**University of Waterloo**  
**SENATE**  
**Notice of Meeting**

**Date:** Monday 21 September 2015  
**Time:** 3:30 p.m.  
**Place:** Needles Hall, room 3001

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### OPEN SESSION

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<td>3:35</td>
<td>2. Motion: To approve or receive for information by consent items 2-6 below. Decision</td>
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| 3:45 | 8. Optometry & Vision Science Presentation Information  
Dr. Ben Thompson, associate professor |
| 4:00 | 9. Reports from Councils Decision  
a. Graduate & Research Council Decision |
|      | b. Undergraduate Council Decision |
| 4:15 | 10. Report of the President Information |
| 4:25 | 11. Q&A Period with the President Information |
a. Institutional Quality Assurance Process – Associate Vice-President, Academic |
|      | b. Update on New Student Transition 2015 – Associate Provost, Students Information |
| 5:00 | c. Terms of Reference for Mid-Term Break – Associate Vice-President, Academic Decision |
| 5:10 | 13. Report of the Vice-President, University Research Information |
| 5:15 | 14. Report of the Vice-President, University Relations Information  
a. Community Impact Report [to be distributed] – Senior Director, Community Relations & Events |
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<th>5:25</th>
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JLA/ees
3 September 2015

Logan Atkinson
University Secretary & General Counsel
Secretary to Senate
University of Waterloo
SENATE
Minutes of the Monday 15 June 2015 Meeting


Guests: Bruce Campbell, Rob de Loë, Rocco Fondacaro, Sally Gunz, Sarah Hildebrandt, Jennifer Kieffer, Cathy Newell Kelly, Derek Madge, Nick Manning, Barbara Riley, Ian Rowlands, Daniela Seskar-Hencic, Brandon Sweet, Allan Starr, Sean Thomas, Marilyn Thompson

Secretariat & Office of General Counsel: Logan Atkinson, Karen Jack, Emily Schroeder


*regrets
** by telephone

Organization of Meeting: Ian Orchard took the chair, and Logan Atkinson, secretary of Senate, acted as secretary. Atkinson advised that due notice of the meeting had been given, a quorum was present, and the meeting was properly constituted.

Orchard commented on the great success of Convocation held in the past week, the largest graduating class in the history of the institution. He thanked all those who took part, in particular the organizing groups in the Registrar’s Office and the Graduate Studies Office.

OPEN SESSION

1. DECLARATIONS OF CONFLICT OF INTEREST
   Senators were asked to declare any conflicts they may have in relation to the items on the agenda. No conflicts were declared.

Consent Agenda

Senate heard a motion to approve or receive for information by consent items 2-6 below.

Porreca and Busch.

2. MINUTES OF THE 19 MAY 2015 MEETING
   Senate approved the minutes of the meeting as distributed.
3. REPORTS FROM COMMITTEES AND COUNCILS
   Graduate & Research Council. Senate received the report for information.

   Undergraduate Council.
   Faculty of Science, Physics and Astronomy. Senate approved amendments to the honours physics (regular and co-operative), honours physics and astronomy (regular and co-operative), honours mathematical physics (regular and co-operative), and honours life physics (regular and co-operative) plans as presented in the report.

   Faculty of Science, School of Optometry & Vision Science. Senate approved amendments to the regulations pertaining to clearing a single failed course as presented in the report.

   Faculty of Science, School of Pharmacy. Senate approved amendments to the regulations pertaining to clearing a single failed course and to the regulations pertaining to admissions requirements as presented in the report.

   The motion was carried.

   The remaining items in the report were received for information.

4. REPORT OF THE PRESIDENT
   Recognition and Commendation. Senate received the report for information.

5. REPORT FROM THE FACULTIES
   Senate received the reports for information.

6. REPORT FROM THE COU ACADEMIC COLLEAGUE
   Senate received the report for information.

Regular Agenda

7. BUSINESS ARISING FROM THE MINUTES
   There was no business arising.

8. PRESENTATION ON THE PROPEL CENTRE FOR POPULATION HEALTH IMPACT
   BARBARA RILEY, EXECUTIVE DIRECTOR
   Senate heard a presentation on the work of the Propel Centre for Population Health Impact, including: the history of the Centre and its mandate, the number of members and its leadership; there are 45 active projects, focusing on impact/innovation/partnerships; Propel conducts real world research with real world application; recently 28 new interdisciplinary teams have been formed; research focuses on priority populations; new location in TechTown building on the north campus. Riley answered a question about the relationship between the Centre and Canadian Cancer Society, and responded that the Canadian Cancer Society is an organization of very high integrity and it does not prescribe the Centre’s work.

   Slides used in the presentation may be seen here: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/propel_senatepres_20150615_final.pptx

9. REPORTS FROM COUNCILS
   a. Graduate & Research Council
      Approved Doctoral Dissertation Supervisor (ADDS) Regulations. Frank provided a short summary of the history of the project to bring forward new ADDS regulations. The draft
presented to Senate has been reviewed by all faculty councils, and Graduate Student Relations Committee, and has received Senate Graduate & Research Council approval. Senate heard a motion to approve the new university-level regulations governing the granting of approved doctoral dissertation status as described in the report.

Frank and Henderson.

The requirement for supervisors to demonstrate familiarity with policies and practices related to PhD supervision will remain the responsibility of unit heads. The proposed new regulations do mitigate against some of the limitations of the older regulations, and reflect a compromise among several divergent views.

The proponents of the motion were asked what evidence they offer that there is currently a problem that requires change? That evidence was presented at Faculty Relations Committee when the decision was made to establish the task force in the first place, and it was thoroughly discussed during the consultation process. There has been some research done to compare the processes in place at other universities. The principal question must be how we define a proper supervision, and this proposed regulation is a strong attempt to answer this question. It is arguable that the new regulations are actually less bureaucratic than the existing regulations.

It was suggested that master’s students should be protected equally with PhD students. It was also argued that all components of a faculty appointment should be on equal status, and everyone ought to be qualified to do all aspects of the job, including PhD supervision. There was some comment on improvement in NSERC grant application ratings for sole supervisions as opposed to joint supervisions by junior faculty.

Senate heard a motion to amend the principal motion, to the effect that the proposed regulations be recognized as university-wide regulations, such that individual faculties may not impose more stringent requirements.

Ioannidis and Tolson.

The question was called on the motion to amend, and it was defeated.

The question was called on the principal motion, and it carried.

Senate heard a motion that Senate recommend to the Provost the establishment of a task force to investigate: how the quality of graduate supervision should be assessed at the university, and how to include graduate feedback in the model; and how consistently negative assessments of graduate supervision quality should translate into negative impacts on the supervisors themselves.

Mitchell and Porreca.

Senators discussed the extent of the mandate of such a task force.

Senate heard a motion to amend the principal motion by ending it after the words “assessed at the university.”

Hulan and Richter.
Senate was requested to add “criteria for revocation” to the proposed mandate of the task force. This suggestion was rejected as a substantive change to the principal motion that must be independently introduced.

Some Senators observed that the assessment of graduate supervision quality ought to be investigated with a view to putting some guidelines in place, in the same way that other aspects of a faculty member’s work are assessed for quality.

The question was called on the motion to amend, and it carried.

The mover and seconder of the main motion, and the mover and seconder of the amending motion, agreed to alter the main motion (as amended) to read as follows: “That Senate recommend to the Provost that a task force be established to investigate the mechanisms by which the quality of graduate supervisions at both the masters and doctoral levels are assessed at the university.”

The question was called on the main motion, as amended and altered by consent of the movers and seconders, and it carried.

Senate hear a motion that the question of revocation of ADDS status be reconsidered by the committee responsible for the report on ADDS status submitted to this meeting of Senate. Porreca and Henderson.

It was pointed out that the mandate of the task force requested by Senate to be established by the Provost is wide enough to contemplate questions of revocation of ADDS status. With the consent of the meeting, the motion was withdrawn.

**Faculty of Engineering, Mechanical and Mechatronics Engineering.** Senate heard a motion to approve a change to the name of the PhD, MASc and MEng degrees from “[degree] in Mechanical Engineering” to “[degree] in Mechanical and Mechatronics Engineering.” Frank and Richter. Carried.

**Sub-Centre Within Interdisciplinary Centre on Climate Change (IC³).** Senate heard a motion to approve the formation of a sub-centre within the Senate-approved Interdisciplinary Centre on Climate Change named the “[Company Name] Centre on Climate Adaptation,” with the company name to be filled upon successful formation of the partnership, as described in the report.

Dixon and Andrey.

In response to a question, Atkinson advised that the standard donation agreements allow for termination of the agreement if the activities of the donor are found to be inconsistent with the mission of the university. Some general information was provided to Senate on the nature of the business carried on by the donor. Senate discussed governance of the sub-centre in relation to governance of the main centre. Both will have their own boards, and controls will be exercised through the sub-center director reporting to the centre director, and then to the vice-president, research.

The question was called, and the motion carried.
b. **Undergraduate Council**

**Faculty of Mathematics, Computer Science.** Senate heard a motion to approve the new computing technology option as presented in the report.

Darling and Goulden. Carried.

**Renison University College, Certificate in English for Multilingual Speakers.** Senate heard a motion to approve the new certificate in English for multilingual speakers as presented in the report.

Darling and Skidmore. Carried.

Senate heard the following motions:

**Faculty of Arts, Classical Studies.** To amend classical studies plans as presented in the report. Motions 3, 4, 5, 6 and 7 to be considered together.

**Faculty of Arts, Drama and Speech Communication.** To amend theatre and performance plans as presented in the report.

**Faculty of Arts, Sociology and Legal Studies.** To amend legal studies plans as presented in the report.

**Faculty of Arts, Philosophy.** To amend philosophy plans as presented in the report.

**Faculty of Arts, Women’s Studies.** To amend women’s studies plans as presented in the report.

Darling and Peers. Carried.

**Faculty of Mathematics, Computer Science.** Senate heard a motion to approve changes to the computer science minor as presented in the report.

Darling and Goulden.

In response to the suggestion that these changes would require students to register in computer science to take core courses, attracting higher tuition, it was observed that the changes proposed by this motion are not intended to attract higher fees.

The question was called, and the motion carried.

Senate heard the following motions:

**Renison University College, East Asian Studies.** To approve changes to the East Asian studies minor as presented in the report.

**Renison University College, East Asian Studies.** To approve changes to the diploma in East Asian studies as presented in the report.

Darling and Fletcher. Carried.

Senate heard the following motions:
Faculty of Arts, Classical Studies. To inactivate the classical studies diploma plan as presented in the report.

Faculty of Arts, Classical Studies. To inactivate the classical languages diploma plan as presented in the report.

Faculty of Arts, Drama and Speech Communication. To inactivate the three-year general drama plan as presented in the report.

Faculty of Arts, Drama and Speech Communication. To inactivate the four-year general drama plan as presented in the report.

Darling and Porreca. Carried.

10. REPORT OF THE VICE-PRESIDENT, ACADEMIC & PROVOST

a. Departmental Name Change. Senate heard a motion that Senate recommend to the Board of Governors changing the name of the Department of Environment and Resource Studies to the School of Environment, Resources, and Sustainability as described in the report, effective 1 January 2016.

Orchard and Andrey. Carried.

b. Admissions Update. Darling provided an update on confirmations received relative to targets. He was asked how high school students who are not particularly high achievers might gain admission to university, because many end up succeeding despite their modest achievement in high school. There are mechanisms to allow for this, but the window is quite narrow. We have no mature student admissions policy at UW, and that is probably a product of our very high academic standards.


c. Confucius Institute. Orchard advised that the tripartite agreement among Nanjing University, Renison University College, and the University of Waterloo related to operation of the Confucius Institute expired in March, and the University of Waterloo will not be party to a renewal. The university will be giving six months’ notice to The Office of Chinese Language Council International (Hanban) to cancel that more general agreement. Orchard observed that this does not mean that the University of Waterloo is closing the Confucius Institute. Rather, Renison University College is free to continue the Confucius Institute through its own relationships if it wishes. If the university wants to establish a Confucius Institute at the University of Waterloo, it will bring a proposal back to Senate. Fletcher asked who made the decision, and Orchard advised that it was made by the President in consultation with the Vice-Presidents. Fletcher observed that the university and Renison had been in discussions on the future of the Confucius Institute for about a year, and that the decision seems to have been made quite abruptly given the collaboration. Orchard advised that the final decision had just been made, and that efforts will be made in the future to keep everyone informed.

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11. REPORT OF THE VICE-PRESIDENT, ADVANCEMENT

Sargeant Greenwood provided an update on fundraising priority setting. It is a key element of any successful advancement strategy, engaging donors in the mission of the institution. We must work toward a clear understanding of our priorities, and ensure that everyone has the opportunity to engage in the development of those priorities. The process goes through stages of consultation &
input, building a strong case for support with a strong communication strategy, evaluating our prospect base, assigning resources and planning the campaign strategy. Academic leadership is key to this work. Slides used in the presentation may be seen here: https://uwaterloo.ca/secretariat-general-counsel/sites/ca.secretariat-general-counsel/files/uploads/files/advancement_update_-senate_june_2015.pptx

12. REPORT OF THE VICE-PRESIDENT, UNIVERSITY RESEARCH
No report.

13. OTHER BUSINESS
Orchard offered special wishes to senators for a good summer. He thanked outgoing Dean of Mathematics Ian Goulden and Dean of Science Terry McMahon for their contributions to Senate over the past several years, and to their faculties and the university as a whole.

16 June 2015

Logan Atkinson
University Secretary & General Counsel
Secretary to Senate
Senate Graduate & Research Council met on 8 June 2015, and agreed to forward the following items to Senate for information. These items are recommended for inclusion in the consent agenda.

Further details are available at: https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council

FOR INFORMATION

PROGRAM REVIEWS

Business, Entrepreneurship and Technology, and Advanced Management
Council reviewed a two-year follow up report for the master’s plan in business, entrepreneurship & technology and for the graduate diploma in advanced management offered by the Conrad Business, Entrepreneurship and Technology Centre. Based on the material presented in the report which provided additional information requested by council, the report was accepted by council with direction to forward it to Senate for information (Attachment 1).

CURRICULAR MODIFICATIONS
On behalf of Senate, council reviewed and approved new courses, course activations, course revisions and regulation changes for the Faculty of Arts (master of public service; psychology) and the Faculty of Science (earth sciences; pharmacy).

SCHOLARSHIPS AND AWARDS
On behalf of Senate, council approved the creation of the Faculty of Arts Departmental Graduate Scholarships.

Jim Frank  George Dixon
Associate Provost, Graduate Studies  Vice President, University Research

/sg
Two-Year Progress Report
Business Entrepreneurship & Technology (MBET) and Advanced Management (G Dip) September 2014

In 2012, Dr. Teresa Menzies (Brock University) and Dr. Gary Gorman (Memorial University), completed their review of Conrad’s MBET and Grad Diploma programs. The reviewers offered a very positive assessment of Conrad’s programs and the group itself. They concluded their report with this summary statement:

“In conclusion the review team is very impressed by the MBET offered at [Conrad] and the instigation of future plans and development strategies. The CBET programs, current and planned, are innovative and evolving in line with the newest approaches to both Entrepreneurship and Intrapreneurship, not only in Canada but worldwide. CBET stakeholders are to be praised for their outstanding achievements and ongoing efforts.”

The reviewers also offered several developmental recommendations that helped catalyze a number of activities and efforts in the intervening period. This report is intended to offer the Senate a concise summary of Conrad’s activities addressing those recommendations. Despite a period of transition in leadership and all of the energies that requires, Conrad has made great strides and is positioned for even greater success in advancing UWaterloo’s strategic objectives related to entrepreneurship education, support and research. Review recommendations are italicized and followed by Conrad’s update.

Report on 2-Year Implementation Plan

1. Consider suggestions on program assessment. Conrad has always taken program design very seriously, as noted in the original response to the 2012 review. Encouragement to engage in rigorous program assessment and evaluation is therefore welcome. In the last year, Conrad has developed the capacity to start collecting and using better data on student outcomes, and we have started doing additional data collection on the student experience. Conrad is also working closely with the university’s institutional analysis and planning department on designing and implementing a measurement approach for entrepreneurship education outcomes as part of the university’s strategic plan initiatives. In the current year, we are independently initiating a “start-to-finish” curricular review with the goal of even better programmatic integration across courses, and a forward-looking
evolution of an already successful program and educational experience.

2. *Commence planning and fundraising for future space needs.* The reviewers noted that Conrad was constrained by its existing space, and noted that plans for future expansion of programming would require expansion of physical space. The following important steps have been taken:

- Rental of a small space to support undergraduate programming in the Communitech Hub.
- Confirmation of a move to occupy most of the second floor of the new Engineering 7 building, move-in planned for September 2018.
- Plans to occupy space in East Campus 5, both in the interim and beyond 2018 are taking shape, and should be finalized in 2015.

The space in East Campus 5 is being made available by the university to support undergraduate entrepreneurship programming initiatives. Conrad is working to coordinate with others at UW to raise funds for appropriate entrepreneurship space at UW in general, and specifically to support the completion of Engineering 7.

3. *Develop hiring timelines and draft profiles for new faculty appointments.* Since June of 2012, Conrad has doubled its number of continuing full-time faculty appointments from four to eight (four tenured faculty, one permanent lecturer, three continuing lecturers). The faculty expansion has both addressed short-falls in the past, and accommodated expansion of undergraduate programming in Engineering and beyond. Relative to our plans in 2012, we are slightly behind in faculty recruitment, but only because of two unsuccessful searches in early 2014. Conrad is currently recruiting candidates for those two tenure stream positions, and early indications are that the pools are strong and promising. Projected growth attributable to a roll out of a part-time MBET program and an expansion of undergraduate programming will require further hiring in the next 12 to 24 months. Precise profiles for those faculty members are partly contingent on the nature of our next two hires. A thoughtful, strategic approach is being taken to every hire, with broad involvement and input within Conrad at every step in the process.

4. *Work with the Advisory Council to identify research opportunities with local companies.* Conrad continues to work closely with members of its Advisory Council. We are keenly aware of the unique opportunity that may exist to support scholarly and peer-review entrepreneurship research in Waterloo, using data from our uniquely vibrant entrepreneurship ecosystem. Recent
work by Howard Armitage and Alan Webb (soon to appear in *Accounting Perspectives*) is a good example of our researchers' ability to draw on resources afforded them by our Advisory Council members and their networks. We foresee future projects of this type continuing to emerge, especially as our research capacity grows with new faculty hires.

In this area it is also worthwhile to note that Conrad, its faculty members, and its students engage in a great deal of applied research that takes advantage of our Advisory Council and its connections in the community. Our alumni are also important partners in this process. That applied research takes the shape of MBET practicums, case studies, and experiential projects in classes among others.

5. *Work on the development of at least one new Masters program.* In 2012, Conrad was exploring two potential new masters-level programs, one that would focus on product management, and the other on intrapreneurship (corporate entrepreneurship). Further research led us to reject the product management idea, and to adapt our thinking around the corporate entrepreneurship program. Instead of launching new masters programs, it is our plan to (re-)launch a part-time MBET program. This program will be delivered in a concentrated modular format, and we are investigating a launch in 2016.

6. *Enhance efforts for marketing and recruitment of the program.* Conrad has enjoyed noteworthy success in this area. Considerable investments of financial and human resources, a more data-driven evaluation of channels and past-strategies, and greater use of targeted online advertising and webinars are yielding fruit. Conrad had one of its strongest and largest MBET intakes in 2014. 2015 will see further restructuring in our marketing area and communications efforts. These will be necessary to facilitate anticipated expansion into a part-time MBET and expanded undergraduate programming.

7. *Launch the [Grad] Diploma [in Business and Entrepreneurship] for students in Engineering at Waterloo.* Conrad launched the Graduate Diploma in Business and Entrepreneurship (Grad Diploma) in fall 2013. We have been offering six masters-level courses in business and entrepreneurship since, two per term. These courses have seen significant uptake by UW’s engineering graduate students. In the first four terms, 244 students enrolled in BE 600-
series courses. Demand going forward remains robust. Whether there is significant potential to attract alumni to enroll is still being determined.

8. Be central to UW’s entrepreneurship strategy, and move towards School status. Conrad is, indeed, central to UW’s emerging entrepreneurship strategy. In addition to its work in the graduate arena, Conrad has recently launched an undergraduate Option in Entrepreneurship within Engineering, and has now received all necessary approvals to offer a campus-wide Minor in Entrepreneurship starting in September 2015. Conrad has also developed and launched BET 100, an introduction to entrepreneurship that is available in an online format to students across campus in every academic term. Conrad is also developing plans to play a central role in coordinating and encouraging the activities of a community of entrepreneurship-related researchers across campus. Originally established as a research centre, Conrad needs to move to school status to more accurately reflect the full scope of its activities, to align with UW governance frameworks, and to further support UW’s aspirations in the entrepreneurship field. Required approvals will be sought in 2015.

During a period of transition and rapid growth, Conrad has made major strides on most of the review recommendations, and progress on all. We look forward to working on these and related projects going forward.

Respectfully submitted,

J. Mark Weber
Director
Conrad Business, Entrepreneurship and Technology Centre
Senate Undergraduate Council met on 24 June 2015, and on behalf of Senate approved minor changes to academic plans, changes to faculty regulations, new courses, course changes, course inactivations and course reactivations. Council agreed to forward the following items to Senate for information. Council recommends that these items be included in the consent agenda.

Further details are available at: uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council

FOR INFORMATION

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CURRICULAR MODIFICATIONS

A course change was approved for the Faculty of Engineering (nanotechnology engineering) effective 2 September 2015.

Course changes were approved for the Faculty of Engineering (business, entrepreneurship & technology) and the Faculty of Environment (environmental studies) effective 1 January 2016.

New courses and course changes were approved for the Faculty of Arts (drama & speech communication; East Asian studies; English language and literature; global business and digital arts; human resources management; legal studies; peace and conflict studies; political science; psychology; religious studies; Spanish & Latin American studies) and the Faculty of Science (biology) effective 1 May 2016.

New courses, course changes, course inactivations, course reactivations, minor plan changes and regulation changes were approved for the Faculty of Arts (anthropology; applied language studies; available academic plans; classical studies; co-op requirements; course selection; drama & speech communication; East Asian studies; French studies; Germanic & Slavic studies; history; human resources management; international studies; music; political science; religious studies; Spanish & Latin American studies; women’s studies), the Faculty of Engineering (general engineering; management engineering; management sciences; nanotechnology engineering; option in entrepreneurship; option in management sciences; physical sciences), the Faculty of Mathematics (computer science; statistics) and the Faculty of Science (biology; conditional standing; co-operative program evaluation; enrolment in graduate courses) effective 1 September 2016.

ACADEMIC PROGRAM REVIEW REPORTS

Two-Year Report – Psychology – Please see Attachment #1.

Mario Coniglio
Associate Vice-President, Academic
Two-Year Progress Report of the Department of Psychology
(April 2015)

Introduction

The self-study prefatory to the review of the Department of Psychology was completed in August 2010. The site visit by the review team was conducted November 15-16, 2010. The review team submitted its report in February 2010. The Department’s initial response to correct factual errors was submitted in April 2011; the final response was submitted in May 2011. The academic program review report was approved by Senate Undergraduate Council in March 2012 and was subsequently presented to Senate. The present report is being submitted in April 2015 and describes progress made in the undergraduate program since the review process was completed.

The Undergraduate Program

The Psychology undergraduate programs are large and successful. At present, 107 students are enrolled in the 3-year General Psychology program and 147 in the 4-year General Psychology program. There are 566 students enrolled in the Honours Psychology program, 57 of whom are in the B.Sc. stream. Thus, about 70% of our 820 students are in Honours, with some of those in the General program hoping to gain admission to Honours. In June 2014, among the degrees awarded in Psychology, there were 24 3-year General degrees, 27 4-year General degrees, and 132 Honours degrees. There are presently 350 students in the Psychology Minor, with 165 having graduated in June 2014. Our student : faculty ratio of 43:1 is one of our greatest challenges.

Responses to Recommendations

**Recommendation 1.** That future self-study reports include assessment data regarding teaching activity relative to other academic units, and that CVs provide a brief indication of area of research interests and expertise.

We would certainly be willing to provide more comparative information from the Faculty of Arts in future self-studies, assuming that the self-study guidelines were revised by the Provost’s office. In future, we will add a brief description of each faculty member’s research interest and expertise, likely as a single summary sheet rather than on individual CVs, so that all of the information is in one place.

**Recommendation 2.** That members of the Department collectively develop a strategic plan that articulates and justifies future directions, particularly regarding faculty hiring.

We have always had a strategic plan for hiring, and this is revisited every year by our elected Executive Committee. We function as a set of six Research Areas, with each responsible for
hiring when a position becomes available due to retirement or departure. Our six Areas are quite normative in comparison to other Psychology Departments around North America so this works well, particularly given the genuine cooperation within the Department. Were an incremental position to become available (a highly unlikely event in these fiscal times), our Executive Committee—with input from all of the Areas—would decide how best to allocate it. We have been fortunate indeed to have had the continuing active support of the university administration with respect to replacing positions in the Department.

**Recommendation 3.** That the Department institute a formalized system of assigning senior-professor mentors for tenure-track faculty.

We had long had an informal mentoring arrangement within the Six Areas; at the time of the review, we were already setting up a mentoring arrangement for all junior faculty members. This system has now been in place for several years and is working well. The Chair also holds periodic meetings with pre-tenure faculty members to acquaint them with key aspects of the operation of the Department and the university, especially on matters related to career progress. Note that we also mentor all new sessional instructors in the Department by assigning them an experienced faculty member as a resource.

**Recommendation 4.** That the Department ensure measures are in place to continue its trajectory of research excellence, and to provide faculty (particularly young faculty) with the support they need to ensure their success in external grant competitions.

Of the Departments of Psychology at major universities in Canada, we believe we have been among the best treated by their universities. Of our 41 tenure-stream faculty (there are also now two Lecturers), currently 9 are pre-tenure. This infusion of new young colleagues has been wonderful for the Department, and these new colleagues are very active researchers who we are confident will become leaders in the field. Start-up funds provided by the Faculty of Arts and the university are competitive (in Canada) and new faculty are given a one-course teaching reduction in their first year to assist in establishing their teaching and their research. Laboratory renovations are carried out with Department assistance. We note that in our two tenure-stream hires last year we were able to entice two faculty members from strong American programs to accept our offers and this year we hired a senior faculty member from a top Canadian university; the same success has characterized other recent hires.

**Recommendation 5.** That the Department consider hiring one or more continuing lecturers.

At the time of the review, there was one continuing Lecturer in the Department. With his reduction in course load and impending retirement, we hired a Lecturer to replace him (effective July 1, 2014). As well, with the pressures of the undergraduate program being particularly acute in our Clinical Area, where the graduate program places high demands on resources, we hired as of July 1, 2013 a Clinical Lecturer. We are optimistic that both of these appointments, currently 2-year limited contracts, will be made continuing appointments.
**Recommendation 6. That the Department hold regular faculty meetings.**

The Department is divided on this issue but it appears that the majority prefer not having faculty meetings. To move toward addressing this recommendation, we now have more regular meetings of our elected Executive Committee (with representatives from each of the six Areas of the Department). The agenda is provided in advance to the entire Department and extensive minutes are provided shortly after each meeting to the entire Department. Consideration is being given to beginning a once-a-term Town Hall meeting, possibly to start in the 2016-2017 academic year.

**Recommendation 7. That the Department ensure competitive offers can be made to PhD-track students in the master’s program, and work to have more students transfer into the PhD program within one year.**

Graduate funding continues to be our most important challenge and we look forward eagerly to a time—hopefully in the very near future—when we can write letters of acceptance to applicants offering a competitive 5-year funding package for the PhD. This has been discussed in the university now for several years without resolution. Our competition (e.g., Western and Toronto) are making 5 and 6 year offers with better funding packages, and we certainly are losing top applicants to these programs. Note that only a very small number (about a half dozen) of our 115 graduate students are international students.

**Recommendation 8. That the Department abandon the requirement of gender balance in proctoring of midterm exams.**

This was an error explicitly noted in our “corrected factual errors” response. We had in fact not been requiring gender balance in this situation for a number of years.

**Recommendation 9. That the Department encourage faculty members to include a library orientation session as a component of their courses, and make more effective use of the library liaison program.**

Several of our courses, most notably our general methods course in second year (Psych 291), now include library orientation sessions and the liaison librarian is a weekly presence in the Department, announced by a departmental email each week. Our Faculty Teaching Handbook emphasizes the availability of these services.

**Recommendation 10. That the University rationalize its classroom resources and quickly construct, or make available, classroom spaces that reflect and support demand.**

We certainly agree with this recommendation but, of course, have no control over this resource. The ongoing implementation of the new scheduling software may assist with this problem, but what is really required is the addition of more classroom space of various
configurations. For Psychology, the dire shortage of classroom space for both large and smaller classes directly impedes our ability to maintain flexibility in our course offerings as per Recommendation 18, to meet the needs both of our Majors and of those in other Departments and Faculties who look to us for service teaching. Because of a shortage of suitable teaching space, we struggle to adhere to the directive of the Faculty of Arts that we not impose limits on the number of Majors admitted each year. At the senior levels, faculty often must hold classes in rooms that are too small and which contain substandard furnishings.

**Recommendation 11.** *That the Department be authorized to fill the position of research administrator.*

We did in fact fill this essential position in June 2013 upon retirement of the person who previously held the position. It is an essential position for our research.

**Recommendation 12.** *That the Department (a) develop norms for typical grade distributions at each level, and (b) institute the reporting and monitoring of grade distributions in undergraduate courses.*

We had at the time—and continue to have—overall norms for grades at each level of our program, although these are not publicized. Discussion about reporting grade distributions for each class to the Chair has occurred in our Executive Committee. The Chair currently is notified, either by the staff handling our undergraduate courses or by the Associate Dean, Undergraduate, in the Faculty of Arts when grades in a course appear to be out of line, and the Chair then meets with and discusses this with the instructor.

**Recommendation 13.** *That the Registrar’s Office revise the format of student transcripts to include class size and class average grade.*

We, of course, have no control over this activity. Our understanding is that no such changes have occurred although we do agree with the sentiment behind this recommendation.

**Recommendation 14.** *That the Department phase out the 3-year General BA degree program in Psychology.*

We have not phased out the 3-year General BA degree program in Psychology, and do not at this time have a plan to do so; this would of course have to occur at the level of the Faculty and university, not at the level of the Department. We currently see this program as serving a significant subset of our students who wish to go on to college programs and the like.

**Recommendation 15.** *That the Department encourage increased emphasis on, and assessment of, written and oral communication skills in 1st- and 2nd-year courses and in 3rd-year content courses.*
We wholeheartedly agree that there is a need for us to increase emphasis on literacy and communication skills in the undergraduate curriculum, including in Psychology. With the scale of our first-year and second-year courses (and indeed even a significant number of our third-year courses), and with the pressures from many courses on TA assignments among our graduate students, this recommendation is very difficult to implement, and is a source of frustration for us. We have focused our limited TA resources primarily on our second-year methods course (Psychology 291), our second-year statistics course (Psychology 292), and our suite of third-year laboratory courses, making it harder to find ways to increment written and spoken projects elsewhere in the program. We see these second-year and third-year courses as meeting the goal expressed in the review of “designated specific required courses at each level as writing/communication intensive.” The Faculty of Arts currently is discussing how to provide a richer first-year experience for students, including implementation of writing courses; the intention is to bring these on line as soon as is feasible, optimistically by the 2016-2017 academic year. In response to Plan Standardization in the Faculty of Arts, we in Psychology are presently engaged in a significant redesigning of our undergraduate program and we hope to be able to extend the writing experience to the later years as well, possibly by introducing a scientific writing course at the third year level, although we have only begun this particular discussion. In fourth year, students who do the capstone senior honours thesis already have an extensive writing experience, but we are also introducing a new capstone course for students who do not do a thesis; this course, intended to be introduced in 2017-2018, also will involve more extensive writing. Our biggest hurdle, of course, is the high student : faculty ratio.

**Recommendation 16.** That the Department either (a) drop the research apprenticeship programs or (b) revise the course requirements of the research apprenticeship program to include an intellectual product that would be graded on a percent basis and ensure a valuable research learning experience for the students (this is the preferred direction).

We agree that our apprenticeship courses require some scrutiny to ensure that students in these courses are able to produce worthwhile intellectual projects and that comparable work is required of all students taking these courses. We are compiling data so that we can understand how the apprenticeship courses are being used at present, and we plan to revise the intent and the descriptions of these offerings so that not only will they be of greater benefit to our students but they will also help to address communication and literacy issues, as per **Recommendation 15.** Again, optimistically, changes would be in place for the 2017-2018 academic year.

