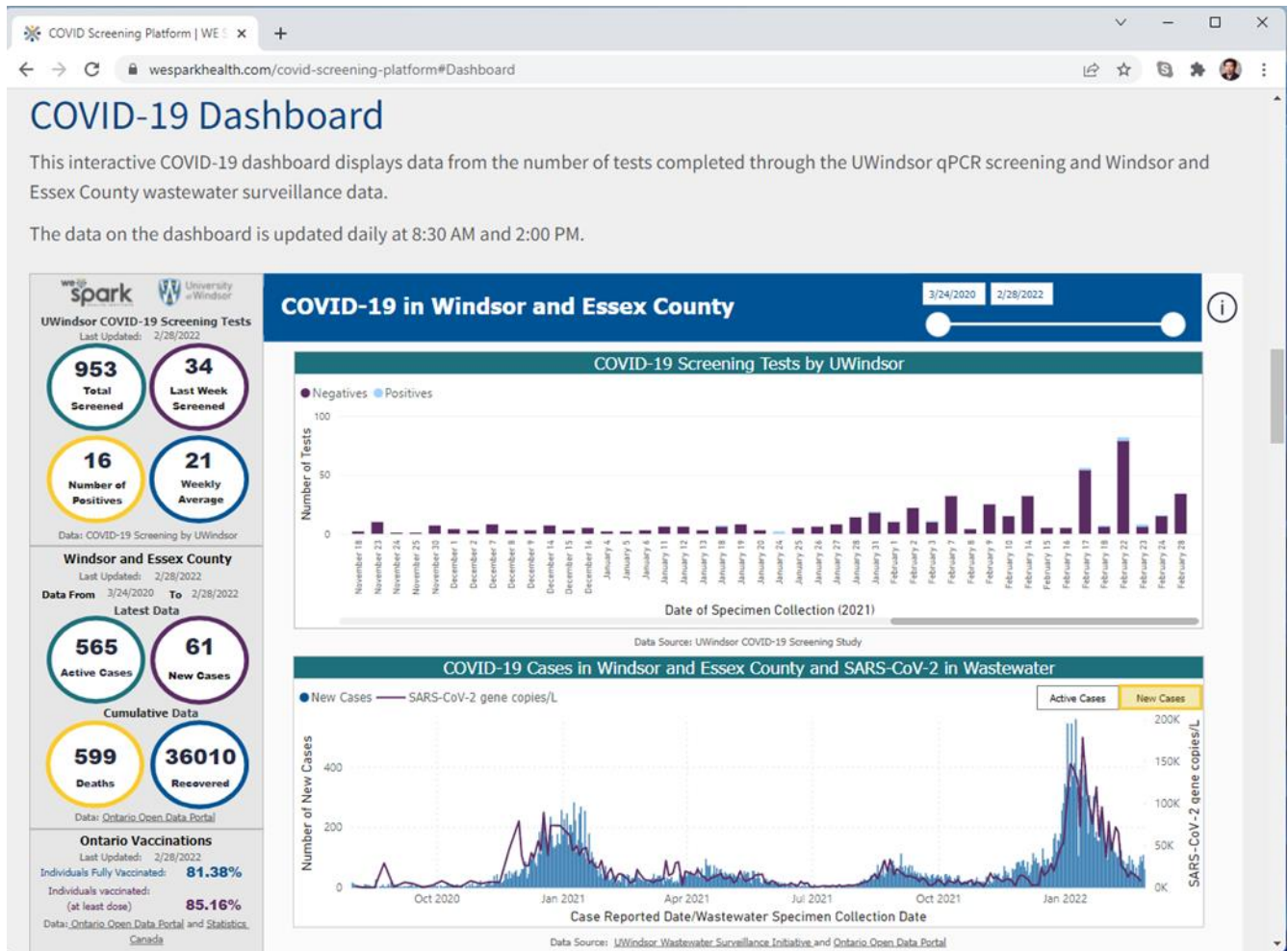
Forwarded by: **Michael Siu**

- The Research Ethics Board had a busy 2021.



https://www.uwindsor.ca/research-ethics-board/sites/uwindsor.ca.research-ethics-board/files/2021_ore_reb_infographic_snapshot_21.pdf

- The WE-Spark Health Institute’s COVID-19 dashboard continues to show declining COVID-19 concentration in Windsor-Essex wastewater as of February 28, 2022. The tracking of wastewater data with case data is reassuring in view of the likely underreporting of cases.



<https://www.wesparkhealth.com/covid-screening-platform#Dashboard>