**Recommendation 17.** That the Department consider ways to better publicize thesis supervision opportunities and to match faculty and student interests, and to ensure that all students have an equal opportunity to find optimal supervisor matches.

Over the past two years, we completely revised our departmental website to conform to the new university-mandated structure. There now is much more “active” content, and a much flatter and clearer structure that will assist students in finding opportunities in laboratories in the Department. In so doing, we have also updated our Undergraduate Student Handbook to
make this process clearer. During the regular school year, there are over a hundred students working as RAs in our labs, plus there are about 75 students working on their senior honours theses. We assign one faculty member full time to the thesis course, assisting with all aspects of the thesis, including finding a supervisor for each qualified student who wishes to do a thesis. We raised the minimum grade average for doing a thesis from 80 to 82 and no longer permit any exceptions; this increase in the quality of the applicants to the thesis program has made finding faculty-student matches much easier.

**Recommendation 18.** That the Department consider ways to enhance flexibility in curriculum sequencing to better accommodate the needs of co-op and other students in Psychology.

Several changes will help to accomplish this goal. With the advent of Plan Standardization in the Faculty of Arts, a concerted effort is under way to simplify programs, which should be in place in Fall 2018. Reducing required courses for Honours from 18 to 16—the essence of Plan Standardization—should increase flexibility. We are also increasing the availability of on-line (distance education) versions of some of our larger courses. This began over the past 5 years or so, but is slow because of very limited funding for the development of on-line courses. As well, we are optimistic that the new scheduling software will assist students in creating timetables that provide better sequencing of their courses. We are concerned, though, with the plan to admit unlimited students to Co-op in Honours Arts because we are certain that our current limit of 25 students in Psychology Co-op will rise, possibly dramatically, and we worry about the availability of relevant co-op jobs as well as about the implications for additional Spring course offerings.
Recognition and Commendation

Tahnee Prior, a global governance PhD student at the Balsillie School of International Affairs, is the recipient of a prestigious Trudeau Foundation scholarship for her work on the future of Arctic governance. She hopes to define a new governance framework that will address the emerging and complex issues caused by climate change, resource extraction, migration and potential inter-state conflict in the Arctic. Trudeau Foundation Scholarships are the most prestigious award in Canada for doctoral students in the humanities and social sciences. Only 15 fellowships are given out nationally each year. With an annual value of up to $60,000 for a maximum of three years, the award also includes a mentorship component, and a separate annual travel allowance to support research-related travel and cover other networking, professional development and dissemination expenses. This is the second Trudeau Scholarship awarded to a doctoral student at the University of Waterloo since the start of the program in 2003. Then doctoral student Nora Doerr-MacEwen received the prestigious award in 2004. (Waterloo News, 9 June 2015)

University of Waterloo publications won a total of three gold medals at the Canadian Council for the Advancement of Education (CCAE) Prix D’Excellence Awards held during the organization’s annual conference from 10 to 12 June 2015 in Montreal. The spring 2014 issue of the Institute for Quantum Computing’s NewBit newsletter won a Prix D’Excellence Gold Medal in the Best Brochure, Newsletter or Flyer category. This is the third award for NewBit in as many weeks, as it recently won an APEX award for excellence in the newsletter category and a CASE Circle of Excellence award for external audience print newsletters. The Student Success Office’s “UwaterlooLIFE Instagram Takeover” campaign won a Prix D’Excellence Gold Medal for Best Use of Social Media. Finally, the Student Portal won a Prix D’Excellence Gold Medal for Best Use of Multi-Media for its portal promotions. In addition, fourth-year arts and business student Jenifer Sibdhannie accepted her TD Fellowship in Advancement. Valued at $37,500, only two such fellowships are awarded annually in Canada. The Prix D’Excellence is the CCAE’s annual awards program recognizing outstanding achievements in alumni affairs, public affairs, communications, marketing, development, advancement services, stewardship, and student recruitment. (Daily Bulletin, 16 June 2015)

A number of honorees have a Waterloo connection were named to the Order of Canada on 1 July 2015. Professor Linda Nazar was named an Officer of the Order of Canada for her contributions as a materials chemist who has developed advanced battery systems for clean energy storage. She is a professor in the Department of Chemistry, is cross appointed to the Department of Electrical and Computer Engineering, and is a researcher at the Waterloo Institute for Nanotechnology (WIN). Chancellor Emeritus Prem Watsa was named a Member of the Order of Canada for his achievements as a business leader, and for his work as a volunteer and philanthropist. Ophelia Lazaridis, a Waterloo alumna who served on the University’s Board of Governors from 2009 to 2015, was named a Member of the Order of Canada for her contributions as a community leader and philanthropist who focuses on education and the arts. Also named a Member of the Order of Canada was Professor Carolyn Hansson of the Faculty of Engineering for her contributions as a materials engineer whose efforts have reduced corrosion and improved the performance of reinforced concrete structures. Garry Rempel becomes a Member of the Order of Canada for his contributions to the field of chemical engineering, notably for advancing research in rubber technology. He is a professor in the Department of Chemical Engineering and affiliated with the Waterloo Institute for Nanotechnology (WIN). The Order has three levels: Companion, Officer, and Member. (Daily Bulletin, 3 July 2015)
A Waterloo Engineering team won the 2015 Electric Mobility Canada Student Competition, an event co-sponsored by AddÉnergie and Electric Mobility Canada. The award came with a $4,500 charging station for Waterloo. At the Halifax competition, teams were presented with an electric vehicle (EV) power train configuration and battery charging issue to resolve. Each team prepared a presentation of its issue, a solution and a plan for adoption. The Waterloo team proposed a Metal/Air – LiIon Hybrid vehicle as the technical solution. Waterloo’s eight-member team was made up of chemical engineering and mechanical engineering undergraduates who are members of the University of Waterloo Alternative Fuels Team (UWAFT). Members from Mechanical Engineering were Cole Powers, Harley Tong, Mathew Joseph and Rickey Wang. Members from Chemical & Nanotechnology Engineering were Lilyn Gao, Nathan Lee and Paris Li. Team advisors were Michael Fowler, a chemical engineering professor, and Caixia (Megan) Wang, a chemical engineering master’s candidate. (News, Faculty of Engineering, 6 July 2015)

A collaborative project between the University of Waterloo and Maplesoft was awarded the Excellence and Innovation in the Integration of Technology in Educational Practices/Collaboration Award from the Canadian Network for Innovation in Education (CNIE). This award acknowledges the Secondary School Courseware project, a free online courseware site designed to support high school math students and teachers in calculus and pre-calculus courses. The courseware project is the result of a partnership that combines rich course materials developed by the University with Maple T.A., Maplesoft’s online testing and assessment system, and Maplesoft technology for developing, managing, and displaying dynamic STEM content. “Our collaboration with the University of Waterloo is truly a partnership that brings together two different sets of expertise in pursuit of the same vision,” said Darren McIntyre, vice-president of Business Development at Maplesoft. “While the University excels at providing academic content, our combined efforts bring this concept to the world stage using Maplesoft’s innovative technology tools. We’re grateful for the recognition of this successful partnership. This project is part of Maplesoft’s initiative to help instructors and institutions develop and provide STEM courses online.” The CNIE is a national organization of professionals committed to the effective implementation of technology and innovation in education. Their awards recognize excellence in educational processes that make use of technology to advance learning at the local, national and international levels. (Daily Bulletin, 9 July 2015)

First-year students in the Waterloo School of Architecture were awarded the top three prizes at the 2015 Annual Steel Structures Education Foundation Student Design Competition, announced on 30 June 2015. The theme for the 2014-2015 competition was “recycle – recycler”, where students were to explore the theme as it might be expressed in form, surfaces, members and connections, and structural and architectural design and were to provide a solution where a clear incorporation of “recycle – recycler” was the basis for structural form. Justin Ng and Tristan Sito received the Award of Excellence for their “Cable Cruise” proposal; Christy Cheng and Shaina Coulter received an Award of Merit; and Jane Hung, Winona Li and Sean Quach received an Award of Merit for their entry entitled “Steel Garden.” The student teams were supervised by Terri Meyer Boake and Matthew Spremulli of the School of Architecture. The first place team prize includes $3,000 and all-expense trip to the Canadian Institute of Steel Construction (CISC) Annual Conference in San Francisco this September to receive their award. The two Awards of Merit were worth $2,000 to be shared among the winners. (Daily Bulletin, 16 July 2015)

The Centre for International Governance Innovation (CIGI) announced the appointment of A. Neil Craik as Senior Fellow with its International Law Research Program (ILRP), effective immediately. Craik is current director of Waterloo’s School of Environment, Enterprise and Development (SEED). At CIGI, Craik will explore issues of climate change and environmental law. He has particular interests in the intersection of international and domestic environmental policy, climate and geoengineering governance and environmental impact assessment. Craik is credited with having played an instrumental role in the success of the inaugural year of the CIGI ILRP and Balsillie School of International Affairs Summer Law
In his current work, he examines the role of procedural obligations in governance structures addressing transboundary and global commons environmental issues. (*News*, Faculty of Environment, 13 July 2015)

Two incoming Waterloo Computer Science students, **Jacob Jackson** and **Ben Zhang**, were awarded a gold and bronze medal respectively at the 27th International Olympiad in Informatics. The competition was held 26 July to 2 August 2015 in Almaty, Kazakhstan. Team Canada members included Coaches Troy Vasiga (leader) and J.P. Pretti (deputy leader), Jacob Jackson, Timothy Li, Farbod Yadegarian and Ben Zhang. Li (silver) and Yadegarian (bronze) are entering Grade 12 in September. (*Daily Bulletin*, 7 August 2015)

Two second-year mechatronics students developed a self-driving vehicle that is the first to travel on a Canadian road. **Michael Skupien**, and **Alex Rodrigues**, founders of Varden Labs, created an autonomous shuttle based around a golf cart’s chassis during an Enterprise Co-op term. Run out of Waterloo Engineering’s Conrad Business, Entrepreneurship and Technology Centre, the E Co-op program assists and mentors students who launch businesses while earning a co-operative education credit. **Rodrigues**, along with **Feridun Hamdullahpur**, president and vice-chancellor, made history as passengers in the vehicle that drove itself around the University’s ring road on 18 August 2015. In late July, Varden Labs won $25,000 at the University’s Velocity Fund Finals event with a pitch that showed how autonomous shuttles will change the way people live and work in campus environments such as hospitals, university campuses, large-campus corporations and assisted living facilities. Returning to the classroom in September, Skupien and Rodrigues plan to continue developing their technology. (*News*, Faculty of Engineering, 18 August 2015)
A. APPOINTMENTS/REAPPOINTMENTS

Tenured Appointments
Approved by the Board of Governors

JOHNSON, Corey, Professor with tenure, Department of Recreation and Leisure Studies, July 1, 2015. Professor Johnson received his BS (1995) in education from Bowling Green State University, his MS (1998) in recreation administration from the University of North Carolina at Chapel Hill and his PhD (2002) in recreation and leisure studies from the University of Georgia. He has advanced graduate certificates in women’s studies and qualitative research methods from Georgia and is currently the program chair for Qualitative Research in the Department of Leadership, Education Administration and Policy and an affiliate faculty member with the Institute for Women’s Studies. Professor Johnson began his teaching career in 2003 as assistant professor in the Department of Recreation and Leisure Studies at California State University, Long Beach. He returned to the University of Georgia in 2006 as assistant professor and in 2009 was promoted to associate professor with tenure. At present, Professor Johnson is a faculty member and associate department head in Counselling and Human Development Services, where he teaches courses on social justice, gender and sexuality, leisure in contemporary society and qualitative research. His research interests are sexual identity, research methodologies and higher education with a focus on the power relations between dominant (white, male, heterosexual, etc.) and non-dominant populations in the cultural contexts of leisure. A special issue of Schole: The Journal of Leisure and Recreation Education and a co-edited book on Qualitative Research Methodologies for Social Justice are set to be released in 2015. He has served on many committees, both in the community and at the department and university level including undergraduate and graduate committees as well as ongoing advising, mentoring and supervision of several graduate students. Referees cite that Professor Johnson “has so much to offer and would be well matched with the rigorous curriculum, strong graduate program, and exceptional students in RLS at the University of Waterloo”.

Probationary Term Appointments

CHAURASIA, Ashok, Assistant Professor, School of Public Health and Health Systems, August 10, 2015 – June 30, 2018. [Postdoctoral fellow, NIH, Institute of Child Health and Human Development; 2013-2015; PhD University of Connecticut (2013); MS, University of Texas at San Antonio (2008); BS Math, and BS Statistics, University of Texas at San Antonio (2007)]. Professor Chaurasia’s research is in the area of biostatistics, applied population health statistics, research design, program and policy evaluation. Professor Chaurasia is an excellent fit within the School who will contribute key expertise in the field of statistics, specifically, longitudinal analyses and missing data. He will collaborate with well-established partners and scientific leaders, nationally and internationally, and advance the COMPASS program in applied health research on youth health. His broad teaching experience will be an asset to the School for both the undergraduate and graduate programs.

FISCHER, STEVEN, Assistant Professor, Department of Kinesiology, September 1, 2015 – June 30, 2018. [Postdoctoral fellow, University of New Brunswick, 2011, Assistant Professor, School of Kinesiology and Health Studies, Queen’s University, 2012-2015]. BSc, University of Waterloo, 2004, MSC; University of New Brunswick, 2006, PhD; University of Waterloo, 2011. Dr. Fischer
is a strong fit within the Department of Kinesiology in the area of physical ergonomics and applied ergonomics. Dr. Fischer’s teaching and research strengths in determinants of movement patterns and variability are excellent assets to strengthen the ongoing academic and research missions of the department.

**Definite Term – Reappointment – full-time**

RAFFERTY, Zara, Lecturer, Department of Recreation and Leisure Studies, May 1, 2015 – August 31, 2015. [BEd Wilfrid Laurier University, 2010; MA, Recreation and Leisure Studies, University of Waterloo, 2010; BA, Recreation and Leisure Studies, University of Waterloo, 2007].

**Adjunct Appointments**

**Graduate Supervision**

ASBRIDGE, Mark, Associate Professor, School of Public Health and Health Systems, August 1, 2015 – July 31, 2016.

BOWEN, Tracey, Assistant Professor, School of Public Health and Health Systems, June 8, 2015 – December 31, 2015.

HARRINGTON, Daniel, Assistant Professor, School of Public Health and Health Systems, June 1, 2015 – August 31, 2016.

HOFFMAN-GOETZ, Laurie, Professor Emerita, School of Public Health and Health Systems, October 1, 2015 – August 31, 2017.

MACINTYRE, Norma, Associate Professor, Department of Kinesiology, July 1, 2015 – June 30, 2017.

PARMLEY, Jane, Assistant Professor, School of Public Health and Health Systems, August 15, 2015 – July 31, 2016.

REID, Donald, Professor, Department of Recreation and Leisure Studies, July 1, 2015 – June 30, 2016.

**Graduate Supervision and Research**

BROWN, Stephen, Assistant Professor, Department of Kinesiology, May 1, 2015 – June 30, 2016.

**Adjunct Reappointments**

**Graduate Supervision**

HOGAN, David, Professor, School of Public Health and Health Systems, June 1, 2015 – May 31, 2016.

NELSON, Aimee, Associate Professor, Department of Kinesiology, July 1, 2015 – June 30, 2016.

TSUJI, Leonard, Professor, School of Public Health and Health Systems, May 1, 2015 – April 30, 2016.

THRASER, James, Associate Professor, School of Public Health and Health Systems, June 1, 2015 to May 31, 2016.

**Graduate Supervision and Research**

PARKINSON, Robert, Assistant Professor, Department of Kinesiology, July 1, 2015 – June 30, 2017.
Research
SHARRATT, Michael, Distinguished Professor Emeritus, Department of Kinesiology, July 1, 2015 – June 30, 2016.

Cross Appointment
BEAZELY, Michael, Associate Professor, School of Pharmacy to School of Public Health and Health Systems, September 1, 2015 – August 31, 2018.

Cross Reappointment
MIDDLETON, Laura, Assistant Professor, Department of Kinesiology to August 1, 2015 – July 31, 2018.

NEPAL, Sanjay, Professor, Department of Geography and Environmental Management to Department of Recreation and Leisure Studies, July 1, 2015 – June 30, 2018.

Special Appointments
Undergraduate Instruction
COPELAND, Robert, Lecturer, Department of Recreation and Leisure Studies, September 1, 2015 – April 30, 2016.

CUDDINGTON, Breanne, Lecturer, School of Public Health and Health Systems, September 1, 2015 – December 31, 2015.

KING, Lauren, Lecturer, Department of Recreation and Leisure Studies, September 1, 2015 – December 31, 2015.

MULDOON, Meghan, Lecturer, Department of Recreation and Leisure Studies, September 1, 2015 – December 31, 2015.

SMITH, Alison, Lecturer, Department of Recreation and Leisure Studies, January 1, 2016 – April 30, 2016.

Postdoctoral Fellow appointed as Research

MILICIC, Sandra, School of Public Health and Health Systems, January 1, 2016 – December 31, 2016.

PATTE, Karen, School of Public Health and Health Systems, September 1, 2015 – August 31, 2016.

PLUNKETT, Robyn, Propel Centre, Faculty of Applied Health Sciences, September 1, 2015 – June 30, 2016.

B. ADMINISTRATIVE APPOINTMENTS
BIGELOW, Philip, Associate Director, Graduate Research Programs, School of Public Health and Health Systems, July 1, 2015 – June 30, 2017.

CALLAGHAN, Jack, Interim Associate Dean, Research, Faculty of Applied Health Sciences, July 1, 2015 – December 31, 2015.
SMALE, Bryan, Professor and Director of the Canadian Index of Wellbeing, January 1, 2015 – December 31, 2018.

C. RETIREMENT
HOFFMAN-GOETZ, Laurie, Professor, School of Public Health and Health Systems, October 1, 2015.

D. SABBATICALS
To be approved by the Board of Governors

HECKMAN, George, School of Public Health and Health Systems, January 1, 2016 – June 30, 2016, six months at full salary.

MIELKE, John, School of Public Health and Health Systems, January 1, 2016 – June 30, 2016, six months at full salary.

POTWARKA, Luke, Department of Recreation and Leisure Studies, November 1, 2015 – April 30, 2016, six months at full salary.

James W.E. Rush, Dean
Faculty of Applied Health Sciences
FOR INFORMATION

A. APPOINTMENTS

Tenure

BROUWER, Roy (MSc Wageningen Agricultural University 1993, PhD University of East Anglia, UK 2000), Professor, Department of Economics, January 1, 2016. Dr. Brouwer is joining the University of Waterloo to take over as executive director of the Water Institute. He specializes in environmental economics with a particular emphasis on the economics of water, non-market valuation, and environmental risk. He has an extensive publication record on diverse topics relating to water policy, including the allocation of water in circumstances of scarcity and protecting water quality from pollutants. He has supervised numerous PhD students and has extensive experience working on interdisciplinary research projects, leading teams of researchers. He also has administrative experience, having served as department head of the Department of Environmental Economics, VU University Amsterdam, since 2009.

Probationary Term

MA, Xuyang (Bachelor of Biomedical Engineering, Tsinghua University 2007, Master in Financial Mathematics, Ecole Polytechnique (Paris, France) 2010, Master in Finance New York University 2013, PhD in Finance New York University expected in 2015), Assistant Professor, School of Accounting and Finance, July 1, 2015 to June 30, 2018. Xuyang joins the finance area of the School. Her research interests include banking and shadow banking, systemic risk and regulations of financial markets, macro finance and asset pricing. Xuyang received a doctoral fellowship from New York University and the Eiffel Scholarship of Excellence from the French Ministry of Foreign and European Affairs. Xuyang has taught courses in finance and she will contribute to the School of Accounting and Finance by strengthening research and teaching in our finance area.

SAIY, Sasan (Bachelor of Applied Science and Engineering University of Toronto 2004, Master of Arts in Economics York University 2010, Master of Science in Finance Queen’s University 2011, PhD in Accounting expected in 2015, University of Toronto), Assistant Professor, School of Accounting and Finance, July 1, 2015 to June 30, 2018. Sasan joins the accounting area of the School. His research interests include corporate governance and economic and capital market consequences of accounting information, corporate financial disclosure and regulation for financial and non-financial institutions. His teaching interests include financial accounting and managerial accounting. Sasan has received fellowships from both the University of Toronto and Queen’s University. Sasan will contribute to the School of Accounting and Finance by strengthening research and teaching in our financial accounting area.

WILKINS-LAFLAMME, Sarah (BsocSci 2008, MA 2010 University of Ottawa; DPhil 2014 University of Oxford) Assistant Professor, Department of Sociology and Legal Studies, August 1, 2015 to June 30, 2018. Dr. Wilkins-Laflamme recently held a SSHRC postdoctoral fellowship at the Centre for Ethnic Studies at the Université de Montréal and the Department of Sociology at the Université du Québec à Montréal. Dr. Wilkins-Laflamme’s research examines religious polarization and religious-secular inequalities in North America and Europe as well as religious and political attitudes and behaviour in North America. Her expertise in secularization is matched by her knowledge of advanced quantitative social science research methodologies. Dr. Wilkins-Laflamme will contribute significantly to the Department’s emerging sociology of religion area and the Department’s foundational strength in social science research methodologies.
Probationary Term Reappointments

BECK, James (BS 2007 Michigan State University, MA 2009 University of Akron, PhD 2012 University of Minnesota), Assistant Professor, Department of Psychology, July 1, 2015 to June 30, 2018.

BERGSIEKER, Hilary (BA 2003 Stanford University, MA 2008 Princeton University, PhD 2012 Princeton University), Assistant Professor, Department of Psychology, July 1, 2015 to June 30, 2018.

BETZ, Emma (MA 2003 PhD 2007 University of Illinois), Assistant Professor, Department of Germanic & Slavic Studies, July 1, 2015 to June 30, 2018.

BLIT, Joel (BSc 1997 University of Toronto, MSc 1999 University of Waterloo, MBA 2002 INSEAD, MA 2003 University of Western Ontario, PhD 2010 University of Toronto), Assistant Professor, Department of Economics, July 1, 2015 to June 30, 2018.

CHAUSSE, Pierre (BSc 1993 Universite de Montreal, MA 1994 Queen’s University, MA 1996 Yale University, MPhil 1998 Yale University, PhD 2011 Universite du Quebec a Montreal), Assistant Professor, Department of Economics, July 1, 2015 to June 30, 2018.

DENISON, Stephanie (BA 2006, University of British Columbia, MA 2009, University of British Columbia, PhD 2012, University of California, Berkeley), Assistant Professor, Department of Psychology, July 1, 2015 – June 30, 2018.

ESSELMENT, Anna (BA (Hons.) 1999 McMaster University, MA 2000 Dalhousie University, PhD 2009 University of Western Ontario), Assistant Professor, Department of Political Science, July 1, 2015 to June 30, 2018.

GALLUPE, Owen (BA (Hons.) 2004 University of Guelph, MA 2006 Queen’s University, PhD 2012 Simon Fraser University), Assistant Professor, Department of Sociology and Legal Studies, July 1, 2105 – June 30, 2018.

GAUTHIER, Nicolas (BA 2002 Universite de Montreal, MA 2004 Universite de Montreal, PhD 2011 Universite de Montreal), Associate Professor, Department of French Studies, July 1, 2015 to June 30, 2018.

GROSSMAN, Igor (BS 2005, Albert-Ludwigs-Universitat Freiburg, Germany, DAAD 2006, University of Michigan, Ann Arbor, PhD 2012 University of Michigan, Ann Arbor), Assistant Professor, Department of Psychology, July 1, 2015 – June 30, 2018.

HAMPTON, Clark (BS 1989 University of North Texas, BSA 2000 Texas Tech University, MSA 2000 Texas Tech University, PhD 2012 University of Central Florida), Assistant Professor, School of Accounting and Finance, July 1, 2015 to June 30, 2018.

LEPAGE, Elise (MA, Universite de Grenoble 3, 2004; MA, Universite de Lyon 2, 2005: PhD, University of British Columbia, 2010), Assistant Professor, Department of French Studies, July 1, 2015 to June 30, 2018.

LOWRY, Christopher (BA 2002 University of British Columbia, MA 2004 Queen’s University, PhD 2009 Queen’s University), Assistant Professor, Department of Philosophy, July 1, 2105 to June 30, 2018.

MACFARLANE, Emmett (BA (Hons.) 2003 University of Western Ontario, MA 2005 Queen’s University, PhD 2010 Queen’s University), Assistant Professor, Department of Political Science, July 1, 2015 to June 30, 2018.
McAULEY, Tara (BSc 2001 University of Toronto, MA 2005 Washington University, PhD 2008 Washington University), Assistant Professor, Department of Psychology, July 1, 2015 to June 30, 2018.

MILLIGAN, Ian (BA (Hons.) 2006 Queen’s University, MA 2007 York University, PhD 2012 York University), Assistant Professor, Department of History, July 1, 2015 to June 30, 2018.

ROY, Susan (BA 1993 University of British Columbia, MA 1999 Simon Fraser University, PhD 2007 University of British Columbia), Assistant Professor, Department of History, July 1, 2015 – June 30, 2018.

SINGH, Rashmee (BSc 1998 London School of Economics and Political Science, MA 2000 University of Toronto, PhD 2012 University of Toronto), Assistant Professor, Department of Sociology and Legal Studies, July 1, 2015 – June 30, 2018.

Definite Term Appointments

AL ETHARI, Lamees (BA 1999 Al-Moman University College; MA 2001 University of Baghdad; PhD 2014 University of Waterloo), Lecturer, Department of English Language and Literature, September 1, 2015 to August 31, 2018. Dr. Al Ethari is an expert in ESL instruction with extensive ESL experience in Iraq and Canada. Dedicated to student-centred instructional techniques and pedagogical innovation, Al Ethari brings a record of outstanding teaching performance to the Department of English.

HA, David (Bachelor of Accounting and Financial Management The University of Waterloo 2008, Master of Accounting The University of Waterloo 2009), Definite Term Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016. David joins the accounting area of the School. He worked previously as a senior analyst, Private Client Services at Deloitte from 2009 until 2011. He was also the Computing and Financial Management program manager at the School of Accounting and Finance from 2011 until 2015. David has been a lecturer for both the School of Accounting and Finance and the School of Pharmacy at the University of Waterloo. He has taught Introduction to Business courses and courses in the Fundamentals in Business Administration and Management. He will contribute to the School of Accounting and Finance by strengthening teaching and by strengthening student engagement.

MAITRA, Srabani (BA Jadavpur University, India 1994, MA Jadavpur University, India 1996, BEd Jadavpur Vidyapith College of Education, India 1998, MA Saint Mary’s University 2002, PhD University of Toronto 2011), Lecturer, Dean of Arts (Women’s Studies program), July 1, 2015 to June 30, 2016. As an adult educator and feminist scholar, Dr. Maitra’s research addresses issues of migration, Canadian labour market, employment training, entrepreneurship and equity. Her doctoral and (SSHRC) post-doctoral research focused on employment patterns and training of immigrants in Canada from a gender and race perspective. Apart from publishing several articles, she has recently completed a documentary film that examines the Canadian labour market through a race/gender/class lens. Maitra has been a sessional instructor with Women’s Studies since 2007. She now joins the program as a lecturer, and will play a key role in redesigning the Women’s Studies curriculum. Both her research and teaching, and her experience as an activist and community organizer align with Women’s Studies’ new focus on axes of oppression, broadly construed.

SNYDER, Emily (BA Saint Mary’s University 2004, MA Carleton University 2006, PhD University of Alberta 2014), Lecturer, Department of Sociology and Legal Studies, September 1, 2015 to August 31, 2017. Dr. Snyder earned her PhD in Sociology from the University of Alberta and recently competed a SSHRC postdoctoral fellow at the Indigenous Law Research Unit in the Faculty of Law at the University of Victoria. Dr. Snyder’s research specialization is socio-legal theory with a specific focus on indigenous laws, feminist legal theory, and legal pedagogy. Dr. Snyder’s research offers unique insights into indigenous social and legal relations in Canada. Her expertise in indigenous law and socio-legal theory adds important dimensions to the Sociology and Legal Studies curricula in the Department.
Definite Term Reappointments
BERBERICH, Greg, Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016.

BLAIR, Garvin, Lecturer, School of Accounting and Finance, July 1, 2015 – June 30, 2016.

DELAMERE, D’Arcy, Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016.

DI RUZZA, Vince, Lecturer, Department of Psychology, September 1, 2015 to August 31, 2018.

ECCLESTONE, Andrew, Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016.

EULETTE, Lynette, Lecturer, Department of Psychology, January 1, 2016 to June 30, 2017.

GEOFFREY, Craig, Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016.

HAYES, Frank, Lecturer, School of Accounting and Finance, July 1, 2015 to June 30, 2016.

LAM, Ibis, Lecturer, Department of Spanish and Latin American Studies, September 1, 2015 to December 31, 2015.

MANN, Shari, Lecturer, School of Accounting and Finance, July 1, 2015 – June 30, 2016.

MESTA, Olivia, Lecturer, Department of Economics, July 1, 2016 to June 30, 2020.

RODENBURG, Kathleen, Lecturer, Department of Economics, June 1, 2016 – May 31, 2020.

Adjunct Appointments – Instruction
BROWN, Rachel, Resource Assistant, Department of Fine Arts, May 1, 2015 to April 30, 2016.

Adjunct Appointments – Miscellaneous (research, consultations, etc.)
KERTON, Robert, Professor, (Distinguished Professor Emeritus), Department of Economics, July 1, 2015 to June 30, 2017.

Adjunct Reappointments – Instruction
BIRKE, Lisa, Lecturer, Stratford Programmes and Department of Fine Arts, September 1, 2015 to December 31, 2015.

FATIMA, Nafeez, Lecturer, Department of Economics and Political Science, September 1, 2015 to December 31, 2015.

JONES, Catherine, Lecturer, School of Accounting and Finance, September 1, 2015 to December 31, 2015.

KUMASE, Wokia, Lecturer, Department of Economics, September 1, 2015 to December 31, 2015.

LAIKEN, Stan, Professor (Professor Emeritus), School of Accounting and Finance, September 1, 2015 to December 31, 2015.

LIAQAT, Zara, Lecturer, Department of Economics, September 1, 2015 to December 31, 2015.

MOTA, Fatima, Lecturer, Department of Spanish and Latin American Studies, September 1, 2015 to December 31, 2015.
ROZOTTO, David, Lecturer, Department of Spanish and Latin American Studies, September 1, 2015 to December 31, 2015.

STETTNER, Shannon, Lecturer, Women’s Studies, September 1, 2015 to December 31, 2015.

VIOLA, Mari, Lecturer, Department of Economics, September 1, 2015 to December 31, 2015.

Adjunct Reappointments – Miscellaneous (research, consultations, etc.)

SMITH, Larry, Associate Professor, Department of Economics, May 1, 2015 to August 31, 2016.

Graduate Students Appointed as Part-Time Lecturers

GHAZIASKAR, Mohamad, Department of Economics, September 1, 2015 to December 31, 2015.

LI, Hongxiu, Department of Economics, September 1, 2015 to December 31, 2015.

Staff Appointments to Faculty

HAYDEN, Jayne, Lecturer, Faculty of Arts, September 1, 2015 to April 30, 2016.

B. ADMINISTRATIVE APPOINTMENTS

Administrative Appointments

COLLINGTON, Tara, Associate Chair, Undergraduate Studies, Department of French Studies, July 1, 2015 to June 30, 2016.

DANISCH, Robert, Associate Chair, Undergraduate Studies (Drama), Department of Drama and Speech Communication, July 1, 2015 to December 31, 2015.

FAULKNER, Andrew, Associate Chair, Undergraduate and Graduate Studies, Department of Classical Studies, July 1, 2015 to June 30, 2016.

GAUTHIER, Nicolas, Associate Chair Graduate Studies, Department of French Studies, July 1, 2015 to December 31, 2015.

LIU, Jennifer, Associate Chair, Graduate Studies, Department of Anthropology, July 1, 2015 to June 30, 2016.

ROBERTS-SMITH, Jennifer, Acting Director, Academic Programs (UW Stratford), July 1, 2015 to December 31, 2015.

Administrative Appointment – Change in Dates

HARDIMAN, Craig, Associate Chair, Graduate Studies, Department of Classical Studies, from September 1, 2014 to August 31, 2015 to September 1, 2015 to June 30, 2015.

VESTER, Christina, Associate Chair, Undergraduate Studies, Department of Classical Studies, from September 1, 2014 to August 31, 2015 to September 1, 2014 to June 30, 2015.

Administrative Reappointment

BOYCHUK, Gerry, Chair, Department of Political Science, January 1, 2016 to June 30, 2017.

DANISCH, Robert, Associate Chair, Undergraduate Studies (Speech Communication), Department of Drama and Speech Communication, July 1, 2015 to June 30, 2018.
GORMAN, Daniel, Associate Chair, Graduate Studies, Department of History, July 1, 2015 to October 31, 2015.

HOUSTON, Andrew, Acting Chair, Department of Drama and Speech Communication, July 1, 2015 to June 30, 2016.

MALONE, Paul, Associate Chair, Undergraduate Studies, Department of Germanic and Slavic Studies, July 1, 2015 to June 30, 2017.

ROBERTS, Julia, Associate Chair, Undergraduate Studies, Department of History, September 1, 2015 to August 31, 2016.
A. **APPOINTMENTS**

**Probationary Term**

**MONTESANO, Giovanni (John)**, Assistant Professor, Department of Mechanical & Mechatronics Engineering, August 1, 2015 – June 30, 2018. PhD Ryerson University 2012; MASc Ryerson University 2005; BEng Ryerson University 2003.

**MAHMOUZADEH, Houra**, Assistant Professor, Department of Management Sciences, August 1, 2015 – June 30, 2018. PhD University of Toronto 2015; MSc Sharif University of Technology, Tehran Iran 2006; BSc Sharif University of Technology 2003. Professor Houra Mahmoudzadeh has research interests in Optimization and Healthcare. She joins the Applied Operations Research area and will help cover courses in Operations Research at the graduate level and for the Management Engineering undergraduate program.

**SIMAKOV, David**, Assistant Professor, Department of Chemical Engineering, July 1, 2015 – June 30, 2018. PhD Israel Institute of Technology, Haifa, Israel 2010; MSc Israel Institute of Technology 2004; BA Far Eastern State University of Humanities, Khabarovsk, Russia 1998. Dr. Simakov brings into our department new and complementary strengths in the area of renewable and fossil (primarily natural gas) energy conversion, heterogeneous catalysis and reactor design. He will also bring practical experience in conducting research at top research institutions, like MIT, Harvard and Technion. In addition, he is expected to become an excellent lecturer, as per the outstanding lecture he gave during the interview.

**VLASEA, Mihaela**, Assistant Professor, Department of Mechanical & Mechatronics Engineering, September 7, 2015 – June 30, 2019. PhD University of Waterloo 2014; Diploma, Space Studies Program Graz University of Technology, Graz, Austria 2011; BASc University of Waterloo 2008.

**YIM, Evelyn**, Associate Professor, Department of Chemical Engineering, January 1, 2016 – June 30, 2019. PhD Johns Hopkins University, Baltimore, Maryland US 2005; MASc University of Toronto 2000; BASc University of Toronto 1999. Dr. Evelyn Yim comes from the Department of Biomedical Engineering at the National University of Singapore where she worked as an assistant professor. She is the first hire in our Department for the new Biomedical Engineering programme. Dr. Yim’s general expertise is the application of nanotopography and biomaterials for applications in tissue engineering. She has more than 40 publications and an h-index of 17. With the coming of Dr. Yim, the Department of Chemical Engineering is also extremely pleased to be able to increase the number of woman faculty members with such a high caliber researcher.

**YU, Alfred**, Associate Professor, Department of Electrical & Computer Engineering, August 24, 2015 – June 30, 2018. PhD University of Toronto 2007; MASc University of Toronto 2004; BSc University of Calgary 2002. Dr. Yu’s scientific expertise encompasses the fields of biomedical signal and image processing as well as diagnostic imaging and its integration with high-performance computing.
Probationary Term Reappointment
CHILANA, Parmit, Assistant Professor, Department of Management Sciences, July 1, 2016 – June 30, 2019. PhD University of Washington, Seattle, WA 2013; MS University of Illinois at Urbana-Champaign 2006; BSc Simon Fraser University 2005.

Prybylski, Maya, Assistant Professor, School of Architecture, July 1, 2015 – June 30, 2018. MA University of Toronto 2007; BSc University of Toronto 2003.

New Definite Term – full-time
Ghavam, Kamyar, Lecturer, Department of Mechanical & Mechatronics Engineering, September 1, 2015 – August 30, 2017. PhD Sharif University of Technology, Tehran, Iran 2006; MASc Azad University, Tehran Iran 1997; BASc Azad University 1995.

Giannikours, Allyson, Lecturer, Department of Electrical & Computer Engineering, July 13, 2015 – July 12, 2018. MASc University of Waterloo 2011; BASc University of Waterloo 2009. Ms Giannikours’ expertise is in mechatronic system design and integration, including PCB design and assembly, firmware development, wireless communication and sensor characterization.

Hassel, Katharina, Lecturer, Department of Chemical Engineering, September 1, 2015 – August 31, 2016. PhD University of Waterloo 2015; MSc Technical University of Braunschweig, Lower Saxony, Germany 2010; BSc Technical University of Braunschweig 2008. Dr. Katharina Hassel recently graduated from the Chemical Engineering Department at Waterloo with a PhD. She is hired under a definite term contract to replace a lecturer leaving on maternity leave. Dr. Hassel has delivered several courses in chemical engineering where she performed very well. In addition, she has attempted successfully to incorporate new graduate attribute components in her course, which is particularly important for the new outcome based accreditation.

Definite Term Reappointment – full-time
Chan, Ariel, Lecturer, Department of Chemical Engineering, April 1, 2016 – August 31, 2017.

Visiting Appointments
Angammana Mohottige, Chitral, Scholar, Department of Electrical & Computer Engineering, June 1, 2015 – May 31, 2016.

Baali, Ilyes, Scholar, Department of Mechanical & Mechatronics Engineering, June 8, 2015 – August 31, 2015.

Bakri-Kassem, Maher, Assistant Professor, Department of Electrical & Computer Engineering, June 13, 2015 – September 13, 2015.

Bhatti, Iqra, Scholar, Department of Chemical Engineering, May 11, 2015 – August 31, 2015.

Bi, Yuanguo, Scholar, Department of Electrical & Computer Engineering, September 15, 2015 – September 14, 2016.

Chen, Yao, Scholar, Department of Civil & Environmental Engineering, January 4, 2016 – December 23, 2016.

Dhayakaran, Rekha, Scientist, Department of Chemical Engineering, August 17, 2015 – December 31, 2015.
EDALI, Mohamed, Assistant Professor, Department of Chemical Engineering, June 15, 2015 – November 30, 2015.

EHSANDAR, Ahmad, Scientist, Department of Electrical & Computer Engineering, July 6, 2015 – August 31, 2016.


FEYZBAKHSH Bazargani, Seyed Alireza, Researcher, Department of Management Sciences, September 1, 2015 – August 31, 2016.

GHAJAR, Rahmatollah, Scholar, Department of Mechanical & Mechatronics Engineering, August 10, 2015 – August 9, 2016.

GERAKOPULOS, Ryan, Scholar, Department of Electrical & Computer Engineering, June 1, 2015 – May 31, 2016.

GOORTANI, Behnam M., Assistant Professor, Department of Chemical Engineering, June 10, 2015 – September 10, 2015.

GU, Qiaolun, Researcher, Department of Management Sciences, January 7, 2016 – April 6, 2016.

HAI'TAO, Ding, Professor, Department of Mechanical & Mechatronic Engineering, May 28, 2015 - May 27, 2016.

HASSEL Katharina, Researcher, Department of Chemical Engineering, June 1, 2015 – August 31, 2015.

JACOT, Laury Jean-Patrick, Scholar, Department of Electrical & Computer Engineering, June 1, 2015 – September 27, 2015.

JAUHAR, Mohd Altamash, Scholar, Department of Chemical Engineering, September 1, 2015 – April 30, 2016.

JIN, Yan, Professor, Department of Chemical Engineering, October 1, 2015 – December 31, 2015.

KARIMINIAAE HAMEDAANI, Hamid-Reza, Associate Professor, Department of Chemical Engineering, July 23, 2015 – March 31, 2016.

LEMAIRE, Steven, Scholar, Department of Electrical & Computer Engineering, June 1, 2015 – September 27, 2015.

LI, Li, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2015 – July 31, 2016.

LI, Lin, Scholar, Department of Mechanical & Mechatronics Engineering, October 31, 2015 – April 30, 2016.
LIU, Yin (Allan), Researcher, Department of Chemical Engineering, June 1, 2015 – August 31, 2015.


LYU, Jizu, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2015 – August 31, 2016.


MESCHI AMOLI, Behnam, Scholar, Department of Chemical Engineering, May 1, 2015 – August 31, 2015.

MUSTAFA, Ibrahim Hassa, Assistant Professor, Department of Chemical Engineering, June 15, 2015 – September 15, 2015.


PING, Sun, Scholar, Department of Mechanical & Mechatronics Engineering, September 1, 2015 – August 31, 2016.

ROTICH, Niculus Kibet, Scholar, Department of Chemical Engineering, September 5, 2015 – May 4, 2016.

SAFFIH, Faycal, Assistant Professor, Department of Electrical & Computer Engineering, June 10, 2015 – August 20, 2015.

SHAVANDI, Hassan, Researcher, Department of Management Sciences, September 1, 2015 – August 31, 2016.


STRAUSS, Jillian, Scholar, Department of Civil & Environmental Engineering, May 1, 2015 – April 30, 2016.


WANG, Junjie, Scholar, Department of Systems Design Engineering, September 1, 2015 – August 31, 2016.

WANG, Wei, Scholar, Department of Civil & Environmental Engineering, September 15, 2015 – February 15, 2016.

WEI, Li, Researcher, Department of Civil & Environmental Engineering, September 1, 2015 – August 31, 2016.

YEGUL, Mustafa Fatih, Scholar, Department of Management Sciences, July 1, 2015 – June 30, 2016.

ZHAO, Huihui, Scholar, Department of Mechanical & Mechatronics Engineering, October 1, 2015 – September 30, 2016.

ZHOU, Li, Scholar, Department of Systems Design Engineering, September 1, 2015 – August 31, 2016.

Visiting Reappointments
LIU, Mingming, Scholar, Department of Electrical & Computer Engineering, October 13, 2015 – April 11, 2016.

LIU, Yibo, Scholar, Department of Chemical Engineering, July 9, 2015 – September 30, 2015.

LIU, ZheFu, Scholar, Department of Chemical Engineering, July 1, 2015 – August 31, 2015.


Special Appointments – Undergraduate Instruction
ABRAHAMS, Lauren, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

AHMADI, Lena, Lecturer, Department of Chemical Engineering, September 1, 2015 – December 31, 2015.

ALAM, MD. Razib, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

ATEFI MONFARED, Kamelia, Lecturer, Department of Civil & Environmental Engineering, September 1, 2015 – December 31, 2015.

BELLINI, Christian, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

BETTINO, Walter, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

BEITES, Steven, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

BYSKAL, Daniel, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2015 – December 31, 2015.

BYRNE, Fionn, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

DE COLA, Marianna, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.
Dhar, Bipro Ranjan, Lecturer, Department of Civil & Environmental Engineering, September 1, 2015 – December 31, 2015.

FGAIER, Hedia, Lecturer, Department of Management Sciences, September 1, 2015 – December 1, 2015.

Hosseinkhani, Yasin, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2015 – August 31, 2015.

Kim, Erica, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Levitt, Janna, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Luzar, Brigitte, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Manning, Thomas, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

McNair, Robert, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Mohamed, Samar, Lecturer, Department of Electrical & Computer Engineering, September 1, 2015 – December 31, 2015.

Murphy, Andrea, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Nemutlu, Gizem, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

Nasiri, Ali, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2015 – August 31, 2015.

Scott, Tim, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Shelley, Elise, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Sugden, Kevin, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Syme, Paul, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Unsworth, Grant, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2015 – August 31, 2015.


Yan, Ruiqi (Richie), Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

Special Appointments – Graduate Instruction

Alaefour, Ibrahim, Lecturer, Department of Mechanical & Mechatronics Engineering, May 1, 2015 – August 31, 2015.
FADER, Christina, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

Special Reappointments – Undergraduate Instruction
BLAKE, Clifford, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

CHARANIA, Tasreen, Lecturer, Department of Electrical & Computer Engineering, May 1, 2015 – August 31, 2015.

MORYOUSSEF, Anya, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

ZURELL, Cory, Lecturer, School of Architecture, May 1, 2015 – August 31, 2015.

Special Reappointments – Graduate Instruction
ALLARAKHIA, Minna, Lecturer, Department of Management Sciences, September 1, 2015 – December 31, 2015.

Adjunct Appointments – Graduate Instruction, Supervision & Research
BARLATT, Ada, Assistant Professor, Department of Management Sciences, September 1, 2015 – August 31, 2018.

SHABAN, Khaled, Associate Professor, Department of Electrical & Computer Engineering, June 1, 2015 – May 31, 2018.

Adjunct Appointments – Graduate Supervision
MCMANUS, Neil, Assistant Professor, Department of Chemical Engineering, September 1, 2015 – August 31, 2017.

SCHMIDT, Philip, Assistant Professor, Department of Civil & Environmental Engineering, August 31, 2015 – July 31, 2017.

Adjunct Appointments – Graduate Supervision & Research
BAKRI-KASSEM, Maher, Professor, Department of Systems Design Engineering, April 15, 2015 – April 14, 2018.

CHAN, Paul, Professor, Department of Civil & Environmental Engineering, June 1, 2015 – May 30, 2017.

FARHAD, Siamak, Assistant Professor, Department of Chemical Engineering, August 1, 2015 – July 31, 2018.

FULLER, David, Professor, Department of Management Sciences, September 1, 2015 – August 31, 2018.

KAMEL, Mohamed, Professor, Department of Electrical & Computer Engineering, July 1, 2015 – June 30, 2018.

NOUR, Akram, Professor, Department of Civil & Environmental Engineering, June 1, 2015 – May 31, 2018.
PAGSUYOIN, Sheree, Professor, Department of Civil & Environmental Engineering, September 1, 2015 – August 31, 2017.

PAPOLIA, Katerina, Associate Professor, Department of Mechanical & Mechatronics Engineering, April 1, 2015 – March 31, 2018.

Adjunct Appointments – Other
MCCOURT, Frederick, Professor, Associate Director of Nanotechnology Program, Department of Chemistry, Faculty of Science and Department of Electrical & Computer Engineering, May 1, 2015 – October 31, 2015.

Adjunct Reappointments – Undergraduate Instruction
SCHNURR, Daryl, Associate Professor, Undergraduate Engineering Office, May 1, 2015 – April 30, 2016.

Adjunct Reappointments – Graduate Instruction & Supervision
MISHRA, Akshaya, Assistant Professor, Department of Systems Design Engineering, July 1, 2015 – June 30, 2018.

Adjunct Reappointments – Graduate Supervision
STRIEPE, Soeren, Associate Professor, Department of Mechanical & Mechatronics Engineering, June 1, 2015 – May 31, 2018.

Adjunct Reappointments – Graduate Supervision & Research
FOX, Steven, Assistant Professor, Department of Civil & Environmental Engineering, July 1, 2015 – June 30, 2017.

HABERKAMP, Jens, Professor, Department of Civil & Environmental Engineering, May 1, 2015 – April 30, 2018.

HAJIMIRAGHA, Amir, Assistant Professor, Department of Chemical Engineering, November 1, 2016 – August 31, 2019.

KARRAY, Salma, Associate Professor, Department of Management Sciences, September 1, 2015 – August 31, 2018.

KOMLJENOVIC, Dragan, Professor, Department of Civil & Environmental Engineering, July 1, 2015 – June 30, 2017.

SEVIORA, Rudy, Associate Professor, Department of Electrical & Computer Engineering, May 1, 2015 – April 30, 2018.

SOARES, Joao, Professor, Department of Chemical Engineering, July 1, 2015 – June 30, 2017.

Adjunct Reappointments – Research
SCHUSTER, Reinhold, Professor, Department of Civil & Environmental Engineering, January 1, 2014 – December 31, 2017.
Cross Appointments
PARKER, Dawn, Associate Professor, School of Planning, Faculty of Environment to Department of Systems Design Engineering, May 21, 2015 – May 20, 2018.

REN, Carolyn, Associate Professor, Department of Mechanical & Mechatronics Engineering to Department of Chemical Engineering, May 1, 2015 – April 30, 2017.

WONG, Alexander, Assistant Professor, Department of Systems Design Engineering to Department of Mechanical & Mechatronics Engineering, May 28, 2015 – May 27, 2018.

Cross Reappointment
HIPEL, Keith, Professor, Department of Systems Design Engineering to Department of Management Sciences, September 1, 2015 – August 31, 2018.

Changes in Appointments
MANSOUR, Raafat, Administrative Appointment, Associate Chair Research, Department of Electrical & Computer Engineering, was January 1, 2012 – December 31, 2015 changed to January 1, 2012 – August 31, 2015.


SHAKER, George, Adjunct Appointment, Assistant Professor, Department of Electrical & Computer Engineering, was November 1, 2014 – October 31, 2016 changed to November 1, 2014 – October 31, 2017.

ADMINISTRATIVE APPOINTMENTS
CANIZARES, Claudio, Associate Chair, Research, Department of Electrical & Computer Engineering, September 1, 2015 – August 31, 2017.

EL-SHATSHAT, Ramadan, Director, Electric Power Engineering Program, Department of Electrical & Computer Engineering, September 1, 2015 – August 31, 2018.

MORESOLI, Christine, Associate Dean, Co-operative Education and Professional Affairs, September 1, 2015 – August 31, 2018.


SHEN, Sherman, Associate Chair of Graduate Studies, Department of Electrical & Computer Engineering, September 1, 2015 – August 31, 2016.

SHEPPARD, Lola, Interim Director, School of Architecture, July 1, 2015 – September 30, 2015.

ADMINISTRATIVE REAPPOINTMENTS
CRONIN, Duane, Executive Director, WatCAR, Department of Mechanical & Mechatronics Engineering, September 1, 2015 – August 31, 2016.
B. RESIGNATIONS

KHAN, Mohammad, Assistant Professor, Department of Mechanical & Mechatronics Engineering, July 1, 2015.

PAGSUYOIN, Sheree, Assistant Professor, Department of Civil & Environmental Engineering, August 31, 2015.

YONG, Yin, Definite Term Research Engineer, Department of Civil & Environmental Engineering, August 31, 2015.

C. RETIREMENTS

FULLER, David, Professor, Department of Management Sciences, August 31, 2015.

FOR APPROVAL BY THE BOARD OF GOVERNORS

D. SABBATICALS

BAN, Dayan, Professor, Department of Electrical & Computer Engineering, January 1, 2016 – June 30, 2016, six months at 100% salary.

CALAMAI, Paul, Professor, Department of Systems Design Engineering, January 1, 2016 – June 30, 2016, six months at 98.9% salary.

CHEN, Zhongwei, Associate Professor, Department of Chemical Engineering, January 1, 2016 – December 31, 2016, twelve months at 85% salary.

GANESH, Vijay, Assistant Professor, Department of Electrical & Computer Engineering, January 1, 2016 – June 30, 2016, six months at 100% salary.

HUCK, Peter, Professor, Department of Civil & Environmental Engineering, January 1, 2016 – June 30, 2016, six months at 85% salary.

SCHNEIDER, Gerry, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2016 – December 31, 2016, twelve months at 100% salary.

SIVOTHTHAMAN, Siva, Professor, Department of Electrical & Computer Engineering, January 1, 2016 – December 31, 2016, twelve months at 100% salary.

WASLANDER, Steven, Associate Professor, Department of Mechanical & Mechatronics Engineering, May 1, 2016 – April 30, 2017, twelve months at 85% salary.

WECKMAN, David, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2016 – June 30, 2016, six months at 100% salary.

WECKMAN, Elizabeth, Professor, Department of Mechanical & Mechatronics Engineering, January 1, 2016 – June 30, 2016, six months at 100% salary.

WEST, Jeffrey, Associate Professor, Department of Civil & Environmental Engineering, January 1, 2016 – December 31, 2016, twelve months at 100% salary.
XIE, Liang-Liang, Professor, Department of Electrical & Computer Engineering, January 1, 2016 – December 31, 2016, twelve months at 85% salary.

ALREADY APPROVED BY THE BOARD OF GOVERNORS

BANSAL, Harvir, Associate Professor, Conrad Business, Entrepreneurship and Technology Centre, Dean of Engineering Office, July 1, 2015 – December 31, 2015, six months at 85% salary.

LI, Xianguo, Professor, Department of Mechanical & Mechatronics Engineering, March 1, 2016 – August 31, 2016, six months at 100% salary.

Pearl Sullivan
Dean, Faculty of Engineering
FOR INFORMATION

A. APPOINTMENTS
   Probationary Term Appointments

   GEOBEY, Sean, Assistant Professor, School of Environment, Enterprise and Development, July 1, 2015 to June 30, 2018: PhD, Waterloo, 2014; MA, Queen’s University, 2005; BA, Waterloo, 2003. Dr. Geobey’s original scholarship and strong connections to the Ontario social entrepreneurship and social finance communities will contribute to the School’s growing aspirations in the field of social entrepreneurship and will complement the School’s existing strengths in social innovation and social finance.

   TRANT, Andrew, Assistant Professor, Department of Environment and Resource Studies, December 1, 2015 to June 30, 2019: PhD, Memorial University, 2012; MSc, Acadia University, 2005; BSc, University of Guelph, 2001. Currently a Hakai Postdoctoral Fellow at the University of Victoria, Dr. Trant’s focus is on conservation and restoration ecology and the department is enthusiastic about the immediate contributions he will make to teaching and research as well as the potential for growth, both for himself and the department.

   Probationary Term Re-appointment

   MOOS, Markus, Assistant Professor, School of Planning, July 1, 2015 to June 30, 2018: PhD, University of British Columbia, 2012; MPL, Queen’s University, 2006; BES, Waterloo, 2004.

   Adjunct Appointments
   Graduate Supervision

   BAXTER, James, Associate Professor, Faculty of Environment, July 1, 2015 to June 30, 2018.

   BERKES, Fikret, Professor, Department of Geography and Environmental Management, August 1, 2015 to July 31, 2018.

   BRENNING, Alexander, Associate Professor, Department of Geography and Environmental Management, September 1, 2015 to August 31, 2020.

   COLBERT, Barry, Associate Professor, School of Planning, June 1, 2015 to July 31, 2016.

   GRAY, Noella, Assistant Professor, Department of Geography and Environmental Management, June 1, 2015 to May 31, 2018.

   GRUNTFEST, Eve, Professor, Department of Geography and Environmental Management, May 1, 2015 to April 30, 2018.

   HERNANDEZ, Tony, Professor, Department of Geography and Environmental Management, April 1, 2015 to May 31, 2018.

   PERESSINI, Tracy, Associate Professor, School of Planning, September 1, 2015 to August 31, 2019.

   RUTTY, Michelle, Postdoctoral Fellow, Department of Geography and Environmental Management, September 1, 2015 to August 31, 2018.
SILVER, Jennifer, Assistant Professor, Department of Geography and Environmental Management, June 1, 2015 to May 31, 2018.

WITTMAN, Hannah, Associate Professor, Department of Geography and Environmental Management, June 1, 2015 to May 31, 2018.

Research
ATKINSON, Elizabeth, Assistant Professor, Department of Geography and Environmental Management, July 1, 2015 to June 30, 2018.

Special Appointments
Instruction
AYER, Nathan, Lecturer, School of Environment, Enterprise and Development, September 1, 2015 to December 31, 2015.

BROWN, Sarah, Lecturer, School of Planning, September 1, 2015 to December 31, 2015.

CURTIS, Kevin, Lecturer, School of Planning, September 1, 2015 to April 30, 2016.

FERGUSON, Philip, Lecturer, School of Planning, September 1, 2015 to December 31, 2015.

FRIESEN, Milton, Lecturer, School of Planning, September 1, 2015 to December 31, 2015.

JOAKIM, Erin, Lecturer, Department of Geography and Environmental Management, September 1, 2015 to December 31, 2015.

JOHANNSON, Lynn, Lecturer, School of Environment, Enterprise and Development, September 1, 2015 to December 31, 2015.

QUINLAN CUTLER, Sarah, Lecturer, Faculty of Environment, September 1, 2015 to December 31, 2015.

RATCLIFFE, William, School of Environment, Enterprise and Development, September 1, 2015 to December 31, 2015.

TURLEY-McINTYRE, Barbara, School of Environment, Enterprise and Development, September 1, 2015 to December 31, 2015.

WALKER, Sean, School of Environment, Enterprise and Development, September 1, 2015 to December 31, 2015.

Cross Appointments
FEICK, Rob, Associate Professor, School of Planning to the Department of Geography and Environmental Management, September 1, 2015 to August 31, 2020.

GRIMWOOD, Bryan, Assistant Professor, Department of Recreation and Leisure Studies, Faculty of Applied Health Sciences, to the Department of Environment and Resource Studies, July 1, 2015 to December 31, 2018.

HOMER-DIXON, Thomas, Professor, Faculty of Environment to the Department of Environment and Resource Studies, September 1, 2015 to December 31, 2018.
McLEVEY, John, Assistant Professor, Department of Knowledge Integration to the Department of Environment and Resource Studies, April 1, 2015 to December 31, 2018.

MITCHELL, Clare, Associate Professor, Department of Geography and Environmental Management to the School of Planning, May 1, 2015 to April 30, 2018.

SCHWEIZER, Vanessa, Assistant Professor, Department of Knowledge Integration to the School of Planning, June 1, 2015 to May 31, 2018.

**Staff Appointments to Faculty**

MARKVART, Tanya, Assistant Professor, School of Planning, July 1, 2015 to August 31, 2018.

McKENZIE, Ian, Lecturer, Department of Geography and Environmental Management, September 1, 2015 to December 31, 2015.

**Graduate Students Appointed as Part-Time Lecturers**

HARUN, S.M. Rafael, School of Planning, September 1, 2015 to December 31, 2015.

KARANASIOS, Konstantinos, Department of Geography and Environmental Management, September 1, 2015 to December 31, 2015.

MAY, Bradley, Department of Geography and Environmental Management, September 1, 2015 to December 31, 2015.

MELNYCHUK, Natalya, Department of Environment and Resource Studies, September 1, 2015 to December 31, 2015.

**B. ADMINISTRATIVE APPOINTMENTS**

LEWIS, Geoffrey, Undergraduate Officer, School of Planning, July 1, 2015 to June 30, 2018.

MOOS, Markus, Associate Director, Graduate Studies, School of Planning, July 1, 2015 to June 30, 2018.

ROWLANDS, Ian, Associate Dean, Strategic Initiatives, Faculty of Environment, July 1, 2015 to June 30, 2018.

WANDEL, Johanna, Interim Chair, Department of Geography and Environmental Management, January 1, 2016 to December 31, 2016.

**C. RESIGNATION**

BRENNING, Alexander, Associate Professor, Department of Geography and Environmental Management, September 1, 2015.

**D. RETIREMENTS**

McALLISTER, Mary Louise, Associate Professor, Department of Environment and Resource Studies, September 1, 2015.

MITCHELL, Bruce, Professor, Department of Geography and Environmental Management, November 1, 2015.
E. SABBATICAL LEAVES

For Approval by the Board of Governors

JOHNSON, Peter, Assistant Professor, Department of Geography and Environmental Management, January 1, 2016 to June 30, 2016, at 100% salary.

WESTLEY, Frances, Professor, School of Environment, Enterprise and Development, January 1, 2016 to June 30, 2016, at 85% salary.

Jean Andrey
Dean
A. APPOINTMENTS (already approved by the Board of Governors)

Tenured

KARI, Lila (MSc Bucharest University 1987, PhD University of Turku 1991), Professor, David R. Cheriton School of Computer Science, July 1, 2015. Lila Kari is regarded as one of the world’s experts in the area of biomolecular computation, that is using biological, chemical and other natural systems to perform computations. She won the Nevanlinna Prize for best mathematics PhD thesis in Finland, and has gone on to author more than 200 research papers. She is editor-in-chief for the journal *Theoretical Computer Science*, responsible for “Part C - Natural Computing”, and serves on the editorial boards of the journals, *Natural Computing* and *Journal of Universal Computer Science*. She has additionally served as a member of the Board of Directors of the Fields Institute for Research in Mathematical Sciences, the UK EPSRC Peer Review College, on the NSERC Grant Selection Committee on Computing and Information Systems and the NSERC Herzberg-Brockhouse-Polanyi Prize joint selection committee. At the University of Western Ontario, she has received numerous awards, and was Canada Research Chair in Biocomputing.

LIN, Jimmy (BSE 2000, MEng 2001, PhD 2004, MIT), Professor, David R. Cheriton School of Computer Science, August 17, 2015. Jimmy Lin was, until recently, a professor at the University of Maryland. Dr. Lin’s work lies at the intersection of information retrieval and natural language processing, with a focus on large-scale distributed algorithms and infrastructure for data analytics. He is considered one of the world’s experts on big data and has written a widely-used textbook on MapReduce algorithm design. In graduate school, Lin has made important contributions to question answering: at Microsoft Research, he developed techniques that would later be incorporated into IBM’s Watson, which bested human champions on the game show Jeopardy! Lin combines an impressive academic record of over 200 peer-reviewed publications with substantial contributions to industry. From 2010 to 2012, he spent an extended sabbatical at Twitter, where he worked on infrastructure for data analytics and data science. A unique combination of academic and industrial experience guides Lin’s research in building useful applications that solve real-world user problems while addressing fundamental challenges in computer and information science.

SCHOST, Éric (BSc ÉNS Cachan & Université Paris VII 1994, MSc, 1995; PhD, 2000, both from École Polytechnique), Associate Professor, David R. Cheriton School of Computer Science, July 1, 2015. Éric Schost received his PhD in Computer Science at École Polytechnique (Paris) in 2000, following a BCS in 1994 from ÉNS Cachan and Université Paris VII and a DEA from École Polytechnique (Paris). He held his first faculty position at École Polytechnique from 2000 to 2006 when he moved to Western University to take up a Canada Research Chair (Tier 2) in Computer Algebra (2007-2015). Dr. Schost has published more than 40 journal papers and 60 conference papers, and won a number of distinguished paper awards. He is a world-leading researcher in the area of symbolic computation and computational algebra and was a winner of an Outstanding Young Computer Science Researcher prize from the Canadian Association of Computer Science in 2010. He won the Student Council Teaching Award at Western in 2007.

Probationary-Term Appointments

GORBUNOV, Sergey (HBSc 2011; MSc 2012, both from the University of Toronto; PhD, Massachusetts Institute of Technology), Assistant Professor, July 1, 2016 – June 30, 2019. Dr.
Gorbunov’s area of research is regarded as exceptionally innovative, in one of the hottest areas of cryptography. His area of research is cryptography, focusing on secure communications. His research has solved major open problems in functional encryption, attribute-based and predicate encryption, homomorphic signatures, and software obfuscation. His current research focuses on computing on encrypted data and programs for cloud and mobile settings, making these algorithms practical, and integrating them into computer networks and systems.

**Probationary-Term Reappointments**


**Definite Term - Appointments**

**avery, jeff** (BA, 1990; MA, 1991; BASc, 2012, all from McMaster University; PhD, (exp 2016), Lecturer, David R. Cheriton School of Computer Science, January 1, 2016 – December 31, 2017. Mr. Avery will teach seven courses per year, actively participate in course and course materials development, and to perform service tasks as required.

**BAUMAN, Shane** (BMath, 1999, University of Waterloo; BEd, 1999, Queen’s University; MMath, 2001, University of Waterloo), Lecturer, Office of the Dean/Centre for Education in Mathematics and Computing, August 15, 2015 – July 31, 2018. Mr. Bauman will teach four courses per year and participate in contest preparation, school visiting, online material preparation and other duties as assigned by the CEMC Director.

**Bruni, Carmen** (BMath, 2009; MMath, 2010, both from the University of Waterloo; PhD, 2015, University of British Columbia), Lecturer, Office of the Dean/Centre for Education in Mathematics and Computing, August 1, 2015 – July 30, 2017. Dr. Bruni will teach four courses per year and perform other duties such as contest preparation, school visiting, online material preparation and other duties as assigned by the CEMC Director.

**GAMACHE, Alain** (BSc, 2001, Universite Laval), Lecturer, Office of the Dean/Centre for Education in Mathematics and Computing, August 1, 2015 – July 31, 2016. Mr. Gamache will teach two undergraduate courses, assist in the development of math contests, conduct problem solving workshops for students in grades 7-12, participate in CEMC workshops and conferences, and to create online curricular and enrichment resources.

**GARBARY, Robert** (BSc, 2007, Saint Francis Xavier University; MMath, 2010; PhD, 2014, both from the University of Waterloo), Lecturer, Office of the Dean/Centre for Education in Mathematics and Computing, August 1, 2015 – July 30, 2017. Dr. Garbary will teach four courses per year and perform other duties such as contest preparation, school visiting, online material preparation and other duties as assigned by the CEMC Director.

**HAMILTON, Jordan** (BSc, 2008, University of Calgary; MMath, 2009; PhD, 2014, both from the University of Waterloo), Lecturer, Office of the Dean, August 1, 2015 – July 30, 2017. Dr. Hamilton will teach six courses per year and perform other duties such as student advising, course coordination and other duties as assigned by the Associate Dean, Undergraduate Studies.

**TRELFOID, Ryan** (BSc, 2005; MSc, 2008, both from the University of Alberta; PhD, 2014, the University of Calgary), Lecturer, Office of the Dean, August 1, 2015 – July 30, 2017. Dr. Trelford will teach six courses per year and perform other duties such as student advising, course coordination and other duties as assigned by the associate dean, undergraduate studies.
Definite Term - Reappointments
ALENCAR, Paulo, Research Professor, David R. Cheriton School of Computer Science, July 1, 2015 – January 15, 2016.

BLAKE, Peter, Lecturer, Office of the Dean, September 1, 2015 – August 31, 2017.


FAHMY, Hany, Lecturer, Office of the Dean, September 1, 2015 – August 31, 2018.

FREELAND, Keith, Lecturer, Office of the Dean, September 1, 2015 – August 31, 2018.


Visiting Appointments
AZZOUNI, Abdelhadi, Scholar, David R. Cheriton School of Computer Science, October 1, 2015 – March 31, 2016.

BAI, Xiaolin (Xiamen University), Scholar, Dept. of Applied Mathematics, September 1, 2015 – August 31, 2017.

CARETTE, Jacques (McMaster University), Associate Professor, July 1, 2015 – June 29, 2016.


Adjunct Appointments
Grad Committee
CHAR, Bruce (Drexel University), Professor, David R. Cheriton School of Computer Science, July 1, 2015 – December 31, 2015.

KÖNIG, Robert (Technische Universität München), Assistant Professor, Dept. of Applied Mathematics, July 1, 2015 – June 30, 2018.

Adjunct Reappointments
Instructor
AKINYEMI, John, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.

AL-MASRI, Eyhab, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.


HARJI, Ashif, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.

HOLTBY, Dan, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.

IBRAHIM, Ahmed Fakhri, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.


LANCOTOT, Kevin, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.


SINGH, Satyendra, Lecturer, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.


Research

Graduate Students appointed as Part-time Lecturers


MARCOTT, Cameron, Dept. of Combinatorics and Optimization, September 1, 2015 – December 31, 2015.


Graduate Students reappointed as Part-time Lecturers


ISTEAD, Lesley, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.

ROEGIEST, Adam, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.

WANG, Tao, David R. Cheriton School of Computer Science, September 1, 2015 – December 31, 2015.


Postdoctoral Fellows appointed as Part-time Lecturers

CHEN, Shaoshi, David R. Cheriton School of Computer Science, September 1, 2015 – August 31, 2017.


JOERIS, Benson, Dept. of Combinatorics and Optimization, September 1, 2015 – August 31, 2017.

KWOK, Tsz Chiu, David R. Cheriton School of Computer Science, September 1, 2015 – August 31, 2017.

MEHRABI, Saeed, David R. Cheriton School of Computer Science, September 1, 2015 – August 31, 2016.

PASHKOVICH, Kanstantsin, Dept. of Combinatorics and Optimization, August 1, 2015 – August 31, 2017.


ZHANG, Xiaofei, David R. Cheriton School of Computer Science, November 1, 2015 – October 31, 2017.

Postdoctoral Fellow reappointed as part-time Lecturers

B. ADMINISTRATIVE APPOINTMENTS

DREKIC, Steve, Associate Chair, Undergraduate Studies, Dept. of Statistics and Actuarial Science, September 1, 2015 – August 31, 2018.

HENGARTNER, Urs, Associate Director, Graduate Studies, David R. Cheriton School of Computer Science, July 1, 2015 – June 30, 2016.
**SPRONK, Nicolaas**, Associate Chair, Graduate Studies, Dept. of Pure Mathematics, July 1, 2015 – June 30, 2018.

**WAN, Justin**, Associate Director, David R. Cheriton School of Computer Science, July 1, 2015 – June 30, 2017.

**ADMINISTRATIVE REAPPOINTMENTS**

**ATLEE, Jo**, Director of Women in Computer Science, David R. Cheriton School of Computer Science, July 1, 2015 – June 30, 2016.


**SALEM, Ken**, Director of Infrastructure, David R. Cheriton School of Computer Science, July 1, 2015 – June 30, 2016.


**C. RESIGNATIONS**

**ABOULNAGA, Ashraf**, Associate Professor, David R. Cheriton School of Computer Science, effective June 30, 2015.

**KÖNIG, Robert**, Assistant Professor, Dept. of Applied Mathematics, effective June 30, 2015.

**TESKE-WILSON, Edlyn**, Professor, Dept of Combinatorics and Optimization, effective August 31, 2015.

**D. SABBATICALS** (for approval by the Board of Governors)

**SANITA, Laura**, Assistant Professor, Dept. of Combinatorics and Optimization, July 1, 2015 – December 31, 2015, with 100% salary. This is a special early sabbatical. CANCELLED

**E. SPECIAL LEAVE**

**DE STERCK, Hans** (Professor, Dept. of Applied Mathematics), August 1, 2015 – July 31, 2016. This is an unpaid leave.

**GAO, Jane** (Research Assistant Professor, Dept. of Combinatorics and Optimization), August 1, 2015 – July 31, 2016. This is an unpaid leave.

**HOLMES, Reid** (Associate Professor, David R. Cheriton School of Computer Science), July 1, 2015 – June 30, 2016. This is an unpaid leave.

**LAMB, Kevin** (Professor, Dept. of Applied Mathematics), January 1, 2016 – April 30, 2016, with 100% salary. This is an administrative leave.
STEWART, Cameron (Professor, Dept. of Pure Mathematics), July 1, 2016 – June 30, 2018, with 100% salary. This is two single-year sabbaticals back to back.

Stephen M. Watt
Dean
A. **APPOINTMENTS**

**New Probationary Term**

**TSEN, Adam Wei**, Assistant Professor, Department of Chemistry, January 1, 2016 to June 30, 2019. [BS, University of California, Berkeley (2006); PhD, Cornell University (2013).] Dr. Adam (Wei) Tsen is currently a postdoctoral fellow at Columbia University in the Department of Physics, working with Profs. Philip Kim and Abhay Pasupathy. His research area involves environmentally controlled assembly of van der Waals heterostructures and the electrochemical modification and intercalation of 2D materials. He will fill an important role in material and device fabrication, bridging research efforts in Chemistry and IQC. He has 8 peer-reviewed publications, including first author on a Science article in 2012. His reference letters all speak to his high degree of experimental expertise, as well as his very effective abilities as a mentor to more junior members of his research groups.

**Probationary Term Reappointment**

**DOXEY, Andrew C.**, Assistant Professor, Department of Biology, July 1, 2016 to June 30, 2019. [BSc, University of Waterloo (2005); PhD, University of Waterloo (2010).]

**DALTON, Kristine N.**, Assistant Professor, School of Optometry and Vision Science, July 1, 2016 to June 30, 2019. [OD, University of Waterloo (2007); MSc, University of Waterloo (2009); PhD Aston University (2013).]

**LABRECHE, Tammy**, Associate Clinical Professor, School of Optometry and Vision Science, July 1, 2016 to June 30, 2019. [BSc/OD, University of Waterloo (1999).]

**SWANSON, Heidi**, Assistant Professor, Department of Biology, July 1, 2016 to June 30, 2019. [BSc, Queen’s University (2001); MSc, University of Alberta (2003); PhD, University of New Brunswick (2009).]

**Continuing Lecturer**

**ENGLERGARDT, Heidi**, Continuing Lecturer, Department of Biology, September 1, 2015. [BSc, University of Guelph (1983); MSc, University of Guelph (1986); PhD, University of Western Ontario (1992).] Appointment converted from definite term to continuing.

**LI, Changcheng**, Continuing Lecturer, Dean of Science Office, September 1, 2015. [BSc, Hefei University of Technology (2004); PhD, University of Western Ontario (2012).] Appointment converted from definite term to continuing.

**Definite Term Reappointment**

**DURR, Hans**, Research Assistant Professor, Department of Earth and Environmental Sciences, August 1, 2015 to July 31, 2018.

**PUSHIN, Dmitry**, Research Assistant Professor, Department of Physics and Astronomy and Institute for Quantum Computing, July 1, 2015 to June 30, 2017.
ROBERTSON, William D., Research Associate Professor, Department of Earth and Environmental Sciences, July 1, 2015 to June 30, 2018.


Visiting Reappointments

LEGGETT, Anthony J., Professor, Department of Physics and Astronomy and Institute for Quantum Computing, June 16, 2015 to August 15, 2015.

Adjunct Appointments

Graduate Supervision

ALMEIDA, Quincy J., Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

ATEKWANA, Estella, A., Professor, Department of Earth and Environmental Sciences, July 1, 2015 to June 30, 2018.

FURMAN, Alex, Professor, Earth and Environmental Sciences, July 1, 2015 to June 30, 2018.

KYSER, Kurtis T., Professor, Department of Earth and Environmental Sciences, June 1, 2015 to May 31, 2018.

PEDDLE, Angela N., Assistant Professor, School of Optometry and Vision Science, August 1, 2015 to July 31, 2018.

Graduate Supervision and Research

BRANFIREUN, Brian, Associate Professor, Department of Biology, May 1, 2015 to April 30, 2018.

GUNN, John, Professor, Department of Biology, May 1, 2015 to April 30, 2018.

Research and Other

BAILEY, Robert C., Professor, Department of Biology, September 1, 2015 to August 31, 2018.

Graduate Instruction and Graduate Supervision

GOMIS, Susantha, Assistant Professor, School of Pharmacy, May 4, 2015 to August 31, 2016.

SCHNEIDER, Eric, Associate Professor, School of Pharmacy, September 1, 2015 to August 31, 2018.

Adjunct Reappointments

Graduate Supervision

GILLHAM, Robert W., (Distinguished Professor Emeritus) Professor, Department of Earth and Environmental Sciences, September 1, 2015 to August 31, 2018.

MORGAN, Alan V., (Professor Emeritus) Professor, Department of Earth and Environmental Sciences, September 1, 2015 to August 31, 2018.
PAKTUNC, Dogan, Professor, Department of Earth and Environmental Sciences, July 1, 2015 to June 30, 2018.

STUMPF, Andrew J., Professor, Department of Earth and Environmental Sciences, October 1, 2015 to September 30, 2018.

Research

JELLIE, Hugh., Associate Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

SHAW, Peter J., Associate Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

Graduate Supervision and Research

CHOU, B. Ralph, (Professor Emeritus) Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

EVANS, Marlene S., Professor, Department of Biology, May 1, 2015 to April 30, 2018.

HESS, Robert F., Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

RAAHEMIFAR, Kaamran, Professor, School of Optometry and Vision Science, June 1, 2015 to May 31, 2018.

TORO, Natalia, Associate Professor, Department of Physics and Astronomy, September 1, 2015 to August 31, 2020.

Graduate Supervision, Research and Other

HIRIART-BAER, Veronique P., Assistant Professor, Department of Biology, April 1, 2015 to March 31, 2018.

METCALFE, Christopher D., Professor, Department of Biology, October 1, 2015 to September 30, 2018.

Graduate Instruction, Graduate Supervision and Research

STUDENIKIN, Sergei, Associate Professor, Department of Physics and Astronomy, May 1, 2015 to April 30, 2018.

Cross Appointments

KENDALL, Brian, Assistant Professor, Department of Earth and Environmental Sciences cross appointed to Department of Chemistry, May 1, 2015 to August 31, 2018.

MARTIN-MARTINEZ, Eduardo, Research Assistant Professor, Department of Applied Mathematics cross appointed to Department of Physics and Astronomy, May 1, 2015 to April 30, 2018.
MORARU, Ruxandra, Associate Professor, Department of Pure Mathematics cross appointed to Department of Physics and Astronomy, August 1, 2015 to July 31, 2018.

ORCHARD, Jeffery, Associate Professor, School of Computer Science cross appointed to Department of Biology, June 1, 2015 to May 31, 2018.

Cross Reappointments

CHOU, C. Perry, Professor, Department of Chemical Engineering cross appointed to Department of Biology, October 1, 2015 to September 30, 2018.

ROY, Pierre-Nicholas, Professor, Department of Chemistry cross appointed to Department of Physics and Astronomy, May 1, 2015 to April 30, 2018.

Special Appointments

Undergraduate Instruction

HUGHES, Dave, Lecturer, School of Pharmacy, September 1, 2015 to December 31, 2015.

WASFI, Olla, Lecturer, School of Pharmacy, September 1, 2015 to December 31, 2015.

Graduate Student Appointed to Faculty

SAUDER, Laura, Lecturer, Department of Biology, September 1, 2015 to December 31, 2015.

Special Reappointments

Undergraduate Instruction

PFISTERER, Steve, Lecturer, Department of Physics and Astronomy, September 1, 2015 to December 31, 2015.

MARTIN-MARTINEZ, Eduardo, Lecturer, Department of Physics and Astronomy, September 1, 2015 to December 31, 2015.

ROBERTS, Ken, Lecturer, School of Pharmacy, September 1, 2015 to December 31, 2015.

WONG, Jeffrey, Lecturer, School of Pharmacy, September 1, 2015 to December 31, 2015.

Staff Reappointed to Faculty

ASSOUD, Abdeljalil, Lecturer, Department of Chemistry, September 1, 2015 to December 31, 2015.

Postdoctoral Fellow Appointed as Part-Time Lecturer

HARRISON, Joel, Lecturer, Department of Biology, September 1, 2015 to October 30, 2015.

B. ADMINISTRATIVE APPOINTMENTS

MULLER, Kirsten, Associate Chair, Graduate Studies, Department of Biology, July 1, 2015 to June 30, 2018.
ADMINISTRATIVE REAPPOINTMENTS

DIECKMANN, Thorsten, Director, Institute of Biochemistry and Molecular Biology, Faculty of Science, July 1, 2015 to June 30, 2018.

TAYLOR, William, Interim Chair, Department of Earth and Environmental Sciences, September 1, 2015 to August 31, 2016.

C. RESIGNATIONS

PIANI, Marco, Research Assistant Professor, Department of Physics and Astronomy, effective August 1, 2015.

PROUZET, Eric, Associate Professor, Department of Chemistry, effective November 1, 2015.

SCHNEIDER, Eric, Associate Professor, School of Pharmacy, effective July 1, 2015.

FOR APPROVAL BY THE BOARD OF GOVERNORS

D. SABBATICAL

LEAT, Susan, Professor, School of Optometry and Vision Science, split sabbatical January 1, 2016 to June 30, 2016 and January 1, 2017 to June 30, 2017, 97.5% salary arrangement.

PALMER, Michael, Associate Professor, Department of Chemistry, January 1, 2016 to December 31, 2016, 100% salary arrangement.

WITT, Jonathan, Associate Professor, Department of Biology, January 1, 2016 to December 31, 2016, 100% salary arrangement.

R.P. Lemieux
Dean
FOR APPROVAL

Committee Appointment

Motion: To approve the following appointment:

- University Committee on Student Appeals: Emily Ha (biology) as science undergraduate student representative, term to 30 April 2016.
Senate Graduate & Research Council met on 8 June 2015, and agreed to forward the following items to Senate for approval. These items are recommended for inclusion in the regular agenda.

Further details are available at: https://uwaterloo.ca/secretariat/committees-and-councils/senate-graduate-research-council

FOR APPROVAL

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CHANGES TO ACADEMIC PLANS

Faculty of Arts
English Language and Literature

1. Motion: To approve the implementation of a coursework option in the experimental digital media plan as presented in Attachment 1.

Rationale: A coursework option is offered for each of the department’s two other master’s plans and the extension of the coursework option is expected to attract students while also fostering appropriate volumes of supervision for master’s research papers by faculty members.

Faculty of Arts
Psychology

2. Motion: To approve changes to the degree requirements for graduate plans in psychology as presented in Attachment 2.

Rationale: Changes to the degree requirements and calendar wording will serve to clarify admissions requirements and requirements for degree completion for students.

Faculty of Engineering
Electrical and Computer Engineering

3. Motion: To approve changes to comprehensive examination milestone as presented in Attachment 3.

Rationale: With the split of the electrical and computer engineering doctoral comprehensive exam into two parts (background and proposal), this change will bring alignment and update the comprehensive examination milestone to reflect this change by replacing the existing milestone with two new ones for students entering the PhD program starting in the Fall 2015 term.

Faculty of Science
School of Pharmacy

4. Motion: To approve changes to provide a non-degree admissions option for the School of Pharmacy as presented.

Applicants possessing at least an Honours Bachelor’s degree or equivalent who intend to take one or more graduate courses but are not proceeding to a degree or a diploma should apply for non-degree admission. Courses taken by non-degree students may not be used for credit toward a degree in a graduate program. Students in this non-degree category who subsequently decide to proceed to a degree will pay fees according to their category at that time. Non-degree students will normally not be granted full-time status.
Non-degree Canadian & permanent resident graduate students pay tuition at the Research Master’s rate corresponding to their approved academic load (full-time or part-time).

**Rationale:** This admissions option will open up studies to prospective students who might otherwise be unable to commit to the school’s existing program.

**CHANGE TO REGULATION**

**Aegrotat Degrees**

5. **Motion:** To approve an amendment to the aegrotat designation in the grades and grading section of the calendar as presented.
   (note: underline = new text)

   ...

**Non-Numeric Grades/Graded Standings**

<table>
<thead>
<tr>
<th>ACC</th>
<th>Accepted (thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG</td>
<td>Aegrotat, credit granted due to illness or extenuating circumstances</td>
</tr>
</tbody>
</table>

...

**Rationale:** The aegrotat designation signifies the granting of credit for a course when some coursework has been completed but no further assessment is possible because of illness or other extenuating circumstances. The aegrotat designation is used only in exceptional circumstances and must be approved by the Faculty associate dean.

George Dixon
Vice-President, University Research

Jim Frank
Associate Provost, Graduate Studies
MEMORANDUM
TO: Graduate Affairs Group
FROM: Aimée Morrison, Graduate Associate Chair, English Language and Literature
DATE: April 13, 2015
RE: April meeting motions
The Department of English Language and Literature would like to propose one motion.
1. Motion: implementation of a coursework option in the Experimental Digital Media (XDM) degree:
   o Breakdown of coursework degree requirements
     • ENGL 700, Rhetorical Theory, with an added “digital bootcamp” element
     • 3 courses designated as XDM
     • 1 course designated as Literary Studies
     • 3 elective courses (one of which may be extra-departmental)
     • Language Requirement Milestone
   o Rationale: The department wishes to offer the coursework option in this degree for various reasons:
     • It is offered in our other two English MA degrees.
     • There is concern with the growing XDM cohort that the faculty members in digital studies will soon be overburdened with MRP supervision.
     • Potential students have noted that the MRP scared them away from the program. Students who are perfect for XDM go elsewhere or opt for RCD in order to avoid doing the MRP.
MEMORANDUM

TO: Graduate Affairs Group
FROM: Elizabeth Nilsen Associate Chair Graduate Studies, Department of Psychology
DATE: April 9, 2015
RE: New wording for Psych degree requirements

Currently, program requirements are:

Masters (MA)

Qualified candidates are usually admitted directly into a PhD program and may obtain a masters degree along the way, when they have completed the requirements for it. In special circumstances, admission into a masters program may be possible.

Degree requirements

The minimum requirements for the one-year masters degree are satisfied when the candidates have successfully completed either:

- Four two-term or eight one-term courses, accepted for graduate credit by the department, plus the masters research paper, or
- Two two-term or four one-term courses accepted for graduate credit by the department, plus the masters thesis

MASc

- 1-year MASc Program in Developmental & Communication Science
- 2-year MASc Program in Industrial/Organizational Psychology

PhD

For the PhD in Psychology, the department requires successful defence of the PhD thesis, completion of statistics and breadth requirements and satisfactory performance in a minimum of two two-term graduate Psychology courses or their equivalent in one-term courses. Further requirements for the PhD are outlined in sections describing the particular programs. While many courses may be taken on a Credit/Non-Credit basis, at least half the courses offered for a degree by the student must be graded.

Proposed new wording and order for program requirements

Qualified candidates are admitted to either a MA or a PhD program (in which a Master’s degree may be obtained along the way). The program to which candidates are admitted to varies by program Area (e.g., Clinical and Social applicants are typically accepted into an MA program, while Cognition, Cognitive Neuroscience, Developmental, and Industrial Organizational students are typically accepted to a PhD program). Candidates accepted to the MA program are expected to continue to a PhD program.

MA Degree requirements
The minimum requirements for the two-year Master’s degree are satisfied when the candidate has successfully completed:

- Two two-term or four one-term courses accepted for graduate credit by the Department, plus the Master’s thesis
- OR (only with special permission from department) Four two-term or eight one-term courses, accepted for graduate credit by the Department, plus the Master’s Research Paper

**PhD requirements**

For the PhD in Psychology, the Department requires successful defence of the PhD thesis, completion of the statistical and breadth requirements and satisfactory performance in a minimum of two two-term graduate Psychology courses or their equivalent in one-term courses. Further requirements for the PhD are outlined in sections describing the particular Area programs. While many courses may be taken on a Cr/NCr basis, at least half the courses offered for a degree by the student must be graded.

**MASc**

The Department offers two MASc programs:

- [1-year MASc Program in Developmental & Communication Science](#)
- [2-year MASc Program in Industrial/Organizational Psychology](#)
Memorandum

Date: March 24, 2015

To: Bruce Hellinga, Associate Dean, Graduate Studies & International Agreements

From: Catherine Gebotys, Associate Chair, Graduate Studies, Electrical and Computer Engineering

Subject: PhD Comprehensive Examination Milestone Addition

SGRC approved the split of the Electrical and Computer Engineering PhD Comprehensive Exam into two parts (Background and Proposal) on March 9, 2015. As such the department would like to update its PhD Comprehensive Examination Milestone to reflect this change by replacing the existing milestone with two new ones effective for students entering the PhD program starting in the Fall 2015 term.

Therefore, the Electrical and Computer Engineering department requests that the current PhD Comprehensive Examination milestone be split into two new milestones; PhD Comprehensive Background Examination milestone and PhD Comprehensive Proposal Examination milestone.

All changes were approved by the Department of Electrical and Computer Engineering at a meeting held June 19, 2014 and subsequent email on 29 January 2015. Changes are to become effective Fall 2015.

Regards,

Catherine Gebotys
Associate Chair, Graduate Studies
Electrical and Computer Engineering
/SL
Faculty: Engineering
Effective term: Term/Year Fall 2015

Course New ☐ Revision ☐ Inactivation ☐

Milestone New ☒ Revision ☐ Inactivation ☐

New milestone title: Comprehensive I

For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: Choose an item. Course number:
Course Title (max. 100 characters incl. spaces):
Course Short Title (max. 30 characters incl. spaces):
Grading Basis: Choose an item.
Course Credit Weight: Choose an item.
Course Consent Required: ☐ Choose an item.
Course Description:
New course description (for revision only):

Meet Type(s): Choose an item. Choose an item. Choose an item. Choose an item. 
Primary Meet Type: Choose an item.

Requisites:

Special topics course: Yes ☐ No ☐
Cross-listed: Yes ☐ No ☐

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:

SGRC approved the split of the Electrical and Computer Engineering PhD Comprehensive Exam into two parts (Background and Proposal) on March 9, 2015. As such the department would like to update its PhD Comprehensive Examination Milestone to reflect this change by replacing the existing milestone with two new ones for students entering the PhD program starting in the Fall 2015 term

Prepared by: S. Landy          Date: 24-Mar-15
Faculty: Engineering
Effective term: Term/Year Fall 2015

Course New ☐ Revision ☐ Inactivation ☐
Milestone New ☒ Revision ☐ Inactivation ☐

New milestone title: Comprehensive II

For course revisions, indicate the type(s) of changes:
(e.g. consent, description, title, requisites)

Course Subject code: Choose an item. Course number:
Course Title (max. 100 characters incl. spaces):
Course Short Title (max. 30 characters incl. spaces):
Grading Basis: Choose an item.
Course Credit Weight: Choose an item.
Course Consent Required: ☐ Choose an item.

Course Description:
New course description (for revision only):

Meet Type(s): Choose an item. Choose an item. Choose an item. Choose an item.
Primary Meet Type: Choose an item.

Requisites:

Special topics course: Yes ☐ No ☐
Cross-listed: Yes ☐ No ☐

Course Subject(s) to be cross-listed with and approval status:
Sections combined/held with:

Rationale for request:

SGRC approved the split of the Electrical and Computer Engineering PhD Comprehensive Exam into two parts
(Background and Proposal) on March 9, 2015. As such the department would like to update its PhD
Comprehensive Examination Milestone to reflect this change by replacing the existing milestone with two new
ones for students entering the PhD program starting in the Fall 2015 term

Prepared by: S. Landy Date: 24-Mar-15
Senate Undergraduate Council met on 24 June 2015, and on behalf of Senate approved minor changes to academic plans, changes to faculty regulations, new courses and course changes. Council agreed to forward the following items to Senate for approval.

Further details are available at: uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council

FOR APPROVAL

NEW ACADEMIC PLANS, CHANGES TO ACADEMIC PLANS and INACTIVATIONS OF ACADEMIC PLANS [effective 1 September 2016]

► Faculty of Arts
French Studies

1. Motion: To approve new plans, plan amendments and plan inactivations in French studies as presented in Attachment 1.

   Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. These changes aim to simplify plans to be more comprehensible and facilitate student success.

► Faculty of Arts
Political Science

2. Motion: To approve new plans, plan amendments and plan inactivations in political science as presented in Attachment 2.

   Rationale: See rationale for motion #1.

► Faculty of Arts
Russian and East European Studies

3. Motion: To approve plan amendments and plan inactivations in Russian and East European Studies as presented in Attachment 3.

   Rationale: See rationale for motion #1. Currently, there are also no students enrolled in these academic plans who would be affected by this decision.

► Faculty of Arts
Drama and Speech Communication

4. Motion: To approve plan amendments in drama and speech communication as presented in Attachment 4.

   Rationale: See rationale for motion #1.

► Faculty of Arts
English Language and Literature

5. Motion: To approve new plans, plan amendments, plan inactivations and changes to calendar text English language and literature as presented in Attachment 5.

   Rationale: See rationale for motion #1.
Faculty of Arts

History

6. **Motion:** To approve plan amendments in history as presented in Attachment 6.

**Rationale:** See rationale for motion #1.

Faculty of Arts

Music

7. **Motion:** To approve new plans and plan amendments in music as presented in Attachment 7.

**Rationale:** See rationale for motion #1.

Faculty of Arts

Peace and Conflict Studies

8. **Motion:** To approve plan amendments in peace and conflict studies as presented in Attachment 8.

**Rationale:** See rationale for motion #1.

Faculty of Arts

Religious Studies

9. **Motion:** To approve plan amendments and plan inactivations in religious studies as presented in Attachment 9.

**Rationale:** See rationale for motion #1.

Faculty of Arts

Spanish and Latin American Studies

10. **Motion:** To approve new plans and plan amendments and plan inactivations in Spanish and Latin American studies as presented in Attachment 10.

**Rationale:** See rationale for motion #1.

Global Experience Certificate

11. **Motion:** To approve plan amendments to the global experience certificate as described in Attachment 11.

**Rationale:** These changes are intended to support student learning through international and intercultural experiences. The current structure of the certificate will be enhanced through the addition of three online learning modules taken at different learning points throughout the certificate’s completion. The modules will help to prepare students for their international and cross-cultural learning and critically reflect on their experiences.

Faculty of Science

Bioinformatics Option

12. **Motion:** To approve the new plan in bioinformatics as presented.
The Bioinformatics Option (4.0 units) is available to Honours BSc students within the Faculty of Science. The following requirements must be satisfied:

CS 115 Introduction to Computer Science 1  
or CS 135 Designing Functional Programs  
CS 116 Introduction to Computer Science 2  
or CS 136 Elementary Algorithm Design and Data Abstraction  
BIOL 266 Introductions to Computational Biology  
BIOL 365 Methods in Bioinformatics  
BIOL 465 Structural Bioinformatics  
BIOL 469 Genomics  

One of:  
MATH 114 Linear Algebra for Science  
MATH 127 Calculus 1 for the Sciences  
MATH 137 Calculus 1 for Honours Mathematics  
PHYS 111 Physics 1  

One of:  
STAT 202 Introductory Statistics for Scientists  
STAT 221 Statistics (Non-Specialist Level)  
STAT 231 Statistics  

Note: BIOL 308 or BIOL 309 is recommended.  

**Rationale:** The bioinformatics program administered through computer science changed its entry point from first year to second year. As part of this change, the BSc (Bioinformatics) and BSc (Biology and Bioinformatics) degrees have been phased out. The new Science Bioinformatics Option will provide academic paths for students interested in biological data analysis using computational applications. The proposed option has been designed to be flexible and it requires fewer units to be completed than other Science minors (normally, 5.0 units). A considerable number (~25%) of undergraduate students enrolled in upper year bioinformatics courses expressed a desire to continue in further bioinformatics courses. Within the biosciences, students are particularly keen to expand their computational and data analytical skillset for either academic or industrial career paths. Students within the Honours Biology, Biomedical Sciences, Biochemistry, Life Physics and Honours Science are expected to be particularly interested in completing this option.

**CHANGES TO REGULATIONS**

**Faculty of Arts**

**Definition of Academic Standing**

13. **Motion:** To approve amendments to the definition of academic standing in the calendar as described and effective 1 September 2016.  
(Note: **strikeout** = deleted text; **underline** = new text)

Academic Standing Definition  
Academic standing is a measure of the student's academic achievement relative to his/her degree requirements, and determines his/her eligibility to be admitted to and/or proceed in his/her academic plan and to qualify for graduation.

A student's academic standing is determined in part by the averages attained:  
- Cumulative Overall Average (CAV): Average of the grades in all courses taken regardless of Faculty  
- Faculty (Arts) Average (FAV): Average of the grades in all Faculty of Arts courses
Do not include courses with the following subjects: BASE, EFAS, SWREN, UNIV

- **Plan (Major) Average**: Average of the grades in all courses taken within the student’s plan (e.g., major, minor).
- **Major Average (MAV)**: Average of the grades in all courses taken within the student’s major
  - All courses taken under the rubric subject code of the student’s plan major and those courses listed under the plan-level requirements, are included in the plan major average regardless of whether any of these courses is in excess of the minimum required by the plan major
  - All courses taken under a rubric subject code which is cross-listed with a course within the student’s plan major are included in the plan major average, e.g., a Psychology student enrolled in PHIL 256 (cross-listed with PSYCH 256) will have the course grade counted towards the Psychology major average

- **Term Average**: Average of the grades in all courses taken within a particular academic term
- **Minor Average**: Average of the grades in all courses taken within the student’s minor
  - All courses taken under the subject code of the student's minor and those courses listed as optional requirements are included in the minor average regardless of whether any of these courses is in excess of the minimum required by the minor
  - All courses taken under a subject code which is cross-listed with a course within the student's minor are included in the minor average, e.g., a Psychology student enrolled in PHIL 256 (cross-listed with PSYCH 256) will have the course grade counted towards the Psychology minor average

A student who meets the academic requirements for his/her plan major will be in Excellent, Good, or Satisfactory standing, depending on the plan major and his/her term and overall averages. Failure to meet minimum average requirements for the plan major may result in a Conditional or a Failed standing.

**Notes**
1. For Laurier courses, see Wilfrid Laurier University Cross-Registration.
2. Students who have received transfer credit(s) should refer to Transfer Credit for further details.
3. The Faculty of Arts has a double-counting rule. Although a course may not be able to be applied towards the completion of two particular plans (e.g., the major and the minor), the grade received in the course will count towards the averages of both plans.

**Rationale**: As part of the plan standardization initiative, the calendar page for every academic plan will include a link to this page, which outlines academic standings and provides a description of how the major average is calculated. Therefore, it makes sense to adjust the language here to clarify existing regulations and protocols in Arts, and to use terminology that is understandable for students and advisors.

**Faculty of Arts**

**Degree Requirements**

**14. Motion**: To approve amendments to the degree requirements in the calendar as described and effective 1 September 2016.

(Note: *strikeout* = deleted text; *underline* = new text)

The Bachelor of Arts (BA) degree is awarded by the University of Waterloo upon successful completion of **all program-level (your BA degree) and plan-level (your major) requirements**.

**Program-Level (BA) Requirements**

- **Common to All Bachelor of Arts Degrees**
  - 60-70% overall cumulative average, see Academic Standing Definition,
  - the Faculty of Arts Bachelor of Arts Breadth Requirements,
  - the Faculty of Arts Residency Requirement,
  - the English Language Proficiency Requirement,
  - the 0.25 credit course maxima, see Unit Weights.
•—Note: Most courses have a 0.5 unit weight.

• Specific to the Particular Bachelor of Arts Degree
  
  Note: Most courses have a 0.5 unit weight, see Unit Weights for specifics.
  
  o Three-Year General Academic Program
    a) 15 academic course units (30 courses),
    b) minimum academic course units above the 100-level: 8.0.
  
  o Four-Year General Academic Program
    a) 20 academic course units (40 courses),
    b) minimum academic course units above the 100-level:
       • Liberal Studies: 12.5,
       • all major plans: 8.0.
  
  o Honours Academic Program (Regular)
    a) 20 academic course units (40 courses),
    b) minimum academic course units above the 100-level: 8.0
    c) for co-op:
       • minimum work-term units: 2.0,
       • minimum Professional Development (PD) units: 2.0.
  
  o Joint Honours Academic Program (Regular)
    a) 20 academic course units (40 courses) as specified by the major disciplines,
    b) minimum academic course units above the 100-level: 8.0.
  
  o Honours Academic Program (Departmental Co-op)
    a) 20 academic course units (40 courses),
    b) minimum academic course units above the 100-level: 8.0,
    c) minimum work-term units: 2.0,
    d) minimum Professional Development (PD) units: 2.0.
  
  o Joint Honours Academic Program (Departmental Co-op)
    a) 20 academic course units (40 courses) as specified by the major disciplines,
    b) minimum academic course units above the 100-level: 8.0,
    c) minimum work-term units: 2.0,
    d) minimum Professional Development (PD) units: 2.0.
  
  o Honours Arts and Business (Regular)
    a) 20 academic course units (40 courses),
    b) minimum academic course units above the 100-level: 8.0,
    c) specific Arts and Business requirements.
  
  o Honours Arts and Business (Co-op)
    a) 20 academic course units (40 courses),
    b) minimum academic course units above the 100-level: 8.0,
    c) minimum work-term units: 2.0,
    d) minimum Professional Development (PD) units: 2.0,
    e) specific Arts and Business requirements.
  
  o Joint Honours Arts and Business (Regular)
    a) 20 academic course units (40 courses) as specified by the major disciplines,
    b) minimum academic course units above the 100-level: 8.0,
    c) specific Arts and Business requirements.
  
  o Joint Honours Arts and Business (Co-op)
    a) 20 academic course units (40 courses) as specified by the major disciplines,
    b) minimum academic course units above the 100-level: 8.0,
    c) minimum work-term units: 2.0,
    d) minimum Professional Development (PD) units: 2.0,
    e) specific Arts and Business requirements.

Rationale: These amendments aim to simplify and clarify the presentation of Arts’ BA degree requirements in light of plan standardization stipulating that the academic requirements for the honours major in a particular discipline will remain the same, whether a student is combining majors, or adding co-op, or completing the Arts and Business courses, as part of their BA degree. The 0.75 credit maxima will no longer exist as of 2016.
Office of the Registrar

Amendments to 2015-16 Calendar of Dates

15. Motion: To revise the spring 2016 convocation dates from 7-14 June 2016 to 14-21 June 2016.

Rationale: This change will be congruous with the new guidelines approved by Senate at the November 2014 meeting for setting convocation dates. For this particular convocation, shifting the dates to a week later is feasible. The change will provide the campus community with more time to prepare for convocation. The Registrar’s Office will undertake extensive communication with the campus community as the 2016 convocation dates of June 7-14 were published to the web for a short period last spring. The website has more recently read “TBD” for the spring 2016 convocation dates, since June of this year. Council wishes to inform Senate that the motion carried at Senate Undergraduate Council with 9 for, 5 opposed and 2 abstentions. This item will also be discussed at the September 2015 of Senate Graduate & Research Council.

16. Motion: To amend in the calendar and to establish a university-wide regulation on aegrotat standing to allow for extenuating circumstances.

Rationale: The aegrotat designation signifies the granting of credit for a course when some coursework has been completed but no further assessment is possible because of illness or other extenuating circumstances. The aegrotat designation is used only in exceptional circumstances and must be approved by the Faculty associate dean responsible for undergraduate studies. In discussion with Faculties, it was discovered that there was inconsistent use of this standing. Some were applying it only in cases of illness while others were extending its use to cover other scenarios. A survey of practices at other universities in Ontario revealed that almost every other school uses aegrotat to cover extenuating circumstances that go beyond illness. The proposed changes have the support of the respective associate deans. The new calendar definition would read: “Aegrotat, credit granted due to illness or extenuating circumstances.”

Mario Coniglio
Associate Vice-President, Academic
1. PLAN STANDARDIZATION [for approval]

A. Department: French Studies

1. Academic Plan Changes [for approval]
Effective date: September 01, 2016

1.1 Three-Year General French
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 65%.

Eligibility for graduation in the Three-Year General French academic plan includes successful fulfillment completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. French Studies Plan-level requirements:
   o a minimum French major average of 65%
   o at least six academic course units (12 courses) in French Studies with a minimum cumulative average of 65%, including:
     • one of FR 192A, FR 192B
     • FR 192A, FR 192B, FR 197, FR 250, FR 251, FR 252, FR 276, FR 296, FR 297, FR 351
     • one of FR 263, FR 276
     • one of FR 203, FR 303
     • one language course from FR 300A, FR 353, FR 355, FR 400, FR 452
     • two courses at the 300-level or above
     • one additional FR course at the 300-level or above

Note: Students who wish to major in French are strongly urged to take an appropriate first-year level French language course in addition to FR 197.

Note
Francophone students and students who graduated from a French high school begin above FR 192A. Those students are still required to complete a minimum of 12 French courses above the FR 192A level.

1.2 Four-Year General French
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 65%.

Eligibility for graduation in the Four-Year General French academic plan includes successful fulfillment completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. French Studies Plan-level requirements:
   o a minimum French major average of 65%
at least eight academic course units (16 courses) in French Studies with a minimum cumulative average of 65%, including:

- one of FR 192A, FR 192B
- one of FR 263, FR 276
- one language course from FR 300A, FR 353, FR 355, FR 392A, FR 392B, FR 400, FR 452
- seven courses at the 300-level or above
- one additional FR course at the 300-level or above

Note: Students who wish to major in French are strongly urged to take an appropriate first-year level French language course in addition to FR 197.

Note
Francophone students and students who graduated from a French high school begin above FR 192A. Those students are still required to complete a minimum of 16 French courses above the FR 192A level.

1.3 Honours French

Honours French (Arts and Business Co-op and Regular)
Honours French double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours French, the Honours French (Arts and Business Co-op and Regular), and the Joint Honours French plans (now referred to as Honours double majors), and to collapse the calendar text for each plan as described.

Honours French

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 75%.

Eligibility for graduation in the Honours French academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. French Studies Plan-level requirements:

   - at least ten academic course units (20 courses) in French Studies with a minimum cumulative average of 75%, including:
     - one of FR 192A, FR 192B
     - FR 197, FR 297
     - one of FR 263, FR 276
     - four language courses from FR 300A, FR 353, FR 355, FR 392A, FR 392B, FR 400, FR 452
     - four literature or culture courses at the 300-level or above
     - two additional FR courses at the 300-level or above

Note: Students who wish to major in French are strongly urged to take an appropriate first-year level French language course in addition to FR 197.
**Honours French (Arts and Business Co-op and Regular)**

Students may combine the Honours French academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 75%.

Eligibility for graduation in the Honours French (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. French Studies Plan-level requirements:
   - at least eight academic course units (16 courses) in French Studies with a minimum cumulative average of 75%, including:
     - one of FR 192A, FR 192B
     - FR 197, FR 297
     - one of FR 263, FR 276
     - four language courses from FR 300A, FR 351, FR 353, FR 355, FR 392A, FR 392B, FR 400, FR 452
     - three literature or culture courses at the 300-level or above

3. Arts and Business requirements.

Note: Students who wish to major in French are strongly urged to take an appropriate first-year level French language course in addition to FR 197.

**Joint Honours French**

A Joint Honours academic plan with French Studies may be taken in combination with most Arts disciplines in which an Honours academic plan is offered, or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 75%.

Eligibility for graduation in the Joint Honours French academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. French Studies Plan-level requirements:
   - at least eight academic course units (16 courses) in French Studies with a minimum cumulative average of 75%, including:
     - one of FR 192A, FR 192B
     - FR 197, FR 297
     - one of FR 263, FR 276
     - four language courses from FR 300A, FR 351, FR 353, FR 355, FR 392A, FR 392B, FR 400, FR 452
     - three literature or culture courses at the 300-level or above

3. Plan-level requirements for the second major.

Note: Students who wish to major in French are strongly urged to take an appropriate first-year level French language course in addition to FR 197.
Honours French
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative French major average of 70%.

Eligibility for graduation in the Honours French academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. French Plan-level requirements:
   - a minimum French major average of 70%
   - at least eight academic course units (16 courses) in French, including:
     - one additional FR course at the 300-level or above

Note
Francophone students and students who graduated from a French high school begin above FR 192A. Those students are still required to complete a minimum of 16 French courses above the FR 192A level.

Arts and Business (Co-op and Regular)
Students may combine the Honours French academic plan with Arts and Business. In addition to the Honours French requirements, students must also complete the Arts and Business requirements.

Honours double majors
Honours French may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

French Teaching Specialization
Calendar text for new academic plan will be inserted here.

Intensive French and Francophone Literatures and Cultures Specialization
Calendar text for new academic plan will be inserted here.

1.4 French Minor
Students enrolled in any degree program may pursue a minor designation in French Studies.

The French Minor requires successful completion of a minimum of four academic course units (eight courses) in French Studies with a minimum cumulative average of 65%, including:

- FR 197, FR 276, FR 296, FR 297
- one of FR 263, FR 276

The following French courses may not be counted as French courses towards a French Minor: FR 101, FR 151, FR 152, FR 291, and FR 292.
Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.3 are a result of applying the previously approved BA templates to the French major plans. Changes of particular note:

- Three-Year General: Changing the list of required course
- Four-Year General: Changes to the course requirements to be identical to the Honours plan
- Honours:
  - Reduction of the major average from 75% to 70%.
  - Changing the list of required courses:
    - FR 303 (Introduction to Linguistics) becomes a required course to expand/strengthen our students understanding of the French language
    - A course in Quebec literature and culture becomes a required course to strengthen our students understanding of French heritage in Canada
    - A conversation course (FR250) becomes a required course to strengthen oral and aural abilities of students in French Studies.

The changes demonstrated in motion 1.4 (minor) are a result of our changes to our course offerings.

- FR 263 is being inactivated therefore FR 276 will be required
- FR 197 is being renumbered to FR 296

2. New Academic Plans [for approval]
Effective date: September 01, 2016

2.1 French Teaching Specialization

In combination with the Honours French plan-level requirements listed above, students interested in pursuing the French Teaching Specialization will be required to fulfill the following requirements:

- A minimum French major average of 75%.
- Successful completion of six additional courses, for a total of 11 academic course units (22 courses) in French or approved courses:
  - FR 203, FR 473
  - PSYCH 212/PSYCH 212R
  - SOC 207 or APPLS 205R
  - One additional FR course at the 300-level or above
  - One additional FR literature and culture course at the 300-level or above
- Completion of a total of 160 hours of in-school volunteer experience under supervision of certified teachers, from Year Two to Year Four, inclusively.
- Students who do not already have native fluency in French are required to spend two consecutive terms (normally in Year Three) at one of the Department’s French-speaking university partners: either the Université du Québec à Chicoutimi (Canada) or the Université de Nantes (France).

Notes
1. The French Teaching Specialization (FTS) is only open to students majoring in the Honours French academic plan.
2. This is a consecutive Bachelor of Arts/Bachelor of Education program. In order to graduate with a FTS designation, students must complete all requirements prior to graduating from the University of Waterloo at the end of Year Four and from Nipissing University at the end of Year Five. Students graduate with an Honours Bachelor of Arts (BA) degree from the University of Waterloo and a Bachelor of Education (BEd) degree awarded by Nipissing
University. Students not intending to complete the BEd degree at Nipissing University are not eligible to graduate with the FTS designation.

3. Students must achieve a cumulative major average of at least 75% in all French courses counted towards their Honours French major, including other courses listed in the specialization’s requirements.

4. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours French major but without the specialization.

5. The Education courses have prerequisites: PSYCH 101/PSYCH 101R for PSYCH 212/PSYCH 212R and SOC 101/SOC 101R for SOC 207.

**Rationale:** The French Teaching Specialization is an intensive specialization; offered in conjunction with Nipissing University, students must meet the program requirements for Nipissing such as courses in PSYCH and SOC.

### 2.2 Intensive French and Francophone Literatures and Cultures Specialization

In combination with the Honours French plan-level requirements listed above, students interested in pursuing the Intensive French Literatures and Cultures Specialization will be required to fulfill the following requirements:

- A minimum French major average of 75%.
- Successful completion of four additional FR courses, for a total of ten academic course units (20 courses) in French:

**Notes**

1. The French Literatures and Cultures Specialization is only open to students majoring in the Honours French academic plan.
2. Students must achieve a cumulative major average of at least 75% in all French courses counted towards their Honours French major.
3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours French major but without the specialization.

**Rationale:** This specialization provides students intending to pursue graduate studies in French with a more in-depth background in literature and will also appeal to students who have an interest in French literature.

### 2.3 Professional French Specialization

The Professional French Specialization is open to all students majoring in French.

The Professional French Specialization requires successful completion of four courses from the following list:

- FR 203 – Introduction to Phonetics of French
- FR 255 – Business French 1
- FR 303 – Introduction to Linguistics
- FR 353 – Introduction to Translation
- FR 355 – Business French 2
• FR 400 – Advanced Translation
• FR 403 – Topics of Linguistics

**Rationale:** This topic specialization will allow students to focus on business French, translation, or oral communication, important aspects of the use of French in the workplace. Note: the course titles appear in this report to inform the curricular committees of the content of this new plan during the approval stages but will not appear in the published Undergraduate Calendar.

3. **Academic Plan Inactivations [for approval]**

**Effective date:** September 01, 2016

3.1 **Honours French – French Teaching Specialization (major)**

**Rationale:** The Faculty of Arts has undertaken standardizing plan requirements for all specializations in the Faculty of Arts. One of the key elements of this standardization is properly using the “specialization” nomenclature and reserving it solely for the purpose of subplans. The existing French Teaching Specialization (FTS), a consecutive degree program in combination with Nipissing University, is a standalone major and not a subplan. As such, the existing FTS major is being inactivated and a subplan (intensive specialization) is being created to replace it.
B. Department: Political Science

1. Academic Plan Changes [for approval]
Effective date: September 01, 2016

1.1 Three-Year General Political Science
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science major average of 65%.

Eligibility for graduation in the Three-Year General Political Science academic plan includes successful fulfillment completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   o a minimum Political Science major average of 65%
   o at least six academic course units (12 courses) in Political Science with a minimum cumulative average of 65%, including:
     ▪ ten PSCI courses above the 100-level with at least four courses at the 300-level or higher

1.2 Four-Year General Political Science
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science major average of 65%.

Eligibility for graduation in the Four-Year General Political Science academic plan includes successful fulfillment completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   o a minimum Political Science major average of 65%
   o at least nine eight academic course units (16 18 courses) in Political Science with a minimum cumulative average of 65%, including:
     ▪ 14 16 PSCI courses above the 100-level with at least four courses at the 300-level or higher
     ▪ PSCI 299
     ▪ one of PSCI 225, PSCI 226, PSCI 314, PSCI 315, PSCI 324, ARTS 280
     ▪ one of the following experiential learning pathways (see Note):
       1. PSCI 497A, PSCI 497B, and two additional PSCI courses at the 400-level
       2. one of PSCI 498A, PSCI 498B, PSCI 498C, and two additional PSCI courses at the 400-level
       3. PSCI 499A, PSCI 499B, and one additional PSCI course at the 400-level

Note
Students completing either of the first two pathways may not utilize PSCI 499A and PSCI 499B to fulfill the 400-level requirement, and students completing the third pathway may not use a PSCI 497 or PSCI 498 course to fulfill the 400-level requirement.

1.3 Honours Political Science
Honours Political Science Co-op
Honours Political Science (Arts and Business Co-op and Regular)
Honours Political Science double major (formerly “Joint Honours”)
Motion: To amend the academic plan requirements for the Honours Political Science, the Honours Political Science Co-op, the Honours Political Science (Arts and Business Co-op and Regular), and the Joint Honours Political Science plans (now referred to as Honours double majors), and to collapse the calendar text for each plan as described.

Honours Political Science

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science average of 75%.

Eligibility for graduation in the Honours Political Science academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   - at least ten academic course units (20 courses) in Political Science with a minimum cumulative average of 75%, including:
     - 18 PSCI courses above the 100-level with at least two courses at the 400-level
     - PSCI 299
     - One of the following pathways:
       - Research Pathway:
         - PSCI 499A, PSCI 499B
         - one additional course at the 400-level, excluding PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, and PSCI 498C. [Note: Students in the Research Pathway who take PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, or PSCI 498C may count this course as one of the remaining Political Science courses in their plan, but it will not count towards the Research Pathway requirements.]
       - Engagement Pathway:
         - PSCI 497A and PSCI 497B, or one of PSCI 498A, PSCI 498B, PSCI 498C;
         - two additional courses at the 400-level, excluding PSCI 499A or PSCI 499B. [Note: Students in the Engagement Pathway who write an Honours Essay in PSCI 499A/PSCI 499B may count these courses as one of the remaining Political Science courses in their plan, but they will not count towards the Engagement Pathway requirements.]

Honours Political Science Co-op

The academic plan leading to the degree of Bachelor of Arts in Honours Political Science (Co-op) is designed for students who intend to enter careers in government, mass media, business, political parties, or public opinion organizations. The academic plan consists of five further academic terms and a minimum of four paid work terms with participating employers.

The co-op mode is open to students enrolled in Honours Political Science.

The first work term of the co-op mode occurs after the successful completion of Year Two courses. At the beginning of the fourth year, students may have the option of either continuing the pattern of alternating work terms or working for a full year before returning to campus for the last two academic terms.

Interested students should apply to co-op in November of Year Two. Ordinarily, qualified students are admitted in January of Year Two. The minimum requirement to be considered for admission to the co-op system of study is a 75% average in at least three Political Science courses.
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science average of 75%.

Eligibility for graduation in the Honours Political Science academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   - at least ten academic course units (20 courses) in Political Science with a minimum cumulative average of 75%, including:
     • 18 PSCI courses above the 100-level, with at least two courses at the 400-level, excluding PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, PSCI 498C, PSCI 499A, PSCI 499B. [Note: Students enrolled in co-op may, with appropriate consent, count the excluded courses towards their remaining Political Science courses, but they will not count towards the 400-level requirement.]

Honours Political Science (Arts and Business Co-op and Regular)

Students may combine the Honours Political Science academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science average of 75%.

Honours Political Science (Arts and Business Co-op)

Eligibility for graduation in the Honours Political Science (Arts and Business Co-op) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   - at least seven academic course units (14 courses) in Political Science with a minimum cumulative average of 75%, including:
     • 12 PSCI courses above the 100-level, with at least two courses at the 400-level, excluding PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, PSCI 498C, PSCI 499A, PSCI 499B. [Note: Students enrolled in co-op may, with appropriate consent, count the excluded courses towards their remaining Political Science courses, but they will not count towards the 400-level requirement.]
3. Arts and Business requirements.

Honours Political Science (Arts and Business Regular)

Eligibility for graduation in the Honours Political Science (Arts and Business Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   - at least seven academic course units (14 courses) in Political Science with a minimum cumulative average of 75%, including:
     • 12 PSCI courses above the 100-level with at least two courses at the 400-level
     • PSCI 299
     • One of:
       • Research Pathway:
         • PSCI 499A, PSCI 499B
         • one additional course at the 400-level, excluding PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, and PSCI 498C. [Note: Students in the Research
Pathway who take PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, or PSCI 498C may count this course as one of the remaining Political Science courses in their plan, but it will not count towards the Research Pathway requirements.

• Engagement Pathway:
  • PSCI 497A and PSCI 497B, or one of PSCI 498A, PSCI 498B, PSCI 498C
  • two additional courses at the 400-level, excluding PSCI 499A or PSCI 499B. [Note: Students in the Engagement Pathway who write an Honours Essay in PSCI 499A/PSCI 499B may count these courses as one of the remaining Political Science courses in their plan, but they will not count towards the Engagement Pathway requirements.]

3. Arts and Business requirements.

Joint Honours Political Science

A Joint Honours academic plan with Political Science may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. Students who wish to combine a study of Political Science with a broad training in a related discipline such as Sociology or History, or in fact in any other discipline in which they are interested, can do so in Joint Honours.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science average of 75%.

Eligibility for graduation in the Joint Honours Political Science academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. Political Science Plan-level requirements:
   • at least seven academic course units (14 courses) in Political Science with a minimum cumulative average of 75%, including:
     • 12 PSCI courses above the 100-level with at least two courses at the 400-level
     • PSCI 299
     • One of the following pathways:
       • Research Pathway:
         • PSCI 499A, PSCI 499B
         • one additional course at the 400-level, excluding PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, and PSCI 498C. [Note: Students in the Research Pathway who take PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, or PSCI 498C may count this course as one of the remaining Political Science courses in their plan, but it will not count towards the Research Pathway requirements.]
       • Engagement Pathway:
         • PSCI 497A and PSCI 497B, or one of PSCI 498A, PSCI 498B, PSCI 498C
         • two additional courses at the 400-level, excluding PSCI 499A or PSCI 499B. [Note: Students in the Engagement Pathway who write an Honours Essay in PSCI 499A/PSCI 499B may count these courses as one of the remaining Political Science courses in their plan, but they will not count towards the Engagement Pathway requirements.]

3. Plan-level requirements for the second major.
Honours Political Science

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Political Science major average of 70%. Both regular and co-operative versions of this plan are available.

Eligibility for graduation in the Honours Political Science academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Political Science Plan-level requirements:
   - a minimum Political Science major average of 70%
   - at least eight academic course units (16 courses) in Political Science, including:
     - 14 PSCI courses above the 100-level
     - PSCI 299
     - one of PSCI 225, PSCI 226, PSCI 314, PSCI 315, PSCI 324, ARTS 280
     - one of the following experiential learning pathways (see notes):
       1. PSCI 497A, PSCI 497B, and two additional PSCI courses at the 400-level
       2. one of PSCI 498A, PSCI 498B, PSCI 498C, and two additional PSCI courses at the 400-level
       3. PSCI 499A, PSCI 499B, and one additional PSCI course at the 400-level

Notes

1. Students enrolled in a co-op program are excluded from completing the experiential learning pathway requirement and are instead required to complete two PSCI courses at the 400-level. They may complete PSCI 499A and 499B but these courses will not satisfy the 400-level requirement.
2. Students completing either of the first two pathways may not utilize PSCI 499A and PSCI 499B to fulfill the 400-level requirement, and students completing the third pathway may not use PSCI 497 or PSCI 498 courses to fulfill the 400-level requirement.

Arts and Business (Co-op and Regular)

Students may combine the Honours Political Science academic plan with Arts and Business. In addition to the Honours Political Science requirements, students must also complete the Arts and Business requirements.

Honours double majors

Honours Political Science may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

1.4 Specializations in Political Science

Motion: To amend the academic plan requirements for the Global Governance Specialization, the International Relations Specialization, and the Politics and Business Specialization; to inactivate the Public Policy and Administration Specialization subplan; to create the Canadian Politics Specialization subplan; and to edit the calendar text for each plan as described.

The following specializations are open to all students majoring in Political Science. Political Science students may select only one specialization.
**Canadian Politics Specialization**
The Canadian Politics Specialization requires successful completion of six courses:
- PSCI 260
- two of PSCI 331, PSCI 334, PSCI 360, PSCI 363, PSCI 373
- one of PSCI 431, PSCI 433, PSCI 461, PSCI 462, PSCI 463
- two additional courses from any of the lists above

**Global Governance Specialization**
The Specialization in Global Governance is open to all Four-Year General or Honours Political Science students.

**Requirements**
The Specialization in Global Governance Specialization requires successful completion of four academic course units (eight six courses):
- PSCI 281, PSCI 283, PSCI 387, PSCI 389
- two of PSCI 369, PSCI 375, PSCI 404, PSCI 420, PSCI 432, PSCI 439, PSCI 480, PSCI 485, PSCI 486, PSCI 488
- HIST 268
- six of PSCI 369, PSCI 387, PSCI 389, PSCI 428, PSCI 432, PSCI 439, PSCI 480, HIST 266

**Notes**
1. Students may petition request to have special topics courses or courses taken on academic exchange accepted to meet the Global Governance requirements. For details, please consult the Political Science Undergraduate Officer.
2. All courses taken towards the Global Governance Specialization as listed above will count towards the student's Political Science major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Political Science major but without the specialization.

**International Relations Specialization**
The Specialization in International Relations is open to all Four-Year General or Honours Political Science students.

**Requirements**
The Specialization in International Relations Specialization requires successful completion of four academic course units (eight six courses):
- two of PSCI 281, PSCI 282, HIST 311
- three one of PSCI 355, PSCI 369, PSCI 375, PSCI 382, PSCI 402, PSCI 481, PSCI 482, PSCI 486, PSCI 487
- three of HIST 220, HIST 230, HIST 268, HIST 275, HIST 282, HIST 311, HIST 315, HIST 350, HIST 389

**Notes**
1. Students may petition request to have special topics courses, reading courses, or courses taken on academic exchange accepted to meet the International Relations requirements. For details, please consult the Political Science Undergraduate Officer.
2. All courses taken towards the International Relations Specialization as listed above will count towards the student's Political Science major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Political Science major but without the specialization.
Politics and Business Specialization

The Politics and Business Specialization is open to all Honours Political Science students.

Requirements

The Politics and Business Specialization requires successful completion of 3.5 academic course units (seven six courses):

- PSCI 231, PSCI 300
- ECON 101, ECON 102
- one of PSCI 255, PSCI 283
- two one of PSCI 331, PSCI 334, PSCI 350, PSCI 387, PSCI 402, PSCI 403, PSCI 428, PSCI 455, PSCI 485

Note: All courses taken towards the Politics and Business Specialization as listed above will count towards the student's Political Science Honours average. If achievement in the non-major courses causes a drop below the Honours major average requirements of 75%, students will normally be allowed to continue in Honours the Political Science major, but without the specialization.

1.5 Public Policy and Administration Minor

Students enrolled in any degree program or plan may pursue a minor designation in Public Policy and Administration.

The Public Policy and Administration Minor requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative average of 65%, including:

- ECON 101, ECON 102
- PSCI 100, PSCI 260, PSCI 331, PSCI 334
- one of ARTS 280, ECON 221, PSCI 314, ENVS 278, SDS 250R, KIN 222, PSYCH 292, REC 371, SMF 230, SOC 280/LS 280, STAT 202, STAT 206, STAT 211, STAT 221, STAT 231, STAT 241
- one of ECON 341, ECON 342, ECON 361, ECON 363, PSCI 360, PSCI 431, PSCI 433, PSCI 434, PSCI 461, PSCI 463, PSCI 472, SDS 311R, SDS 312R, SDS 331R, SDS 400R

Notes

1. Students should check for course prerequisites when selecting 300- and 400-level courses.
2. Students registered in either the Department of Economics’ Public Policy Specialization or the Department of Political Science’s Public Policy and Administration Specialization are not eligible to register for this plan.

Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.3 are a result of applying the previously approved BA templates to the Political Science major plans. Changes of particular note:

- Four-Year General: Changes to the course requirements to be identical to the Honours plan.
- Honours:
  - Reduction of the major average from 75% to 70%.
  - Decrease of the major course requirements from 20 to 16.
  - Realigning the co-op and regular plans by introducing PSCI 299 as a required course for all students and rewording the experiential requirement previously approved for the 2015-16 UG Calendar.
We have also added a requirement that students take either a quantitative methods, qualitative methods, or political theory course. This responds to a recommendation in our recent cyclical review.

The changes demonstrated in motion 1.4 (specializations) bring our specializations into conformity with plan standardization. The revised Politics and Business Specialization reduces the number of required courses to six, but also removes Public Policy and Public Administration from a list of optional courses in order to focus the specialization on Politics and Business, in order to ensure that students receive key content despite the smaller number of courses allowed. The International Relations Specialization has been re-designed in consultation with the Department of History. On the political science side, we provide the theoretical content that structures the sub-discipline of International Relations. The history courses give students a solid grounding in international relations across time and space. Simultaneously, we also revised our Global Governance Specialization to include a clearer focus on the concepts and theories underlying the sub-discipline of global governance, and a more focused set of optional courses that focus on global governance practice in contemporary politics.

The changes to the Public Policy and Administration Minor (motion 1.5) are related to the inactivation of the Public Policy and Administration Specialization in Political Science. As the specialization will no longer exist, the note excluding them from taking the minor is no longer needed. Students in Political Science will simply be subjected to the Faculty of Arts’ double-counting rule, and will need to choose the electives in their minor accordingly.

2. New Academic Plans [for approval]
Effective date: September 01, 2016

2.1 Canadian Politics Specialization
The Canadian Politics Specialization is open to all Political Science students.

Requirements
The Canadian Politics Specialization requires successful completion of three academic course units (six courses):

- PSCI 260 – Canadian Government & Politics
- two of
  - PSCI 331 – Public Administration
  - PSCI 334 – Public Policy
  - PSCI 360 – Topics in Canadian Government and Politics
  - PSCI 363 – Canadian Constitutional Law
  - PSCI 373 – Political Parties, Elections, and Political Marketing
- one of
  - PSCI 431 – Canadian Public Policy
  - PSCI 433 – Topics in Canadian Public Administration
  - PSCI 461 – Canadian National Politics
  - PSCI 462 – Government and Politics of Indigenous Peoples
  - PSCI 463 – Rights and Public Policy
- two additional courses from any of the lists above

Rationale: The Canadian Politics Specialization recognizes a concentration of learning within the Political Science degree that will appeal to students with an interest in Canadian government and politics. The Specialization reflects existing department strengths and complements the specializations in Government & Business, Global Governance, and International Relations. Along with these other
undergraduate specializations and the minors in Public Policy and Administration and in International Trade, the Canadian Politics Specialization also fits a field of study at the graduate level (the MA program’s field in Canadian State & Society), thus providing symmetry between the Department of Political Science’s various undergraduate and graduate offerings. The courses selected for the Specialization reflect core elements of the field and will build students’ knowledge of the institutions and societal elements of Canadian politics. Note: the course titles appear in this report to inform the curricular committees of the content of this new plan during the approval stages but will not appear in the published Undergraduate Calendar (see final text in motion 1.4).

3. Academic Plan Inactivations [for approval]

Effective date: September 01, 2016

3.1 Public Policy and Administration Specialization (open to Honours Political Science students only)

Rationale: With only 4-6 courses to work with in a revised specialization, and the clear need to equip students of public policy with economics and statistics courses as well as political science courses, the Minor becomes a much better vehicle for preparing students for careers in public policy and administration.
C. Department: Germanic and Slavic Studies (Russian and East European Studies)

1. Academic Plan Inactivations [for approval]
   Effective date: September 01, 2016

   1.1 Three-Year General Russian and East European Studies
   1.2 Four-Year General Russian and East European Studies
   1.3 Honours Russian and East European Studies
   1.4 Honours Russian and East European Studies (Arts and Business Co-op and Regular)
   1.5 Joint Honours Russian and East European Studies

   **Rationale:** The Department of Germanic and Slavic Studies does not have the resources necessary to maintain the number of required courses for any major academic plan in Russian and East European Studies (REES). Currently, there are also no students enrolled in these academic plans who would be affected by this decision. Therefore, the Department wishes to inactivate these major academic plans. The REES Minor will continue to be offered.

2. Academic Plan Changes [for approval]
   Effective date: September 01, 2016

   2.1 Certificate in Russian Language
   Students registered in degree programs at the University of Waterloo may pursue the certificate program in Russian Language.

   Students must successfully complete two academic course units (four courses) in RUSS or REES language, with the exclusion of courses taught in English, with a cumulative average of 70%.

   **Notes**
   1. This certificate is not open to students pursuing a Russian and East European Studies academic plan.
   2. Not all courses are offered on a yearly basis.
   3. Faculty of Arts double-counting rules apply.

   **Rationale:** With the inactivation of the Russian and East European Studies major plans, and the Arts double-counting rule in place, students pursuing the REES Minor are now allowed to complete the Certificate in Russian Language (using no more than two RUSS language courses).
D. Department: Drama and Speech Communication (Speech Communication)

1. Academic Plan Changes [for approval]
Effective date: September 01, 2016

1.1 Three-Year General Speech Communication
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication major average of 65%.

Eligibility for graduation in the Three-Year General Speech Communication academic plan includes fulfillment successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Speech Communication Plan-level requirements:
   
   a. a minimum Speech Communication major average of 65%
   b. at least five six academic course units (ten 12 courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 65%, including:
   - SPCOM 100, SPCOM 101, SPCOM 220/DRAMA 220, SPCOM 223, SPCOM 226, SPCOM 228
   - one of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 227, SPCOM 300/DAC 300/ENGL 303, SPCOM 323/ENGL 309E, SPCOM 324, SPCOM 325, SPCOM 326/DRAMA 326, SPCOM 329/DAC 329, SPCOM 399
   - one of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 420, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491
   - one additional SPCOM course at the 200-level or above
   - four additional SPCOM courses, one of which must be at the 400-level

   Note:
   Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

1.2 Four-Year General Speech Communication
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication major average of 70% 65%.

Eligibility for graduation in the Four-Year General Speech Communication academic plan includes fulfillment successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Speech Communication Plan-level requirements:
a minimum Speech Communication major average of 65%

- at least seven eight academic course units (14 16 courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 70%, including:
  - SPCOM 100, SPCOM 101, SPCOM 220/DRAMA 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
  - three of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 300/DAC 300/ENGL 303, SPCOM 323/ENGL 309E, SPCOM 324, SPCOM 325, SPCOM 326/DRAMA 326, SPCOM 329/DAC 329, SPCOM 399
  - three of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 420, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491
  - six additional SPCOM courses, three of which must be at the 400-level

Note:
Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

1.3 Honours Speech Communication

Honours Speech Communication (Arts and Business Co-op and Regular)
Honours Speech Communication double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours Speech Communication, the Honours Speech Communication (Arts and Business Co-op and Regular), and the Joint Honours Speech Communication plans (now referred to as Honours double majors), and to collapse the calendar text for each plan as described.

Honours Speech Communication
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication average of 75%.

Eligibility for graduation in the Honours Speech Communication academic plan includes fulfillment of the following requirements:
1. — Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. — Speech Communication Plan-level requirements:
   — at least nine academic course units (18 courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 75%, including:
     - SPCOM 100, SPCOM 101, SPCOM 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
- three of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 227, SPCOM 324, SPCOM 325, SPCOM 300/DAC 300/ENGL 303, SPCOM 323/ENGL 309E, SPCOM 326/DRAMA 326, SPCOM 329/DAC 329
- four of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 420, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491

Note:
Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

Honours Speech Communication (Arts and Business Co-op and Regular)
Students may combine the Honours Speech Communication academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication average of 75%.

Eligibility for graduation in the Honours Speech Communication (Arts and Business Co-op and Regular) academic plan includes fulfillment of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Speech Communication Plan level requirements:
   - at least seven academic course units (14 courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 75%, including:
     - SPCOM 100, SPCOM 101, SPCOM 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
     - two of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 227, SPCOM 300/DAC 300/ENGL 303, SPCOM 324, SPCOM 325, SPCOM 323/ENGL 309E, SPCOM 326/DRAMA 326, SPCOM 329/DAC 329
     - three of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 420, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491
3. Arts and Business requirements.

Note:
Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

**Joint Honours Speech Communication**

A Joint Honours academic plan with Speech Communication may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication average of 75%.

Eligibility for graduation in the Joint Honours Speech Communication academic plan includes fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.
2. Speech Communication Plan-level requirements:
   - at least seven academic course units (14 courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 75%, including:
     - SPCOM 100, SPCOM 101, SPCOM 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
     - two of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 227, SPCOM 300/DAC 300/ENGL 303, SPCOM 323/ENGL 309E, SPCOM 324, SPCOM 325, SPCOM 326/DRAMA 326, SPCOM 329/DAC 329
     - three of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 420, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491
3. Plan-level requirements for the second major.

Note:
Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

**Honours Speech Communication**

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Speech Communication major average of 70%.

Eligibility for graduation in the Honours Speech Communication academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Speech Communication Plan-level requirements:
o a minimum Speech Communication major average of 70%
o at least eight academic course units (16 courses) in Speech Communication, including:
- SPCOM 100, SPCOM 101, SPCOM 220/DRAMA 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
- six additional SPCOM courses, three of which must be at the 400-level

**Arts and Business (Co-op and Regular)**

Students may combine the Honours Speech Communication academic plan with Arts and Business. In addition to the Honours Speech Communication requirements, students must also complete the Arts and Business requirements.

**Honours double majors**

Honours Speech Communication may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

### 1.4 Speech Communication Minor

Students enrolled in any degree program may pursue a minor designation in Speech Communication.

The Speech Communication Minor requires successful completion of a minimum of four academic course units (eight courses) in SPCOM and Speech Communication approved courses with a minimum cumulative average of 65%, including:
- four of SPCOM 100, SPCOM 101, SPCOM 220/DRAMA 220, SPCOM 223, SPCOM 226, SPCOM 228
- one of SPCOM 102/DRAMA 102, SPCOM 225, SPCOM 227, SPCOM 300/DAC 300/ENGL 303, SPCOM 302/ENGL 309E, SPCOM 324, SPCOM 325, SPCOM 326/DRAMA 326, SPCOM 331/DAC 329
- one of SPCOM 401, SPCOM 402, SPCOM 404, SPCOM 405, SPCOM 430, SPCOM 431, SPCOM 432, SPCOM 433, SPCOM 434/ENGL 309G/HIST 309, SPCOM 440/DRAMA 440, SPCOM 475, SPCOM 490, SPCOM 491
- two additional SPCOM courses, one of which must be at the 400-level
Note: Consultation with the department undergraduate advisor is highly recommended to ensure that students can fulfill all the academic plan requirements during the terms that they are on campus.

Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.3 are a result of applying the previously approved BA templates to the Speech Communication major plans. Changes of particular note:

- Three-Year General: Increase of the major course requirements from 10 to 12
- Four-Year General:
  - Reduction of the major average from 70% to 65%
  - Increase of the major course requirements from 14 to 16
  - Changes to the course requirements to be identical to the Honours plan
- Honours:
  - Reduction of the major average from 75% to 70%
  - Decrease of the major course requirements from 18 to 16
- All plans:
  - Updated the list of approved courses

The changes demonstrated in motion 1.4 (Minor) are to bring the requirements in line with the formatting changes and changes to the approved courses list being made to the major plans.

Changes to the approved list of courses are a result of Speech Communication program meetings that identified several different reasons for additions and deletions of courses. The addition of several DRAMA courses follow up on changes to the Theatre and Performance plan of study and are intended to facilitate the combination of degree plans in Speech Communication and Theatre and Performance. Several DAC courses were added as a result of consultation with the Digital Arts Communication Director and anticipating the popularity of the new Digital Arts Communication Minor among Speech Communication students (the approved courses will make combining a Digital Arts Communication Minor and Speech Communication major easier). Additional courses were added in the light of increasing program emphases in rhetorical theory and visual rhetoric. Deletions of courses were a result of either: lack of enrolment of Speech Communication students in specific courses over the last 3-5 years, the absence of any clear relationship between specific course content and program objectives, confusion about the relationship between a specific course and Speech Communication plans, or course inactivations made by other departments.
1. PLAN STANDARDIZATION [for approval]

A. Department: English Language and Literature

1. Academic Plan Changes [for approval]
Effective date: September 01, 2016

1.1 Three-Year General English Language and Literature
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 65%.

Eligibility for graduation in the Three-Year General English Language and Literature academic plan includes successful completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   o a minimum English major average of 65%
   o at least six academic course units (12 courses) in English with a cumulative average of 65%, including:
     ▪ two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     ▪ Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     ▪ Criticism: ENGL 251A, ENGL 251B (see Note 3)
     ▪ Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     ▪ Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     ▪ two additional ENGL courses (see Notes 1 and 3)

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.
3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B are strongly recommended for second year.
4. A maximum of two of the following courses may be used to fulfill Three-Year General English plan requirements: ENGL 210E-ENGL 210I, ENGL 309E, ENGL 376R, ENGL 377R. The following
English courses do not fulfill English course requirements for any the Three-Year General English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.

5. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

1.2 Honours English – Literature

Honours English – Literature Co-op

Honours English – Literature (Arts and Business Co-op and Regular)

Honours English – Literature double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours English – Literature, the Honours English – Literature Co-op, the Honours English – Literature (Arts and Business Co-op and Regular), and the Joint Honours English – Literature plans (now referred to as Honours double majors), and to collapse the calendar text for each plan as described.

Honours English – Literature

Honours English – Literature may be taken in either the co-op or regular mode.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Honours English – Literature academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program level requirements. See Bachelor of Arts Degree Requirements.

2. English Plan level requirements:
   - at least ten academic course units (20 courses) in English with a minimum cumulative average of 75%, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     - Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     - Criticism: ENGL 251A, ENGL 251B (see Note 3)
     - Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     - Literatures Modern to Contemporary: two of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     - Special Topics: ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494
• four additional ENGL courses, one of which must be at the 300-level or 400-level (see Note 1)

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.
3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B are strongly recommended for second year.
4. A maximum of two of the following courses may be used to fulfill English plan requirements: ENGL 210E-ENGL 210I, ENGL 309E, ENGL 376R, ENGL 377R. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.
5. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Honours English – Literature, Literature and Rhetoric, or Rhetoric and Profession Writing Co-op
The academic plan leading to the degree of Bachelor of Arts (BA) in Honours English (Co-op) is designed for students who plan careers in diverse areas: business, industry, labour, education, or government; media, arts, or digital communication; or non-profit and non-governmental organizations. Qualified students will ordinarily be admitted to the academic plan after completion of their first two academic terms at the University of Waterloo and will proceed through the Honours English BA academic plan consisting of six further terms of study on campus and a minimum of four work terms with participating employers.

The academic requirements of the co-op mode are those of the regular Waterloo Honours BA in English (either Literature, Literature and Rhetoric, or Rhetoric and Professional Writing).

Co-op students are strongly advised to follow the recommended schedule of academic and work terms and not to go off-stream.

Honours English – Literature (Arts and Business Co-op and Regular)
Students may combine the Honours English – Literature academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Honours English – Literature (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   • at least eight academic course units (16 courses) in English with a minimum cumulative average of 75%, including:
     • two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     • Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     • Criticism: ENGL 251A, ENGL 251B (see Note 3)
• Literatures Medieval to Romantic: two of ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
• Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
• Literatures Modern to Contemporary: two of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
• Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494
• two additional ENGL courses, one of which must be at the 300-level or 400-level (see Note 1)

3. Arts and Business requirements.

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.
3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B are strongly recommended for second year.
4. A maximum of two of the following courses may be used to fulfill English plan requirements: ENGL 210E-ENGL 210I, ENGL 309E, ENGL 376R, ENGL 377R. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.
5. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Joint Honours English – Literature
A Joint Honours academic plan with English – Literature may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Joint Honours English – Literature academic plan includes successful fulfillment of the requirements listed below.
1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   • at least eight academic course units (16 courses) in English with a minimum cumulative average of 75%, including:
two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)

- Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
- Criticism: ENGL 251A, ENGL 251B (see Note 3)
- Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
- Literatures Modern to Contemporary: two of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
- Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494
- two additional ENGL courses, one of which must be at the 300-level or 400-level (see Note 1)

3. Plan-level requirements for the second major

Notes

1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.

2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.

3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B are strongly recommended for second year.

4. A maximum of two of the following courses may be used to fulfill English plan requirements: ENGL 210E-ENGL 210I, ENGL 309E, ENGL 376R, ENGL 377R. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.

5. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Honours English – Literature

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 70%. Both regular and co-operative versions of this plan are available.

Eligibility for graduation in the Honours English - Literature academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. English Plan-level requirements:
   - a minimum English major average of 70%
   - at least eight academic course units (16 courses) in English, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
- Survey of British Literature: ENGL 200A, ENGL 200B
- Criticism: ENGL 251A, ENGL 251B
- History and Theory of Rhetoric: one of ENGL 309A, ENGL 309B, ENGL 309C
- Literatures Medieval to Romantic: four of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
- Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 345, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
- Literatures Modern to Contemporary: two of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
- Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Arts and Business (Co-op and Regular)
Students may combine the Honours English – Literature academic plan with Arts and Business. In addition to the Honours English – Literature requirements, students must also complete the Arts and Business requirements.

Honours double major
Honours English – Literature may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double major section of Available Arts Academic Plans.

Intensive English Specialization
Calendar text for new academic plan will be inserted here.

1.3 Honours English – Literature and Rhetoric
Honours English – Literature and Rhetoric Co-op
Honours English – Literature and Rhetoric (Arts and Business Co-op and Regular)
Honours English – Literature and Rhetoric double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours English – Literature and Rhetoric, the Honours English – Literature and Rhetoric Co-op, the Honours English – Literature and Rhetoric (Arts and Business Co-op and Regular), and the Joint Honours English – Literature and Rhetoric (now referred to as Honours double majors), and to collapse the calendar text for each plan as described.

Honours English – Literature and Rhetoric
Honours English – Literature and Rhetoric may be taken in either the co-op or regular mode.
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Honours English - Literature and Rhetoric academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   - at least ten academic course units (20 courses) in English with a minimum cumulative average of 75%, including:
     • two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     • Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     • Criticism: ENGL 251A, ENGL 251B (see Note 3)
     • ENGL 292
     • Literatures Medieval to Romantic: two of ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
     • Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     • Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     • History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C (See Note 5)
     • History and Theory of Language: one of ENGL 305A, ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, ENGL 376R, ENGL 377R (see Note 5)
     • Professional Writing and Communication Design; Forms of Media and Critical Analysis: three from the other ENGL 309 series, ENGL 293, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472, ENGL 495A/ENGL 495B (see Note 5)
     • Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494
     • two additional ENGL courses (see Note 1)

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.
3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B, and ENGL 292 are strongly recommended for second year.
4. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.
5. Students who take more than the required History and Theory of Rhetoric and/or History and Theory of Language courses may count the additional courses towards their
Professional Writing and Communication Design; Forms of Media and Critical Analysis requirements.

6. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Honours English – Literature and Rhetoric (Arts and Business Co-op and Regular)

Students may combine the Honours English – Literature and Rhetoric academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Honours English – Literature and Rhetoric (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   - at least eight academic course units (16 courses) in English with a minimum cumulative average of 75%, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     - Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     - Criticism: ENGL 251A, ENGL 251B (see Note 3)
     - ENGL 292
     - Literatures Medieval to Romantic: one of ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
     - Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 344, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     - Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     - History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C (see Note 5)
     - Professional Writing and Communication Design: Forms of Media and Critical Analysis: two from the other ENGL 309-series, ENGL 293, ENGL 319, ENGL 320, ENGL 325, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472, ENGL 495A/ENGL 495B (see Note 5)
     - Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

3. Arts and Business requirements.

Notes

1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.

3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B, and ENGL 292 are strongly recommended for second year.

4. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.

5. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Joint Honours English—Literature and Rhetoric

A Joint Honours academic plan with English—Literature and Rhetoric may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English average of 75%.

Eligibility for graduation in the Joint Honours English—Literature and Rhetoric academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. English Plan-level requirements:
   - at least eight academic course units (16 courses) in English with a minimum cumulative average of 75%, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Notes 1 and 4)
     - Survey of British Literature: ENGL 200A, ENGL 200B (see Note 3)
     - Criticism: ENGL 251A, ENGL 251B (see Note 3)
     - ENGL 292
     - Literatures Medieval to Romantic: one of ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
     - Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 349, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     - Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     - History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C (see Note 5)
     - Professional Writing and Communication Design; Forms of Media and Critical Analysis: one from the other ENGL 309 series, ENGL 293, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403,
ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472, ENGL 495A/ENGL 495B (see Note 5)
● Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494
● one additional ENGL course (see Note 1)  

3. Plan-level requirements for the second major 

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Results from all English courses taken at the University of Waterloo are used to calculate the cumulative English average.
3. ENGL 200A, ENGL 200B, ENGL 251A, ENGL 251B, and ENGL 292 are strongly recommended for second year.
4. The following English courses do not fulfill English course requirements for any English plan, including the minor: ENGL 119, ENGL 129R. These courses are designed primarily to make students aware of the different functions of language in various contexts and to assist them in improving their writing.
5. Students who take more than the required History and Theory of Rhetoric and/or Professional Writing and Communication Design courses may count the additional courses towards their History and Theory of Language; Forms of Media and Critical Analysis requirements.
6. Rhetoric and Professional Writing students are strongly advised to take a university-level course in computer science.
7. Although the Department of English provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Honours English – Literature and Rhetoric
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 70%. Both regular and co-operative versions of this plan are available.

Eligibility for graduation in the Honours English – Literature and Rhetoric academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   ○ a minimum English major average of 70%
   ○ at least eight academic course units (16 courses) in English, including:
     ▪ two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
     ▪ Survey of British Literature: ENGL 200A, ENGL 200B
     ▪ Criticism: ENGL 251A, ENGL 251B
     ▪ ENGL 292
     ▪ Literatures Medieval to Romantic: two of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
     ▪ Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
• Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
• History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C
• Professional Writing, Communication Design; Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 210E, ENGL 210G, ENGL 210H, ENGL 210I, ENGL 210J, the ENGL 306 series, ENGL 309G, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472
• Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes

1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.

2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Arts and Business (Co-op and Regular)
Students may combine the Honours English – Literature and Rhetoric academic plan with Arts and Business. In addition to the Honours English – Literature and Rhetoric requirements, students must also complete the Arts and Business requirements.

Honours double major
Honours English – Literature and Rhetoric may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

Intensive English Specialization
Calendar text for new academic plan will be inserted here.

1.4 Digital Media Studies Specialization
Global Literatures Specialization
Technical Writing Specialization

Motion: To allow general English students access to the Digital Media Studies Specialization and to the Global Literatures Specialization, and to collapse the calendar text for each plan as described.

Honours English – Digital Media Studies Specialization
The Digital Media Studies Specialization is open to students who are enrolled in an Honours English academic plan, except for those also enrolled in the Arts and Business – Digital Arts Communication Specialization. Admission to the Digital Media Studies Specialization is by consent of the Department of English Language and Literature upon completion of the first year of studies.

Requirements
The Digital Media Studies Specialization requires successful completion of four courses:
• ENGL 293
Honours English – Global Literatures Specialization

The Global Literatures Specialization is open to students who are enrolled in an Honours English academic plan. Admission to the Global Literatures Specialization is by consent of the Department of English Language and Literature upon completion of the first year of studies.

Requirements

The Global Literatures Specialization requires successful completion of four courses:

- ENGL 291
- two of ENGL 208L, ENGL 208M, ENGL 290, ENGL 322, ENGL 345, ENGL 463
- one of ENGL 260, ENGL 280, ENGL 313, ENGL 318, ENGL 342, ENGL 410C, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D

Technical Writing Specialization

The Technical Writing Specialization is open to students who are enrolled in any English Language and Literature major plan. Admission to the Technical Writing Specialization is by consent of the Department of English Language and Literature upon completion of the first year of studies.

Requirements

The Technical Writing Specialization requires successful completion of four courses:

- ENGL 210E, ENGL 392A
- one of ENGL 210G, ENGL 210I, ENGL 210J
- one of ENGL 408B, ENGL 408C, ENGL 472

Specializations in English (Calendar page title)

The following specializations are open to all students majoring in any English academic plan. Admission to any specialization is by consent of the Department of English Language and Literature upon completion of the first year of studies.

Digital Media Studies Specialization

The Digital Media Studies Specialization requires successful completion of four courses:

- ENGL 293
- two of ENGL 294, ENGL 392A, ENGL 392B, ENGL 403, ENGL 408C, ENGL 470C
- one of ENGL 203, ENGL 204, ENGL 295, ENGL 320, ENGL 371, ENGL 408A, ENGL 408B, ENGL 494

Note

The Digital Media Studies Specialization is not available to students currently enrolled in or who have graduated from the Digital Arts Communication Minor or Digital Arts Communication Specialization.

Global Literatures Specialization

The Global Literatures Specialization requires successful completion of four courses:

- ENGL 291
- two of ENGL 208L, ENGL 208M, ENGL 290, ENGL 322, ENGL 345, ENGL 463
- one of ENGL 260, ENGL 280, ENGL 313, ENGL 318, ENGL 342, ENGL 410C, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D

Technical Writing Specialization

The Technical Writing Specialization requires successful completion of four courses:
- ENGL 210E, ENGL 392A
- one of ENGL 210G, ENGL 210I, ENGL 210J
- one of ENGL 408B, ENGL 408C, ENGL 472

**Rationale:** The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.4 are a result of applying the previously approved BA templates to the English major plans. Changes of particular note:

- **Honours:**
  - Reduction of the major average from 75% to 70%.
  - Decrease of the major course requirements from 20 to 16.
  - Changes to the course requirements and notes.
  - Change the title of the Rhetoric and Professional Writing plan to Rhetoric, Media, and Professional Communication

- **Literature plans:**
  - Removed the “History and Theory of Language” category.
  - Added ENGL 305A as an optional “Literatures Medieval to Romantic” requirement.
  - Removed several notes that are no longer relevant.

- **Literature and Rhetoric plans:**
  - Added ENGL 305A as an optional “Literatures Medieval to Romantic” requirement.
  - Combined the “History and Theory of Language” with the “Professional Writing, Communication Design; Forms of Media and Critical Analysis” category and edited the list of optional courses: added ENGL 201E, 210G, 210H, 210I, 210J, the 306 series, 309G; removed ENGL 293, the 309 series, 495A/B.
  - Removed several notes that are no longer relevant.

- **Specializations:**
  - Allowing Three-Year General and Four-Year General students majoring in English to complete the Digital Media Studies and the Global Literatures specializations (both previously open only to Honours students).
  - The Digital Studies Media Specialization is not open to students who are enrolled in the Digital Arts Communication Minor.

**2. New Academic Plans [for approval]**

**Effective date:** September 01, 2016

**2.1 Four-Year General English – Literature**

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 65%.

Eligibility for graduation in the Four-Year General English – Literature academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   - a minimum English major average of 65%
   - at least eight academic course units (16 courses) in English, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
Survey of British Literature: ENGL 200A, ENGL 200B
Criticism: ENGL 251A, ENGL 251B
History and Theory of Rhetoric: one of ENGL 309A, ENGL 309B, ENGL 309C
Literatures Medieval to Romantic: four of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
Literatures Modern to Contemporary: two of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

2.2 Four-Year General English – Literature and Rhetoric
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 65%.

Eligibility for graduation in the Four-Year General English – Literature and Rhetoric academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   o a minimum English major average of 65%
   o at least eight academic course units (16 courses) in English, including:
     ▪ two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
     ▪ Survey of British Literature: ENGL 200A, ENGL 200B
     ▪ Criticism: ENGL 251A, ENGL 251B
     ▪ ENGL 292
     ▪ Literatures Medieval to Romantic: two of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F
     ▪ Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B
     ▪ Literatures Modern to Contemporary: one of ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 344, ENGL 346, ENGL 347, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463
     ▪ History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C
     ▪ Professional Writing, Communication Design; Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 210E, ENGL 210G, ENGL 210H, ENGL 2
210I, ENGL 210J, the ENGL 306 series, ENGL 309G, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472

- Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes

1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.

2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

2.3 Four-Year General English – Rhetoric, Media, and Professional Communication

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 65%.

Eligibility for graduation in the Four-Year General English – Rhetoric, Media, and Professional Communication academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   - a minimum English major average of 65%
   - at least eight academic course units (16 courses) in English, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
     - Survey of British Literature: ENGL 200A, ENGL 200B
     - Criticism: ENGL 251A, ENGL 251B
     - ENGL 292, ENGL 306A
     - Literature: one of ENGL 305A, ENGL 305B, ENGL 310, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 325, ENGL 330, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 347, ENGL 348, ENGL 350, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410, ENGL 430, ENGL 451, ENGL 460, ENGL 463
     - History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C
     - Professional Writing: one of ENGL 210E, ENGL 210G, ENGL 210H, ENGL 210I, ENGL 210J
     - Communication Design: one of ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 470C, ENGL 471, ENGL 472
     - Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes

1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Rhetoric, Media, and Professional Communication students are strongly advised to take a university-level course in computer science.

3. Students preparing themselves for teaching careers or graduate studies in English may wish to include further courses in literature as part of their electives.

4. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

**Rationale for 2.1, 2.2, 2.3:** The Department of English Language and Literature currently only has one four-year general plan, yet three distinct Honours plans. If a student’s average drops below the Honours threshold, or they decide to change to the four-year general degree, they are forced to follow a vastly different plan to graduate. The difference between Honours RMPC, for instance, and the existing four-year general plan is drastic. Likewise, moving “up” from General to Honours is currently far too difficult. Creating three General plans that are identical to their Honours counterparts is in the best interest of our English students. In this scheme, we can treat all students equally from an advising standpoint.

2.4 Honours English – Rhetoric, Media, and Professional Communication
2.5 Honours English – Rhetoric, Media, and Professional Communication Co-op
2.6 Honours English – Rhetoric, Media, and Professional Communication (Arts and Business Co-op and Regular)
2.7 Honours English – Rhetoric, Media, and Professional Communication double major

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative English major average of 70%. Both regular and co-operative versions of this plan are available.

Eligibility for graduation in the Honours English – Rhetoric, Media, and Professional Communication academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. English Plan-level requirements:
   - a minimum English major average of 70%
   - at least eight academic course units (16 courses) in English, including:
     - two ENGL courses at the 100-level, excluding ENGL 119 and ENGL 129R (see Note 1)
     - Survey of British Literature: ENGL 200A, ENGL 200B
     - Criticism: ENGL 251A, ENGL 251B
     - ENGL 292, ENGL 306A
     - Literature: one of ENGL 305A, ENGL 305B, ENGL 310, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 325, ENGL 330, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 347, ENGL 348, ENGL 350, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 410, ENGL 430, ENGL 451, ENGL 460, ENGL 463
     - History and Theory of Rhetoric: two of ENGL 309A, ENGL 309B, ENGL 309C
     - Professional Writing: one of ENGL 210E, ENGL 210G, ENGL 210H, ENGL 210I, ENGL 210J
     - Communication Design: one of ENGL 371, ENGL 392A, ENGL 392B, ENGL 403, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 470C, ENGL 471, ENGL 472
Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 492, ENGL 493, ENGL 494

Notes
1. Students may use only two English courses at the 100-level to fulfill English plan requirements; additional 100-level English courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 2XX) may only be counted towards the English electives.
2. Rhetoric, Media, and Professional Communication students are strongly advised to take a university-level course in computer science.
3. Students preparing themselves for teaching careers or graduate studies in English may wish to include further courses in literature as part of their electives.
4. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses and conform with the University, Faculty, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.

Arts and Business (Co-op and Regular)
Students may combine the Honours English – Rhetoric, Media, and Professional Communication academic plan with Arts and Business. In addition to the Honours English – Rhetoric, Media, and Professional Communication requirements, students must also complete the Arts and Business requirements.

Honours double major
Honours English – Rhetoric, Media, and Professional Communication may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

Intensive English Specialization
Calendar text for new academic plan will be inserted here.

Rationale for 2.4-2.8: The Honours English – Rhetoric, Media, and Professional Communication plans are being created to allow existing students to continue to graduate with the current name for these plans (Rhetoric and Professional Writing) if they so choose. Changes that have been made in the transition between plan names include:
  o Added ENGL 305A as an optional “Literature” requirement.
  o Split the “Professional Writing and Communication Design” category and combined the “Writing” category with the new “Professional Writing” category.
    ▪ Professional Writing: removed ENGL 210F.
    ▪ Communication Design: removed ENGL 293.
  o Edited the list of optional courses in the “Forms of Media and Critical Analysis; History of Theory of Language” category: added ENGL 309G; removed ENGL 203, 204, 303, 305A, 335, 3336, 376R, 377R, 495A/B.
  o Removed several notes that are no longer relevant.

2.8 Intensive English Specialization
In combination with the Honours English plan-level requirements listed above, students interested in pursuing the Intensive English Specialization will be required to fulfill the following requirements:
  ● A minimum English major average of 75%.
• Successful completion of four additional ENGL courses at the 300-level or above, for a total of ten academic course units (20 courses) in English.

Notes
1. The Intensive English Specialization is only open to students majoring in an Honours English academic plan.
2. Students must achieve a cumulative major average of at least 75% in all English courses counted towards their Honours English major.
3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours English major but without the specialization.

Rationale: The Intensive English Specialization will be available to students who seek additional training in English for graduate school, Teacher’s College, or other paths for which further training might be appropriate. Many of our Honours students already exceed the 20 ENGL courses needed for their degree, and this offers such students a further credential to reward them for their interest in our programs, and to recognize their success as students.

3. Academic Plan Inactivations [for approval]
Effective date: September 01, 2016

3.1 Four-Year General English Language and Literature

Rationale: The Four-Year General English Language and Literature academic plan is being inactivated in order to allow three new four-year general plans to be created. This inactivation will allow all existing Four-Year General students to graduate with the existing title of the plan. As mentioned above, creating three General plans that are identical to their Honours counterparts is in the best interest of our English students. In this scheme, we can treat all students equally from an advising standpoint.

3.2 Honours English – Rhetoric and Professional Writing
3.3 Honours English – Rhetoric and Professional Writing Co-op
3.4 Honours English – Rhetoric and Professional Writing (Arts and Business Co-op and Regular)
3.5 Joint Honours English – Rhetoric and Professional Writing

Rationale: The existing Honours English – Rhetoric and Professional Writing major plans are being inactivated in order to make way for the newly named major of Rhetoric, Media, and Professional Communication. All existing students will be allowed to graduate with the existing name, or opt for the new name and requirements.

4. Calendar Text to be Removed [for approval]
Effective date: September 01, 2016

4.1 Admission to English

Students interested in English will ordinarily be admitted at the end of the 1B term. Admission will be based on successful completion of the number of units specified to move to the 2A academic level and academic performance in Year One courses, including at least one or preferably two 100-level English courses (but not ENGL 119 or ENGL 129R). The cumulative average requirements for admission to the various English academic plans are as follows:
- Three-Year General English Language and Literature: 65% overall Year One average and 65% in English.
- Four-Year General English Language and Literature: 65% overall Year One average and 70% in English.
- Any Honours English academic plan: 70% overall Year One average and 75% in English. Because of limitations on resources, however, fulfilling minimum entrance requirements may not guarantee a student admission to English academic plans, and higher averages may be required.

**Rationale:** As part of the plan standardization initiative, admission requirements into the major are to match the criteria for continued satisfactory standing in the major.
B. Department: History

1. Academic Plan Changes [for approval]

Effective date: September 01, 2016

1.1 Three-Year General History

Continuation in this academic plan requires a cumulative overall average of at least 60% and a cumulative History major average of at least 65%.

Eligibility for graduation in the Three-Year General History academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. History Plan-level requirements:
   - a minimum History major average of 65%
   - at least six academic course units (12 courses) in History with a minimum cumulative average of 65%, including:
     - HIST 250
     - one course in each of two fields:
       - Canadian: HIST 253, HIST 254
       - American: HIST 257, HIST 258
       - European: HIST 260, HIST 262, HIST 263
       - International: HIST 268, HIST 275
     - three HIST courses at the 300-level

Notes

1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.

2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.

1.2 Four-Year General History

Continuation in this academic plan requires a cumulative overall average of at least 60% and a cumulative History major average of at least 65%.

Eligibility for graduation in the Four-Year General History academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. History Plan-level requirements:
   - a minimum History major average of 65%
   - at least seven academic course units (14 courses) in History with a minimum cumulative average of 65%, including:
     - HIST 250
     - one course in each of two three fields:
       - Canadian: HIST 253, HIST 254
       - American: HIST 257, HIST 258
       - European: HIST 260, HIST 262, HIST 263
       - International: HIST 268, HIST 275
     - four HIST courses at the 300-level
• 1.5 units at the 400-level from HIST 421, HIST 422, HIST 450

Notes
1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.
2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.

1.3 Honours History

Honours History (Arts and Business Co-op and Regular)
Honours History double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours History, the Honours History (Arts and Business Co-op and Regular), and the Joint Honours History (now referred to as Honours double majors) plans, and to collapse the calendar text for each plan as described.

Honours History
Continuation in this academic plan requires a cumulative overall average of at least 60% and a cumulative History average of at least 75%.

Eligibility for graduation in the Honours History academic plan includes successful fulfillment of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. History Plan-level requirements:
   • at least ten academic course units (20 courses) in History with a minimum cumulative average of 75%, including:
     • HIST 250
     • one course in each of three fields:
       △ Canadian: HIST 253, HIST 254
       △ American: HIST 257, HIST 258
       △ European: HIST 260, HIST 262, HIST 263
       △ International: HIST 268, HIST 275
     • three HIST courses at the 300-level
     • three, but not more than four, HIST 400-level senior seminars (1.0 unit each)

Notes
1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.
2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.
3. Students taking three senior seminars must take one with a B suffix. Students taking four senior seminars must take two with a B suffix.

Honours History (Arts and Business Co-op and Regular)
Students may combine the Honours History academic plan with Arts and Business.
Continuation in this academic plan requires a cumulative overall average of at least 60% and a cumulative History average of at least 75%.

Eligibility for graduation in the Honours History (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. History Plan-level requirements:
   - at least seven academic course units (14 courses) in History with a minimum cumulative average of 75%, including:
     - HIST 250
     - one course in each of three fields:
       - Canadian: HIST 253, HIST 254
       - American: HIST 257, HIST 258
       - European: HIST 260, HIST 262, HIST 263
       - International: HIST 268, HIST 275
     - two HIST courses at the 300-level
     - two HIST 400-level senior seminars (1.0 unit each), one with a B suffix

3. Arts and Business requirements.

Notes

1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.

2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.

Joint Honours History

A Joint Honours academic plan with History may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of at least 60% and a cumulative History average of at least 75%.

Eligibility for graduation in the Joint Honours History academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. History Plan-level requirements:
   - at least seven academic course units (14 courses) in History with a minimum cumulative average of 75%, including:
     - HIST 250
     - one course in each of three fields:
       - Canadian: HIST 253, HIST 254
       - American: HIST 257, HIST 258
       - European: HIST 260, HIST 262, HIST 263
       - International: HIST 268, HIST 275
     - two HIST courses at the 300-level
     - two HIST 400-level senior seminars (1.0 unit each), one with a B suffix
3. Plan-level requirements for the second major.

Notes
1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.
2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.

Honours History
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative History major average of 70%.

Eligibility for graduation in the Honours History academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. History Plan-level requirements:
   - a minimum History major average of 70%
   - at least eight academic course units (16 courses) in History, including:
     - HIST 250
     - one course in each of three fields:
       - Canadian: HIST 253, HIST 254
       - American: HIST 257, HIST 258
       - European: HIST 260, HIST 262, HIST 263
       - International: HIST 268, HIST 275
     - four HIST courses at the 300-level
     - 1.5 units at the 400-level from HIST 421, HIST 422, HIST 450

Notes
1. Students may use no more than two HIST courses at the 100-level to fulfill History plan requirements.
2. History students in all plans are required to have: at least one course focused on Canadian history, at least one course focused on pre-1800 history, and at least one course focused on post-1800 history. These requirements will usually (but not always) be satisfied as a student advances through their program. Please check with the History academic advisor to ensure that all requirements are met.

Arts and Business (Co-op and Regular)
Students may combine the Honours History academic plan with Arts and Business. In addition to the Honours History requirements, students must also complete the Arts and Business requirements.

Honours double majors
Honours History may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

1.4 Specializations in History
The following specializations are open to all Four-Year General or Honours History students majoring in History.
Applied History Specialization
The Applied History Specialization explores practical, real-world uses for the past in society and the marketplace. The Applied History Specialization requires successful completion of two academic course units (four courses) from the following:

- HIST 202, HIST 203, HIST 302, HIST 303, HIST 305

Global Interactions Specialization
The Global Interactions Specialization moves beyond borders to explore human interactions on a global scale. The Global Interactions Specialization requires successful completion of two academic course units (four courses) from the following:

- HIST 201, HIST 268, HIST 271, HIST 275, HIST 389

International Relations Specialization
The Specialization in International Relations requires successful completion of four academic course units (eight courses) from the following:

- two of PSCI 281, PSCI 282, HIST 311
- three of HIST 220, HIST 230, HIST 268, HIST 275, HIST 282, HIST 311, HIST 315, HIST 350, HIST 369, HIST 389
- three one of PSCI 355, PSCI 375, PSCI 382, PSCI 402, PSCI 481, PSCI 482, PSCI 486, PSCI 487

Notes
1. Students may petition to have special topics courses, reading courses, or courses taken on academic exchange accepted to meet the International Relations requirements. For details, please consult the History academic advisor Undergraduate Officer.
2. All courses taken towards the International Relations Specialization as listed above will count towards the student’s History major average. If achievement in the non-major courses causes a drop below the major average requirements, students will normally be allowed to continue in the History major but without the specialization.

Revolution, War, and Upheaval Specialization
The Revolution, War, and Upheaval Specialization examines the impact of conflict on the course of history. The Revolution, War, and Upheaval Specialization requires successful completion of two academic course units (four courses) from the following:

- HIST 220, HIST 226, HIST 227, HIST 314, HIST 316

Rationale:
The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.4 are a result of applying the previously approved BA templates to the History major plans. Changes of particular note:

- Four-Year General:
  - Increase of the major course requirements from 14 to 16.
  - Changes to the course requirements to be identical to the Honours plan
- Honours:
  - Reduction of the major average from 75% to 70%.
  - Decrease of the major course requirements from 20 to 16.
- Specializations:
  - Opening up the existing specializations to Three-Year General History students
  - Decrease the number of requirements to within the approved 4-6 courses range
International Relations Specialization: The changes bring it into conformity with plan standardization. The IR Specialization has been re-designed in consultation with the Department of Political Science. The political science side provides the theoretical content that structures the sub-discipline of International Relations. The history courses give students a solid grounding in international relations across time and space.

In part to conform with plan standardization, and in part to address enrolment issues at the fourth-year level, the Department of History has re-designed its Honours plan. In place of our current Honours degree, defined by its three 1.0 unit Honours-students-only A/B seminars (A being Historiography and B being Research), we will be offering instead a more flexible array of fourth-year topics courses open to all students. All our current fourth-year seminars are being inactivated. Three new courses will be introduced: HIST 450 – History Capstone (1.0 unit), HIST 421 – Special Topics in History (0.5 unit), and HIST 422 – Special Topics in History (0.5 unit). The Capstone is a project course; it offers students a significant degree of freedom to express the skill sets, methods, and historical consciousness they have acquired during their studies. In consultation with the instructor, students will be able to do not only a traditional research paper, but also a team project, an experiential project, etc., should they so choose. HIST 421 is primarily a lecture course. We think students may be attracted to a non-seminar option in their senior years. Though the lecture component is foregrounded, the course description does not preclude mini-seminars, hands-on activities, or creative projects. HIST 422 is a seminar/readings course. We think students, especially those considering graduate school, need a seminar / readings course option in their senior years. Each of the three new courses is a Topics course and thus also offers the Department a great deal of instructional flexibility.
C. Department: Music

1. Academic Plan Changes [for approval]
   Effective date: September 01, 2016

1.1 Three-Year General Music

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Music major average of 65%.

Eligibility for graduation in the Three-Year General Music academic plan includes successful fulfillment completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   o a minimum Music major average of 65%
   o at least seven six academic course units (14 12 courses) in Music with a minimum cumulative average of 65%, including:
     - MUSIC 100, MUSIC 110, MUSIC 270, MUSIC 271
     - one of MUSIC 232, MUSIC 233
     - three two of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256
   o participation in at least four terms of Music Ensemble; which may not be counted as part of the 12 course requirement
   o students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

In addition, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

Note
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

1.2 Four-Year General Music

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Music major average of 65%.

Eligibility for graduation in the Four-Year General Music academic plan includes successful fulfillment completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   o a minimum Music major average of 65%
   o at least eight academic course units (16 courses) in Music with a minimum cumulative average of 65%, including:
     - MUSIC 100, MUSIC 110
     - one of MUSIC 232, MUSIC 233
     - three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256
     - three of MUSIC 270, MUSIC 271, MUSIC 370, MUSIC 371
- two additional MUSIC courses at the 300-level or 400-level above
  - participation in at least five six terms of Music Ensemble; which may not be counted as part of the 16 course requirement
  - students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

In addition, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

Note
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

### 1.3 Honours Music

**Honours Music (Arts and Business Co-op and Regular)**

**Honours Music double major (formerly “Joint Honours”)**

**Motion:** To amend the academic plan requirements for the Honours Music, the Honours Music (Arts and Business Co-op and Regular), and the Joint Honours Music (now referred to as Honours double majors) plans, and to collapse the calendar text for each plan as described.

**Honours Music**

Continuation in this academic plan requires a cumulative average of 60% and a cumulative Music average of 75%.

Eligibility for graduation in the Honours Music academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   - at least ten academic course units (20 courses) in Music with a minimum cumulative average of 75%, including:
     - MUSIC 100, MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256, MUSIC 270, MUSIC 271, MUSIC 370, MUSIC 371
     - four additional MUSIC courses at the 300-level or 400-level
   - participation in at least six terms of Music Ensemble

In addition, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

**Note**
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

**Honours Music (Arts and Business Co-op and Regular)**

Students may combine the Honours Music academic plan with Arts and Business.
Continuation in this academic plan requires a cumulative average of 60% and a cumulative Music average of 75%.

Eligibility for graduation in the Honours Music (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   - at least eight academic course units (16 courses) in Music with a minimum cumulative average of 75%, including:
     - MUSIC 100
     - three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256
     - three of MUSIC 270, MUSIC 271, MUSIC 370, MUSIC 371
     - two additional MUSIC courses at the 300-level or 400-level
   - participation in at least six terms of Music Ensemble
3. Arts and Business requirements.

In addition, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses — MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

Note
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

Joint Honours Music
A Joint Honours academic plan with Music may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative average of 60% and a cumulative Music average of 75%.

Eligibility for graduation in the Joint Honours Music academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   - at least eight academic course units (16 courses) in Music with a minimum cumulative average of 75%, including:
     - MUSIC 100
     - three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256
     - three of MUSIC 270, MUSIC 271, MUSIC 370, MUSIC 371
     - two additional MUSIC courses at the 300-level or 400-level
   - participation in at least six terms of Music Ensemble
3. Plan-level requirements for the second major.

In addition, students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses — MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327.

Note

Report to SUC
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

**Honours Music**
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Music major average of 70%.

Eligibility for graduation in the Honours Music academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Music Plan-level requirements:
   - a minimum Music major average of 70%
   - at least eight academic course units (16 courses) in Music courses, including:
     - MUSIC 110
     - one of MUSIC 232, MUSIC 233
     - three of MUSIC 253, MUSIC 254, MUSIC 255, MUSIC 256
     - three of MUSIC 270, MUSIC 271, MUSIC 370, MUSIC 371
     - two additional MUSIC courses at the 300-level or above
   - participation in at least six terms of Music Ensemble; which may not be counted as part of the 16 course requirement
   - students must demonstrate competence on one instrument (or voice) equal to Grade Ten standing at the Royal Conservatory of Music of Toronto. Normally this is attained through taking Music studio courses – MUSIC 226, MUSIC 227, MUSIC 326, MUSIC 327

**Note**
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio.

**Arts and Business (Co-op and Regular)**
Students may combine the Honours Music academic plan with Arts and Business. In addition to the Honours Music requirements, students must also complete the Arts and Business requirements.

**Honours double majors**
Honours Music may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

**Intensive Music Specialization**
Calendar text for new academic plan will be inserted here.

**1.4 Church Music and Worship Specialization**
Music in Global Context Specialization
Music and Peace Specialization

**Motion:** To allow General Music students access to the Church Music and Worship Specialization, and to create a new calendar page to house this existing plan with the new specializations as described.
Honours Music – Church Music and Worship Specialization

The Church Music and Worship Specialization is open to students who are enrolled in the Honours Music academic plan. Admission to the Honours Music – Church Music and Worship Specialization is by consent of the Director of Church Music and Worship upon completion of the first year of studies.

Requirements

The Church Music and Worship Specialization requires successful completion of 4.5 academic course units (eight half-credit courses and two quarter-credit courses) with a minimum cumulative average of 75%, including:

- CMW 201, CMW 202 [taken in lieu of MUSIC 316, MUSIC 317]
- MUSIC 222, MUSIC 322
- MUSIC 363/CMW 363/RS 357, MUSIC 364/CMW 364/RS 358
- RS 240/HIST 235
- one of RS 151, RS 152, RS 250, RS 257, RS 286
- one of RS 235, RS 236
- one of RS 248, RS 343/HIST 379, RS 344/HIST 348, RS 348

Specializations in Music (Calendar page title)

The following specializations are open to all students majoring in Music. Music students may elect to complete either the Music in Global Context Specialization or the Music and Peace Specialization, but not both.

Church Music and Worship Specialization

The Church Music and Worship Specialization requires successful completion of 3.0 academic course units:

- MUSIC 222, MUSIC 322
- MUSIC 363/CMW 363/RS 357, MUSIC 364/CMW 364/RS 358
- two of:
  - CMW 201 and CMW 202 (0.25 unit each)
  - RS 152 or RS 250
  - RS 235 or RS 236
  - RS 240/HIST 235

Notes:

1. All courses taken towards the Church Music and Worship Specialization as listed above will count towards the student’s Music major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Music major but without the specialization.
2. Courses should be chosen in consultation with the Director of the plan. Alternative courses may be approved by the Director.

Music in Global Context Specialization

The Music in Global Context Specialization requires successful completion of six courses (five half-credit courses and two quarter-credit courses):

- MUSIC 232, MUSIC 233
- three of MUSIC 231, MUSIC 333, MUSIC 334, MUSIC 355, MUSIC 392
- enrolment in two of MUSIC 116, MUSIC 117, MUSIC 216, MUSIC 217, MUSIC 316, MUSIC 317, specified as World Music Ensemble
Music and Peace Specialization
The Music and Peace Specialization requires successful completion of five courses:

- MUSIC 335
- three of MUSIC 231, MUSIC 232 or MUSIC 233, MUSIC 334, MUSIC 355, an additional PACS course from the list below but not already taken
- one of PACS 201, PACS 202, PACS 203

Note:
All courses taken towards the Music and Peace Specialization as listed above will count towards the student's Music major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Music major but without the specialization.

1.5 Music Minor
Students enrolled in any degree program may pursue a minor designation in Music.

The Music Minor requires successful completion of a minimum of four academic course units (eight courses) in Music with a minimum cumulative average of 65%, including:

- MUSIC 100, MUSIC 110, MUSIC 270
- six additional MUSIC courses selected in consultation with the Music Department
- participation in at least two terms of Music Ensemble: MUSIC 116, MUSIC 117, MUSIC 216, MUSIC 217, MUSIC 316, MUSIC 317; which may not be counted as part of the eight course requirement.

Note
Students electing to take Music studio must arrange for an audition before the Music faculty. Normally a level of performance equal to Grade Eight standing at the Royal Conservatory of Music of Toronto is expected for admission to Music studio. Students pursuing a Music Minor may take a maximum of three terms of Music studio.

1.6 Church Music and Worship Minor
Students enrolled in any degree program may pursue a minor designation in Church Music and Worship.

The Church Music and Worship Minor requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative average of 65%, including:

- CMW 363/MUSIC 363/RS 357
- CMW 364/MUSIC 364/RS 358
- one of MUSIC 253, MUSIC 254, MUSIC 262
- three of the following courses, one from each of two of the three groups:
  - Biblical: RS 130/JS 131, RS 235, RS 236
  - Theological: RS 151, RS 152, RS 250, RS 257, RS 286
- one of RS 130/JS 131, RS 235, RS 236
- one of HIST 235/RS 240, HIST 348/RS 344, HIST 379/RS 343, RS 348
- one of RS 151, RS 152, RS 250, RS 257, RS 286
- two of the following (not already selected above):
  - CMW 201 and CMW 202 (two terms of Worship Practicum)
  - MUSIC 116 and MUSIC 117 (two terms of Chapel Choir)
  - MUSIC 222, MUSIC 245, MUSIC 222, MUSIC 232, MUSIC 233, MUSIC 376
  - MUSIC 253 or MUSIC 254, MUSIC 262 (if not chosen above)
Notes

1. Courses should be chosen in consultation with the Director of the plan. Alternative courses may be approved by the Director.
2. No one course may fulfill more than one requirement within the Church Music and Worship plan.

Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.4 are a result of applying the previously approved BA templates to the Music major plans. Changes of particular note:

- Three-Year General:
  - Decrease the major requirements from 14 to 12
- Four-Year General:
  - Changes to the course requirements to be identical to the Honours plan
- Honours:
  - Reduction of the major average from 75% to 70%
  - Decrease the major requirements from 20 to 16
- Church Music and Worship Specialization
  - Reduction of the number of required courses from 9 to 6
  - Allowing General Music students to declare the specialization

The changes demonstrated in motions 1.5 and 1.6 are a result of curriculum review as recommended by external reviewers for the Department of Music self-study review. Changes of particular note:

- RS 248 = inactivated
- MUSIC 110 = new course replacing Music 100 in minor plan
- MUSIC 245 = inactivated
- MUSIC 232 and Music 233 = added as electives in place of Music 245
- MUSIC 262 = new course added to CMW minor plan
- Requirements in CMW minor 4-6 = clarified and streamlined
- MUSIC 116 and Music 117 = deleted from requirement list for CMW minor
- MUSIC 322 = removed from CMW minor

2. New Academic Plans [for approval]

Effective date: September 01, 2016

2.1 Intensive Music Specialization

In combination with the Honours Music plan-level requirements listed above, students interested in pursuing the Intensive Music Specialization will be required to fulfill the following requirements:

- A minimum Music major average of 75%.
- Successful completion of four additional MUSIC courses at the 300-level or above, for a total of ten academic course units (20 courses) in Music.

Notes

1. The Intensive Music Specialization is only open to students majoring in Honours Music.
2. Students must achieve a cumulative major average of at least 75% in all Music courses counted towards their Honours Music major.
3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours Music major but without the specialization.

**Rationale:** The Intensive Music Specialization will be available to students who seek additional training in Music for graduate school, Teacher’s College, or other paths for which further training might be appropriate. Many of our Honours students already exceed the 20 MUSIC courses needed for the degree, and this intensive specialization offers such students a further credential to reward them for their interest in our programs, and to recognize their success as students.

### 2.2 Music in Global Context Specialization

The Music in Global Context Specialization requires successful completion of six courses (five half-credit courses and two quarter-credit courses):

- MUSIC 232 – Music as a Global Phenomenon
- MUSIC 233 – Musical Rhythm in Global Perspective
- three of:
  - MUSIC 231 – Music Cognition
  - MUSIC 333 – Music and Landscape
  - MUSIC 334 – Women and Music
  - MUSIC 355 – Music and Culture Travel Course
  - MUSIC 392 – Special Topics in Global Music
- enrolment in two of MUSIC 116, MUSIC 117, MUSIC 216, MUSIC 217, MUSIC 316, MUSIC 317 (ensembles), specified as World Music Ensemble

**Rationale:** The two new proposed specializations help to differentiate UWaterloo’s Music program by offering concentrations in areas that brand the program and situate the approach to the study of Music within a liberal-arts and interdisciplinary context. We hope to serve the interests of current students and attract new students to music who are interested in exploring these intersections. In addition to their connections to liberal arts, the two new proposed specializations are a good fit for Conrad Grebel University College. The Music in Global Context specialization also capitalizes on the Music Department’s expertise and dedicated position in Global Music. Note: the course titles appear in this report to inform the curricular committees of the content of this new plan during the approval stages but will not appear in the published Undergraduate Calendar (see final text in motion 1.4).

### 2.3 Music and Peace Specialization

The Music and Peace Specialization requires successful completion of five courses:

- MUSIC 335 – Perspectives in Music and Peace
- three of:
  - MUSIC 231 – Music Cognition
  - MUSIC 232 – Music as a Global Phenomenon or MUSIC 233 – Musical Rhythm in Global Perspective
  - MUSIC 334 – Women and Music
  - MUSIC 355 – Music and Culture Travel Course
  - one additional PACS course from list below, but not already taken
- one of:
  - PACS 201 – Roots of Conflict, Violence, and Peace
  - PACS 202 – Conflict Resolution
  - PACS 203 – A History of Peace Movements
Note:
All courses taken towards the Music and Peace Specialization as listed above will count towards the student's Music major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Music major but without the specialization.

**Rationale:** The two new proposed specializations help to differentiate UWaterloo’s Music program by offering concentrations in areas that brand the program and situate the approach to the study of Music within a liberal-arts and interdisciplinary context. We hope to serve the interests of current students and attract new students to music who are interested in exploring these intersections. In addition to their connections to liberal arts, the two new proposed specializations are a good fit for Conrad Grebel University College. The Music and Peace specialization bridges in a more formal and concrete way the two signature programs housed at Grebel (Music and Peace and Conflict Studies) and makes use of the expertise of three full-time music faculty members who have done academic research, creative work and teaching in the field of Music and Peace. Note: the course titles appear in this report to inform the curricular committees of the content of this new plan during the approval stages but will not appear in the published Undergraduate Calendar (see final text in motion 1.4).
D. Department: Peace and Conflict Studies

1. Academic Plan Changes [for approval]
Effective date: September 01, 2016

1.1 Three-Year General Peace and Conflict Studies
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative average in PACS and Peace and Conflict Studies approved courses Peace and Conflict Studies major average of 65%.

Eligibility for graduation in the Three-Year General Peace and Conflict Studies academic plan includes successful fulfillment completion of the following requirements:
1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Peace and Conflict Studies Plan-level requirements:
   o a minimum Peace and Conflict Studies major average of 65%
   o at least seven six academic course units (14 12 courses) in PACS and Peace and Conflict Studies approved courses with a minimum cumulative average of 65%, including:
     ▪ two of PACS 201, PACS 202, PACS 203
     ▪ four additional PACS courses
     ▪ seven PACS courses, including:
       ▪ two of PACS 201, PACS 202, PACS 203
       ▪ seven six from the list of Peace and Conflict Studies approved courses:
         ▪ of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
         ▪ students who complete more than the required seven six PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
         ▪ list of Peace and Conflict Studies approved courses:
           ▪ Classical Studies: CLAS 210
           ▪ English: ENGL 216, ENGL 309G
           ▪ Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
           ▪ Environmental Studies: ENVS 201, ENVS 401
           ▪ Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
           ▪ German: GER 383
           ▪ Jewish Studies: JS 237
           ▪ Music: MUSIC 334
           ▪ Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
           ▪ Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 382, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481

Sexuality, Marriage, and Family Studies: SMF 205, SMF 307

Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R


Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428

Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434

Systems Design: SYDE 533

Women's Studies: WS 209, WS 331, WS 334

Notes

1. Students are encouraged to consult with the program advisor in choosing their courses.
2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.
3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.

1.2 Four-Year General Peace and Conflict Studies

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative average in PACS and Peace and Conflict Studies approved courses Peace and Conflict Studies major average of 65%.

Eligibility for graduation in the Four-Year General Peace and Conflict Studies academic plan includes successful fulfillment completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Peace and Conflict Studies Plan-level requirements:
   - a minimum Peace and Conflict Studies major average of 65%
   - at least nine eight academic course units (16 courses) in PACS and Peace and Conflict Studies approved courses with a minimum cumulative average of 65%, including:
     - two of PACS 201, PACS 202, PACS 203
     - three of PACS 311, PACS 313, PACS 316, PACS 318, PACS 321, PACS 323, PACS 324, PACS 326, PACS 327, PACS 329, PACS 331, PACS 332
     - PACS 401
     - two additional PACS courses
     - nine PACS courses, including:
       - two of PACS 201, PACS 202, PACS 203
       - PACS 401
     - nine eight from the list of Peace and Conflict Studies approved courses:
       - of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
• students who complete more than the required eight PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
• list of Peace and Conflict Studies approved courses:
  • Classical Studies: CLAS 210
  • English: ENGL 216, ENGL 309G
  • Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
  • Environmental Studies: ENV 201, ENV 401
  • Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
  • German: GER 383
  • Jewish Studies: JS 237
  • Music: MUSIC 334
  • Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
  • Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 382, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481
  • Sexuality, Marriage, and Family Studies: SMF 205, SMF 307
  • Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R
  • Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428
  • Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434
  • Systems Design: SYDE 533
  • Women's Studies: WS 209, WS 331, WS 334

Notes
1. Students are encouraged to consult with the program advisor in choosing their courses.
2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.
3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.
1.3 Honours Peace and Conflict Studies
Honours Peace and Conflict Studies (Arts and Business Co-op and Regular)
Honours Peace and Conflict Studies double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours Peace and Conflict Studies, the
Honours Peace and Conflict Studies (Arts and Business Co-op and Regular), and the Joint Honours Peace
and Conflict Studies (now referred to as Honours double majors) plans; and to collapse the calendar text
for each plan as described.

Honours Peace and Conflict Studies
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative
average in PACS and Peace and Conflict Studies approved courses of 75%.

Eligibility for graduation in the Honours Peace and Conflict Studies academic plan includes
fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Peace and Conflict Studies Plan-level requirements:
   - at least nine academic course units (18 courses) in PACS and Peace and Conflict Studies
     approved courses with a minimum cumulative average of 75%, including:
     • nine PACS courses, including:
       • two of PACS 201, PACS 202, PACS 203
       • PACS 401
     • nine from the list of Peace and Conflict Studies approved courses:
       • of the Peace and Conflict Studies approved courses, students must take courses
         offered by at least three different disciplines
       • students who complete more than the required nine PACS courses can apply the
         extra PACS courses to their Peace and Conflict Studies approved courses
         requirements
     • list of Peace and Conflict Studies approved courses:
       • Classical Studies: CLAS 210
       • English: ENGL 216, ENGL 309G
       • Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
       • Environmental Studies: ENVS 201, ENVS 401
       • Geography and Environmental Management: GEOG 202, GEOG 203, GEOG
         212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
       • German: GER 383
       • History: HIST 102, HIST 106, HIST 210, HIST 220, HIST 221, HIST 223, HIST
         226, HIST 230, HIST 232, HIST 236, HIST 239, HIST 247, HIST 254, HIST 269,
         HIST 271, HIST 309, HIST 314, HIST 321, HIST 348, HIST 358, HIST 369
       • Jewish Studies: JS 237
       • Legal Studies: LS 222, LS 224, LS 227, LS 228, LS 229, LS 235, LS 236, LS 273,
         LS 300, LS 325, LS 327, LS 351, LS 366, LS 428, LS 492
       • Music: MUSIC 334
       • Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
       • Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257,
         PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 382, PSCI 387, PSCI 389, PSCI
         432, PSCI 454, PSCI 456, PSCI 481
       • Psychology: PSYCH 232, PSYCH 235, PSYCH 253/PSYCH 253R, PSYCH 338,
         PSYCH 349R, PSYCH 350, PSYCH 352, PSYCH 353, PSYCH 354/PSYCH 354R,
         PSYCH 355, PSYCH 439

Sexuality, Marriage, and Family Studies: SMF 205, SMF 307

Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R


Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428

Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434

Systems Design: SYDE 533

Women’s Studies: WS 209, WS 331, WS 334

Notes

1. Students are encouraged to consult with the program advisor in choosing their courses.

2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.

3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.

Honours Peace and Conflict Studies (Arts and Business Co-op and Regular)

Students may combine the Honours Peace and Conflict Studies academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative average in PACS and Peace and Conflict Studies approved courses of 75%.

Eligibility for graduation in the Honours Peace and Conflict Studies (Arts and Business Co-op and Regular) academic plan includes fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. Peace and Conflict Studies Plan-level requirements:
   - at least seven academic course units (14 courses) in PACS and Peace and Conflict Studies approved courses with a minimum cumulative average of 75%, including:
     - seven PACS courses, including:
       - two of PACS 201, PACS 202, PACS 203
       - PACS 401
     - seven from the list of Peace and Conflict Studies approved courses:
       - of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
       - students who complete more than the required seven PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
     - list of Peace and Conflict Studies approved courses:
       - Classical Studies: CLAS 210
       - English: ENGL 216, ENGL 309G
       - Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
Environmental Studies: ENVS 201, ENVS 401
Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
German: GER 383
Jewish Studies: JS 237
Music: MUSIC 334
Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 382, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481
Sexuality, Marriage, and Family Studies: SMF 205, SMF 307
Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R
Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428
Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434
Systems Design: SYDE 533
Women's Studies: WS 209, WS 331, WS 334

3. Arts and Business requirements.

Notes
1. Students are encouraged to consult with the program advisor in choosing their courses.
2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.
3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.

**Joint Honours Peace and Conflict Studies**

A Joint Honours academic plan with Peace and Conflict Studies may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative average of PACS and Peace and Conflict Studies approved courses of 75%.
Eligibility for graduation in the Joint Honours Peace and Conflict Studies academic plan includes fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. Peace and Conflict Studies Plan-level requirements:
   - at least seven academic course units (14 courses) in PACS and Peace and Conflict Studies approved courses with a minimum cumulative average of 75%, including:
     - seven PACS courses, including:
       - two of PACS 201, PACS 202, PACS 203
       - PACS 401
     - seven from the list of Peace and Conflict Studies approved courses:
       - of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
       - students who complete more than the required seven PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
     - list of Peace and Conflict Studies approved courses:
       - Classical Studies: CLAS 210
       - English: ENGL 216, ENGL 309G
       - Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
       - Environmental Studies: ENV 201, ENV 401
       - Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
       - German: GER 383
       - Jewish Studies: JS 237
       - Music: MUSIC 334
       - Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
       - Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481
       - Sexuality, Marriage, and Family Studies: SMF 205, SMF 307
       - Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R
       - Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428
       - Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434
       - Systems Design: SYDE 533
Women's Studies: WS 209, WS 331, WS 334

3. Plan-level requirements for the second major.

Notes

1. Students are encouraged to consult with the program advisor in choosing their courses.
2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.
3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.

Honours Peace and Conflict Studies

Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Peace and Conflict Studies major average of 70%.

Eligibility for graduation in the Honours Peace and Conflict Studies academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Peace and Conflict Studies Plan-level requirements:
   a minimum Peace and Conflict Studies major average of 70%
   at least eight academic course units (16 courses) in PACS and Peace and Conflict Studies approved courses, including:
   - two of PACS 201, PACS 202, PACS 203
   - three of PACS 311, PACS 313, PACS 316, PACS 318, PACS 321, PACS 323, PACS 324, PACS 326, PACS 327, PACS 329, PACS 331, PACS 332
   - PACS 401
   - two additional PACS courses
   - eight from the list of Peace and Conflict Studies approved courses:
      - of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
      - students who complete more than the required eight PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
   - list of Peace and Conflict Studies approved courses:
      - Classical Studies: CLAS 210
      - English: ENGL 309G
      - Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
      - Environmental Studies: ENVS 201, ENVS 401
      - Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
      - German: GER 383
      - Jewish Studies: JS 237
Arts and Business (Co-op and Regular)

Students may combine the Honours Peace and Conflict Studies academic plan with Arts and Business. In addition to the Honours Peace and Conflict Studies requirements, students must also complete the Arts and Business requirements.

Honours double majors

Honours Peace and Conflict Studies may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

Notes

1. Students are encouraged to consult with the program advisor in choosing their courses.
2. The Peace and Conflict Studies approved courses are offered by the participating departments and the Peace and Conflict Studies academic plans under their own designations. Additions or deletions may occur from time to time. Many of the 300- and 400-level courses have specific prerequisites. Students planning to pursue study in these upper-level courses should use their electives wisely to ensure that the prerequisites for these courses are met.
3. Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition the Peace and Conflict Studies administration to have specific courses accepted as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Please consult the Advisor for more details.

1.4 Peace and Conflict Studies Minor

Diploma in Peace and Conflict Studies

- list of Peace and Conflict Studies approved courses:
  - Classical Studies: CLAS 210
  - English: ENGL 216, ENGL 309G
  - Environment and Resource Studies: ERS 215, ERS 253, ERS 294, ERS 404
• Environmental Studies: ENVS 201, ENVS 401
• Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 212, GEOG 215, GEOG 308, GEOG 426, GEOG 461, GEOG 462
• German: GER 383
• Jewish Studies: JS 237
• Music: MUSIC 334
• Philosophy: PHIL 216, PHIL 327, PHIL 328, PHIL 329, PHIL 422
• Political Science: PSCI 150, PSCI 225, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 230, PSCI 351, PSCI 382, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481
• Sexuality, Marriage, and Family Studies: SMF 205, SMF 307
• Social Development Studies: SDS 210R, SDS 312R, SDS 331R, SDS 370R
• Sociology: SOC 201, SOC 205, SOC 206, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 306, SOC 325, SOC 327, SOC 370, SOC 428
• Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434
• Systems Design: SYDE 533
• Women's Studies: WS 209, WS 331, WS 334

Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text. The changes demonstrated in motions 1.1 to 1.3 are a result of applying the previously approved BA templates to the Peace and Conflict Studies major plans. Changes of particular note:
• Three-Year General:
  o Decrease of the major course requirements from 14 to 12
• Four-Year General:
  o Decrease of the major course requirements from 18 to 16
• Honours Peace and Conflict Studies:
  o Reduction of the major average from 75% to 70%.
  o Decrease of the major course requirement from 18 to 16
• All plans, including the Minor and Diploma:
  o Changes to the List of approved courses:
    ▪ Removal of recently inactivated courses: ENGL 216, GEOG 212, RS 253, RS 322, RS 323

In addition to changing the number of required courses from 18 to 16, PACS has added a requirement that students take three courses from a list of 12 PACS core courses. Having the requirement for students to take a set number of courses will increase the sequencing of our program, and promote a more focused course of study. The 2012 program review of PACS also recommended that PACS have
more required courses to promote sequencing, and so this change is also partly in response to this recommendation. By choosing three out of 12 required courses, students will be more intentionally guided through a particular area of study within PACS as the 12 courses would help guide students through the four informal interest areas within PACS. These interest areas of study include Religion and Culture; Applied Conflict Resolution; Violence and Nonviolence; and Development, Human Rights and Social Justice.

The 12 courses that students will be required to choose three from were chosen for a number of reasons. First, they have had consistent enrollment, demonstrating that PACS students are interested in these topics and see them as valuable to their studies. Second, they cover key material in the field of peace and conflict studies. Third, they strongly represent many (if not all) categories in the University of Waterloo’s UDLEs. Finally, they encourage students to form a foundation in their area of interest within PACS.
E. Department: Religious Studies

1. Academic Plan Changes [for approval]

Effective date: September 01, 2016

1.1 Three-Year General Religious Studies

Continuation in this academic plan requires an cumulative overall cumulative average of 60% and a cumulative Religious Studies major average of 65%.

Eligibility for graduation in the Three-Year General Religious Studies academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 65%
   - at least five six academic course units (ten 12 courses) in Religious Studies with a minimum cumulative average of 65%, including:
     - at least two courses from each of the three Areas
     - RS 100, RS 110, RS 260
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - two RS courses at the 300-level or above

1.2 Four-Year General Religious Studies

Continuation in this academic plan requires an cumulative overall cumulative average of 60% and a cumulative Religious Studies major average of 65%.

Eligibility for graduation in the Four-Year General Religious Studies academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 65%
   - at least seven eight academic course units (14 16 courses) in Religious Studies with a minimum cumulative average of 65%, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - four additional RS courses at the 300-level or above

1.3 Honours Religious Studies

Honours Religious Studies (Arts and Business Co-op and Regular)
Honours Religious Studies double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours Religious Studies, the Honours Religious Studies (Arts and Business Co-op and Regular), and the Joint Honours Religious Studies (now referred to as Honours double majors) plans, and to collapse the calendar text for each plan as described.
Honours Religious Studies
Continuation in this academic plan requires an overall cumulative average of 60% and a cumulative Religious Studies average of 75%.

Eligibility for graduation in the Honours Religious Studies academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - at least ten academic course units (20 courses) in Religious Studies with a minimum cumulative average of 75%, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - four RS courses at the 300-level or above, in addition to RS 499

Honours Religious Studies (Arts and Business Co-op and Regular)
Students may combine the Honours Religious Studies academic plan with Arts and Business.

Continuation in this academic plan requires an overall cumulative average of 60% and a cumulative Religious Studies average of 75%.

Eligibility for graduation in the Honours Religious Studies (Arts and Business Co-op and Regular) academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - at least seven academic course units (14 courses) must be in Religious Studies with a minimum cumulative average of 75%, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - four RS courses at the 300-level or above, in addition to RS 499
3. Arts and Business requirements.

Joint Honours Religious Studies
A Joint Honours academic plan with Religious Studies may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires an overall cumulative average of 60% and a cumulative Religious Studies average of 75%.

Eligibility for graduation in the Joint Honours Religious Studies academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - at least seven academic course units (14 courses) must be in Religious Studies with a minimum cumulative average of 75%, including:
3. Plan-level requirements for the second major.

Note
Students in the Joint Honours Religious Studies plan may forego the RS 499 requirement by completing honours requirements in the student's other department. Please consult the Religious Studies undergraduate advisor for details.

Honours Religious Studies
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Religious Studies major average of 70%.

Eligibility for graduation in the Honours Religious Studies academic plan includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.

2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 70%
   - at least eight academic course units (16 courses) in Religious Studies, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - four additional RS courses at the 300-level or above

Arts and Business (Co-op and Regular)
Students may combine the Honours Religious Studies academic plan with Arts and Business. In addition to the Honours Religious Studies requirements, students must also complete the Arts and Business requirements.

Honours double majors
Honours Religious Studies may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of Available Arts Academic Plans.

Students pursuing a double major with Honours Religious Studies may forego the RS 499 requirement by completing honours requirements in the student's other department. Please consult the Religious Studies undergraduate advisor for details.

Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.3 are a result of applying the previously approved BA templates to the Religious Studies major plans. Changes of particular note:

- Three-Year General:
  - Increase of the major course requirements from 10 to 12.
• Four-Year General:
  o Increase of the major course requirements from 14 to 16.
  o Changes to the course requirements to be identical to the Honours plan (adding RS 499)
• Honours:
  o Reduction of the major average from 75% to 70%.
  o Decrease of the major course requirements from 20 to 16.
  o Rewording the 300-level requirement

2. Academic Plan Inactivations [for approval]
Effective date: September 01, 2016

2.1 World Religions Specialization
2.2 Christian Traditions Specialization
2.3 Religion, Culture, and Society Specialization

Rationale for 2.1, 2.2, 2.3: The three specializations in Religious Studies, as listed above, and their associated UG Calendar page, are being inactivated. The specializations as presently conceived are outdated and confusing. In addition, under the plan standardization policy regarding specializations (4-6 courses) students would not be required to take sufficient courses that would provide any real specialization in any single area – the specializations currently require 9 courses.
F. **Department:** Spanish and Latin American Studies

1. **Academic Plan Changes [for approval]**

   **Effective date:** September 01, 2016

1.1 **Three-Year General Spanish**

   Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Spanish major average of 65%.

   Eligibility for graduation in the Three-Year General Spanish academic plan includes successful fulfillment completion of the following requirements:
   1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
   2. Spanish Plan-level requirements:
      - a minimum Spanish major average of 65%
      - at least six academic course units (12 courses) in Spanish with a minimum cumulative average of 65%, including:
        - at least five of SPAN 201A, SPAN 201B, SPAN 210, SPAN 301A, SPAN 301B, SPAN 401
        - SPAN 228

   **Notes**
   1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
   2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.
   3. With the permission of the Department, students may spend the third year enrolled in an acceptable university in Spain or Latin America.

1.2 **Four-Year General Spanish**

   Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Spanish major average of 65%.

   Eligibility for graduation in the Four-Year General Spanish academic plan includes successful fulfillment completion of the following requirements:
   1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
   2. Spanish Plan-level requirements:
      - a minimum Spanish major average of 65%
      - at least eight academic course units (16 courses) in Spanish with a minimum cumulative average of 70%, including:
        - SPAN 201A, SPAN 201B, SPAN 210, SPAN 223W (see Laurier calendar), SPAN 228, SPAN 301A, SPAN 301B, SPAN 401
        - one of SPAN 217, SPAN 218
        - one of SPAN 326, SPAN 327W (see Laurier calendar)
        - one of SPAN 400, SPAN 410, SPAN 418, SPAN 430, SPAN 446W (see Laurier calendar), SPAN 465W (see Laurier calendar), SPAN 497

   **Notes**
   1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
   2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.
   3. With the permission of the Department, students may spend the third year enrolled in an acceptable university in Spain or Latin America.
concurrently every year at both universities, most other courses are taught either at one
university or the other, and a few courses may rotate from year to year.
3. With the permission of the Department, students may spend the third year enrolled in an
acceptable university in Spain or Latin America.

1.3 Honours Spanish

Honours Spanish (Arts and Business Co-op and Regular)
Honours Spanish double major (formerly “Joint Honours”)

Motion: To amend the academic plan requirements for the Honours Spanish, the Honours Spanish (Arts
and Business Co-op and Regular), and the Joint Honours Spanish (now referred to as Honours double
majors) plans, and to collapse the calendar text for each plan as described.

Honours Spanish
Continuation in this academic plan requires a cumulative average of 60% and a cumulative Spanish
average of 75%.

Eligibility for graduation in the Honours Spanish academic plan includes successful fulfillment of the
following requirements:
1. Appropriate Program level requirements. See Bachelor of Arts Degree Requirements.
2. Spanish Plan level requirements:
   - at least ten academic course units (20 courses) in Spanish with a minimum cumulative
   average of 75%, including:
     • SPAN 201A, SPAN 201B, SPAN 210, 223W (see Laurier calendar), SPAN 228, SPAN
       301A, SPAN 301B, SPAN 401
     • one of SPAN 326, 327W (see Laurier calendar)
     • one of SPAN 400, SPAN 410, SPAN 418, SPAN 430, 446W (see Laurier calendar),
       465W (see Laurier calendar), SPAN 497

Notes
1. If any required courses are waived for students with advanced language skills, they must be
   replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be
   expected to take courses in Spanish at either university. While most language courses are
taught concurrently every year at both universities, most other courses are taught either at
one university or the other, and a few courses may rotate from year to year.
3. With the permission of the Department, students may spend the third year enrolled in an
acceptable university in Spain or Latin America.

Honours Spanish (Arts and Business Co-op and Regular)
Students may combine the Honours Spanish academic plan with Arts and Business.

Continuation in this academic plan requires a cumulative average of 60% and a cumulative Spanish
average of 75%.

Eligibility for graduation in the Honours Spanish (Arts and Business Co-op) academic plan includes
successful fulfillment of the following requirements:
1. Appropriate Program level requirements. See Bachelor of Arts Degree Requirements.
2. Spanish Plan level requirements:
   - at least eight academic course units (16 courses) in Spanish with a minimum cumulative
   average of 75%, including:
SPAN 201A, SPAN 201B, SPAN 210, 223W (see Laurier calendar), SPAN 228, SPAN 301A, SPAN 301B, SPAN 401
• one of SPAN 326, 327W (see Laurier calendar)
• one of SPAN 400, SPAN 410, SPAN 418, SPAN 430, 446W (see Laurier calendar), 465W (see Laurier calendar), SPAN 497

3. Arts and Business requirements.

Notes
1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.
3. With the permission of the Department, students may spend the third year enrolled in an acceptable university in Spain or Latin America.

Joint Honours Spanish
A Joint Honours academic plan with Spanish may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties.

Continuation in this academic plan requires a cumulative average of 60% and a cumulative Spanish average of 75%.

Eligibility for graduation in the Joint Honours Spanish academic plan includes successful fulfillment of the following requirements:

1. Appropriate Program-level requirements for the Home Faculty, including at least 20 academic course units (40 courses). If the Home Faculty is Arts, see Bachelor of Arts Degree Requirements.

2. Spanish Plan-level requirements:
\( \text{at least eight academic course units (16 courses) in Spanish with a minimum cumulative average of 75\%, including:} \)
• SPAN 201A, SPAN 201B, SPAN 210, 223W (see Laurier calendar), SPAN 228, SPAN 301A, SPAN 301B, SPAN 401
• one of SPAN 326, 327W (see Laurier calendar)
• one of SPAN 400, SPAN 410, SPAN 418, SPAN 430, 446W (see Laurier calendar), 465W (see Laurier calendar), SPAN 497

3. Plan-level requirements for the second major.

Notes
1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.
3. With the permission of the Department, students may spend the third year enrolled in an acceptable university in Spain or Latin America.

Honours Spanish
Continuation in this academic plan requires a cumulative overall average of 60% and a cumulative Spanish major average of 70%.
Eligibility for graduation in the Honours Spanish academic plan includes successful completion of the following requirements:

1. **Appropriate Program-level requirements.** See [Bachelor of Arts Degree Requirements](#).
2. **Spanish Plan-level requirements:**
   - a minimum Spanish major average of 70%
   - at least eight academic course units (16 courses) in Spanish, including:
     - SPAN 201A, SPAN 201B, SPAN 210, SPAN 223W (see Laurier calendar), SPAN 228, SPAN 301A, SPAN 301B, SPAN 401
     - one of SPAN 217, SPAN 218
     - one of SPAN 326, SPAN 327W (see Laurier calendar)
     - one of SPAN 400, SPAN 410, SPAN 418, SPAN 430, SPAN 446W (see Laurier calendar), SPAN 465W (see Laurier calendar), SPAN 497

**Notes**

1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.
3. With the permission of the Department, students may spend the third year enrolled in an acceptable university in Spain or Latin America.

**Arts and Business (Co-op and Regular)**

Students may combine the Honours Spanish academic plan with Arts and Business. In addition to the Honours Spanish requirements, students must also complete the Arts and Business requirements.

**Honours double majors**

Honours Spanish may be taken in combination with most Arts disciplines in which an Honours academic plan is offered or with many Honours majors in other faculties. For further information, see the Double majors section of [Available Arts Academic Plans](#).

**Intensive Spanish Specialization**

Calendar text for new academic plan will be inserted here.

### 1.4 Latin American Literatures and Cultures Specialization

**Spanish/English Translation Specialization**

**Motion:** To allow Three-Year General Spanish students access to the Latin American Literatures and Cultures Specialization and to the Spanish/English Translation Specialization, and to collapse the calendar text for each plan as described.

**Latin American Literatures and Cultures Specialization**

The Latin American Literatures and Cultures is open to students enrolled in a Four-Year General or an Honours Spanish academic plan and is designed for students who have a desire to explore in depth the literary and cultural production of Latin America.

Students will closely examine the literatures and cultures of Latin America from pre-Columbian times to the present. The analysis of individual works will be grounded in a deep understanding of
their historicity. Students will become acquainted with the major trends in literary and cultural criticism, while developing strong research skills at the same time.

This Specialization is especially suitable for students interested in graduate studies in Spanish and/or Latin American Studies.

Requirements
The Specialization in Latin American Literatures and Cultures requires successful completion of four academic course units (eight courses) with a minimum cumulative average of 70%, including:

- one of SPAN 217, SPAN 218
- two of SPAN 400, SPAN 410, SPAN 415, SPAN 418, SPAN 430, SPAN 497
- five additional courses from the balance of the courses listed above and the following courses: SPAN 228, SPAN 334, SPAN 350, SPAN 366, SPAN 387

Spanish/English Translation Specialization
The Specialization in Spanish/English Translation is open to students enrolled in a Four-Year General or an Honours Spanish academic plan and is designed for students who wish to explore a specific area of second language acquisition. Entry to the specialization requires the approval of the Director of the translation academic plan.

Students will be introduced to current issues of translation (business, technical, literary), while acquiring important research skills. Students will also be introduced to technological resources used today in translation and will consider various new avenues, such as software localization, where specific translation skills are in demand.

It is especially suitable for those seeking careers in businesses operating in Spanish speaking countries, in government and development bodies, in church-based agencies, or in other organizations active in the Hispanic world.

Courses offered by the Department of Spanish and Latin American Studies deal with both the Spanish language and civilizations. Civilization courses are taught in English.

Requirements
The Specialization in Spanish/English Translation requires:

1. Successful completion of four academic course units (eight courses) with a minimum cumulative average of 75%, including:
   - SPAN 390, SPAN 401, SPAN 450, SPAN 490
   - SPAN 445 or, if not offered, ENGL 306A
   - one of SPAN 451W (see Laurier calendar), 461W (see Laurier calendar)
   - one of LAT 101, ENGL 376R

2. Successful completion of a final examination in Spanish/English translation.

Notes
1. The final examination will be administered after successful completion of all required courses. The required passing grade is 75%.
2. Please note that ENGL 306A will be required only during those years when SPAN 445 is not available. Please discuss with the Director of the academic plan.
3. Some of the courses are offered in alternate years or may be taken in sequence. A minimum of two academic years are required to complete any of the translation academic plans.
4. Students enrolled in any of the translation academic plans may choose to spend one semester in a School of Translation in a university in Latin America or Spain.
Specializations in Spanish (Calendar page title)
The following specializations are open to all students majoring in Spanish.

Latin American Literatures and Cultures Specialization
The Latin American Literatures and Cultures Specialization requires successful completion of four courses:
- two of SPAN 150, SPAN 217, SPAN 218
- two of SPAN 334, SPAN 350, SPAN 366, SPAN 387, SPAN 400, SPAN 410, SPAN 415, SPAN 418, SPAN 430, SPAN 497

Spanish/English Translation Specialization
The Spanish/English Translation Specialization requires:
1. Successful completion of six courses:
   - SPAN 390, SPAN 401, SPAN 450, SPAN 490
   - one of SPAN 395, SPAN 445
   - one of LAT 101, ENGL 376R
2. Successful completion of a final examination in Spanish/English translation.

Notes
1. The final examination will be administered after successful completion of all required courses. The required passing grade is 70%.
2. Some of the courses are offered in sequence and a minimum of two academic years might be required to complete any of the translation academic plans.
3. Students enrolled in any of the translation academic plans may choose to spend one semester in a School of Translation in a university in Latin America or Spain.
4. All courses taken towards the Spanish/English Translation Specialization as listed above will count towards the student's Spanish major average. If achievement in the non-major courses causes a drop below the major average requirements students will normally be allowed to continue in the Spanish major but without the specialization.

1.5 Spanish/English Translation Minor
Students enrolled in any degree program may pursue a minor designation in Spanish/English Translation.

The Spanish/English Translation Minor requires: successful completion of a minimum four academic course units (eight courses) with a minimum cumulative average of 75%, including:
1. Successful completion of a minimum four academic course units (eight courses) with a minimum cumulative average of 70%, including:
   - SPAN 390, SPAN 395, SPAN 401, SPAN 445, SPAN 450, SPAN 490
   - one of SPAN 150, SPAN 217, SPAN 218
   - SPAN 445 or, if not offered, ENGL 306A
   - one of LAT 101, ENGL 376R
   - successful completion of a final examination in Spanish/English translation
2. Successful completion of a final examination in Spanish/English translation.

Notes
1. The final examination will be administered after successful completion of all required courses. The required passing grade is 75%/70%.
2. Please note that ENGL 306A will be required only during those years when SPAN 445 is not available. Please discuss with the Director of the academic plan.
3. Some of the courses are offered in alternate years or may be taken in sequence. A minimum of two academic years are required to complete any of the translation academic plans.
4. Students enrolled in any of the translation academic plans may choose to spend one semester in a School of Translation in a university in Latin America or Spain.

1.6 Diploma in Spanish/English Translation

The Diploma in Spanish/English Translation requires:

1. Successful completion of five four academic course units (ten eight courses) with a minimum cumulative average of 75% 70%, including:
   - SPAN 390, SPAN 395, SPAN 401, SPAN 445, SPAN 450, SPAN 490
   - one of SPAN 150, SPAN 217, SPAN 218
   - SPAN 445 or, if not offered, ENGL 306A
   - one of SPAN 451W (see Laurier calendar), 461W (see Laurier calendar)
   - LAT 101
   - one of LAT 101, ENGL 376R

2. Successful completion of a final examination in Spanish/English translation.

Notes

1. The final examination will be administered after successful completion of all required courses. The required passing grade is 75% 70%.
2. Please note that ENGL 306A will be required only during those years when SPAN 445 is not available. Please discuss with the Director of the academic plan.
3. Some of the courses are offered in alternate years or may be taken in sequence. A minimum of two academic years are required to complete any of the translation academic plans.
4. Students enrolled in any of the translation academic plans may choose to spend one semester in a School of Translation in a university in Latin America or Spain.
5. Post-degree students with a BA in Spanish or a Spanish Minor may count up to half of the required courses from the previous degree toward the completion of the selected academic plan in Translation.

1.7 Certificates in Spanish Language

Two certificates of participation/completion are offered: Spanish Language I and Spanish Language II. Students must successfully complete 2.5 academic course units (five courses) with a cumulative average of 70% as follows:

Spanish Language I

- SPAN 101, SPAN 102, SPAN 201A, SPAN 201B; SPAN 217 or SPAN 218
- one of SPAN 150, SPAN 217, SPAN 218

Spanish Language II

- SPAN 201A and SPAN 201B; or SPAN 210
  - SPAN 201A, SPAN 201B, SPAN 228, SPAN 301A, SPAN 301B

Notes

1. Students taking SPAN 201A and SPAN 201B will not be expected to take SPAN 210. Please contact the undergraduate advisor for more information.
2. Students who have completed these courses may apply in writing to the undergraduate advisor of the Department of Spanish and Latin American Studies for the appropriate certificate. Certificates of participation/completion are issued by the department and do not appear on the undergraduate transcript or diploma.
3. Certificates I and II are mutually exclusive. Only one certificate can be granted.
Rationale: The Faculty of Arts has undertaken standardizing plan requirements for all BA academic plans within departments, as well as plan requirements between departments. For the Honours major, the collapsed text aims to simplify the navigation within the UG Calendar and to remove redundant text.

The changes demonstrated in motions 1.1 to 1.4 are a result of applying the previously approved BA templates to the Spanish major plans. Changes of particular note:

- **Four-Year General:**
  - Reduction of the major average from 70% to 65%.
  - Changes to the course requirements to be identical to the Honours plan.
- **Honours:**
  - Reduction of the major average from 75% to 70%.
  - Decrease of the major course requirements from 20 to 16.
- **Specializations:**
  - Spanish/English Translation: Reduction of the number of required courses from 8 to 6.
  - Latin American Literatures and Cultures: Reduction of the number of required courses from 8 to 4.
  - Removal of the average requirements.
  - Allowing Three-Year General Spanish students to declare each specialization.

The changes demonstrated in motion 1.4 to 1.6 (Spanish/English Translation plans) are a result of aligning the Minor and Diploma requirements with the Specialization. Changes of particular note:

- Lowering the average for the Minor and Diploma from 75% to 70%.
- Adding the newly created SPAN 395, which will serve to replace SPAN 451W which has not been offered at WLU for many years; all required courses for these plans will now be offered at the University of Waterloo.

Motion 1.7 (certificates): Spanish Language I – Only one civilization/culture course will be offered per year, so this will provide students more options. Spanish Language II – Only five courses have to be taken in order to complete the requirements, and SPAN 210 is not offered with regularity.

2. New Academic Plans [for approval]

   **Effective date:** September 01, 2016

2.1 Intensive Spanish Specialization

In combination with the Honours Spanish plan-level requirements listed above, students interested in pursuing the Intensive Spanish Specialization will be required to fulfill the following requirements:

- A minimum Spanish major average of 75%.
- Successful completion of four additional SPAN courses, for a total of ten academic course units (20 courses) in Spanish.
  - four of SPAN 334, SPAN 350, SPAN 366, SPAN 387, SPAN 400, SPAN 410, SPAN 415, SPAN 418, SPAN 430, SPAN 497

   **Notes**
   1. The Intensive Spanish Specialization is only open to students majoring in the Honours Spanish academic plan.
   2. Students must achieve a cumulative major average of at least 75% in all Spanish courses counted towards their Honours Spanish major.
3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours Spanish major but without the specialization.

**Rationale:** The Intensive Spanish Specialization will be available to students who seek additional training in Latin American Literatures and Cultures for graduate school, Teacher’s College, or other paths for which more in-depth training might be appropriate.
Memorandum

To: Mike Grivicic, Assistant University Secretary
CC: Jean-Jacques Van Vlasselaer, Associate Vice-President, International
    Svitlana Taraban-Gordon, Senior Instructional Developer, CUT and Internationalization, Centre for Teaching Excellence (CTE)

From: Andreea Ciucurita, Manager, International Mobility & Global Learning

Date: 31-Aug-15

Re: Proposed Changes to the Calendar Description for the Global Experience Certificate (GEC)

Waterloo International is requesting changes to the calendar description of the Global Experience Certificate. To support student learning through international and intercultural experiences, the current structure of the Certificate will be enhanced through the addition of three online learning modules taken at different learning points throughout the GEC. The modules will help to prepare students for their international and cross-cultural learning and critically reflect on their experiences. Students will also be required to submit written assignments to demonstrate their learning and receive feedback from Waterloo International evaluators.

**Revised Calendar Description**

(Note: strikeout = deleted text; underline = new text)

**Overview**

Certificate Coordinator: *Associate Vice-President International or delegate*

Undergraduate students at the University of Waterloo are encouraged to become globally engaged learners and citizens by completing the three (3) components and three (3) online modules of the Global Experience Certificate.

More information is available at Global Experience Certificate, Waterloo International website.

**Certificate Requirements**

To encourage University of Waterloo students to become globally engaged learners, the University offers undergraduate students the opportunity to obtain a Global Experience Certificate (GEC). A student in any term wishing to complete the certificate is required to complete an online Global Experience Certificate Plan outlining how they will complete the following three GEC components:

1. three for-credit courses (1.5 units) – see first bullet below
2. an international experience (IE)
3. cross-cultural volunteer experience (CCVE)

In addition to the three GEC components, students will be required to complete three online modules.
All three of the following components will be completed during the undergraduate degree program:

In order to obtain the certificate, students must successfully complete the following components during the undergraduate degree program:

- successful completion of the Intercultural Awareness online module, with a written assignment following the module. This module must be completed during the first term in the GEC but before the International Experience (IE) or Cross-Cultural Volunteer Experience (CCVE)
- successful completion of two first-year sequential language courses (other than students' native language) plus one course from the Global Studies Course Requirements list (with the approval of the Associate Vice-President International or designate, courses other than those on the approved list may be used to complete the course component of the certificate.)
- an international experience – exchange, study abroad, co-op work term, internship/externship (outside co-op) or volunteer position outside Canada with a minimum duration of six consecutive weeks. Students will be required to complete the Learning through Experience online module prior to the international experience and submit a written assignment after the international experience.
- a volunteer experience in a cross-cultural context, with a minimum duration of 20 hours, while the applicant is registered at Waterloo as a full-time or part-time student.
- upon completion of the three for-credit courses (1.5 units), International Experience (IE), and Cross-Cultural Volunteer Experience (CCVE), the students will be required to complete the Thinking Back and Looking Forward online module and provide a reflective report on their learning.

All work must be deemed acceptable by Waterloo International evaluators in order for students to pass each component.

Language courses and Global Studies Courses can be completed prior to submission of the GEC application however, the international experience and the cross-cultural volunteer experience cannot have been completed prior to the submission of the GEC application.

Once the GEC application has been completed, it must be submitted to the Associate Vice-President International or designate for approval. Successful completion of the certificate requirements will result in the awarding of a Global Experience Certificate. The Global Experience Certificate will be coordinated by Waterloo International. Students are responsible for notifying Waterloo International of any changes to the plan.

Academic discipline is handled by the Associate Vice-President International or designate in consultation with the Associate Dean for the student’s home faculty. A discipline decision is appealable under Policy 72 - Student Appeals provided that a ground for appeal can be established.

A non-refundable $100 withdrawal fee applies for students who cancel their participation in the Global Experience Certificate or fail to complete the GEC components upon graduation.

For more information on the Global Experience Certificate, please visit Waterloo International uwaterloo.ca/international.
FOR APPROVAL

______________________________

INSTITUTIONAL QUALITY ASSURANCE PROCESS DOCUMENT

1. **Motion:** That Senate approve the revised Institutional Quality Assurance Process document.

   **Rationale:** The Institutional Quality Assurance Process document was approved with minor changes recommended at 19 May 2015 Senate. The revised IQAP document was ratified at the 26 August 2015 meeting of the Quality Council. The revised document is now submitted to Senate for final approval. (Note: **strikeout** = deleted text; **underline** = new text)

/ees

Ian Orchard
Vice-President, Academic & Provost
Institutional Quality Assurance Process (IQAP)

Office of the Associate Vice-President, Academic
and Office of the Associate Provost, Graduate Studies
University of Waterloo
Waterloo, Ontario N2L 3G1

Approved March 8, 2011
Revised May 19, 2015
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A. Purpose and Scope of Reviews

Consistent with good educational practice, the University of Waterloo regularly reviews its academic programs. The schedule for undergraduate and graduate program reviews is based on a seven year cycle.

This Institutional Quality Assurance Process (IQAP) document is consistent with recommendations of the Ontario Universities Council on Quality Assurance (the Quality Council), and is effective July 1, 2011. Waterloo’s IQAP document replaces the previous guidelines for undergraduate programs (originally approved by Senate in February 1997), and previous guidelines for graduate programs (Ontario Council for Graduate Studies guidelines originally implemented in 1982). The current version of Waterloo’s IQAP was reviewed and updated in May 2015.

Any changes to the IQAP are subject to approval by Waterloo’s Senate and by the Quality Council. The review processes described herein are subject to regular audit by the Quality Council, on a schedule determined by the Quality Council. The threshold framework for degree expectations are Waterloo’s guidelines for Undergraduate Degree Level Expectations (adopted by Senate in 2008), and Waterloo’s guidelines for Graduate Degree Level Expectations (adopted by Senate in 2010). These in turn conform to the Guidelines for Degree Level Expectations adopted by the Ontario Council of Academic Vice-Presidents (OCAV) 2005.

In addition to the Undergraduate Degree Level Expectations, Waterloo intends its graduating students at the Bachelor’s level to be able to articulate their learning from experiential or applied opportunities, and to demonstrate an understanding of the intellectual, social, cultural, and political diversity of the world in which we live.

The OCAV framework for degree expectations, together with Waterloo’s enhancements, will support departments and academic units in planning or revising curricula and in communicating program goals and outcomes to students and other stakeholders. As of July 2011, departments and faculties engaged in program review shall use these guidelines as base expectations while retaining the flexibility to add objectives unique to their specialties.

The Quality Assurance Framework of the Quality Council is the foundational document for Waterloo’s IQAP. This framework defines a degree program as the “complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree”. Programs\(^1\) are not necessarily congruent with academic organizational units, and provision should be made to include joint programs and multi- or inter-disciplinary programs in a way

\(^1\)Note that while Waterloo’s student information system often uses the term “plan” to refer to a program, the term “program” will be used throughout this document to avoid confusion.
appropriate for the institution. At Waterloo, many students complete their degrees in a faculty rather than in a department or school. Faculty-based programs are treated similarly to their counterparts in departments or schools.

Following the Quality Assurance Framework, the scope of academic reviews at Waterloo covers “new and continuing undergraduate and graduate degree/diploma programs whether offered in full, in part, or conjointly by any institutions federated and affiliated with the university.” This also extends “to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities, or institutes, including Institutes of Technology and Advanced Learning”.

At Waterloo, the fundamental purposes of the review process are to:

1. help each program to achieve and maintain the highest possible standards of academic excellence, through systematically reflecting on its strengths and weaknesses, and looking forward to determine what actions would further enhance quality in the program;
2. assess the quality of the program relative to counterpart programs in Ontario, Canada and internationally;
3. meet public accountability expectations through a credible, transparent, and action-oriented review process;
4. create an institutional culture which understands and values the benefits of program reviews, while recognizing the significant workload implications of preparing a self-study, hosting a site visit, and providing a two-year progress report.

The design of the Program Review process is intended to be as streamlined as possible, while ensuring its accessibility and transparency to the Waterloo community. At Waterloo, the responsibility for undergraduate academic reviews rests with the position of Associate Vice-President, Academic. The responsibility for graduate academic reviews rests with the Associate Provost, Graduate Studies. Responsibility for combined (or augmented) reviews of undergraduate and graduate programs is allocated to one of these two individuals. These are the sole institutional contacts with the Quality Council.

Waterloo encourages combined augmented reviews where feasible. Not only can they be more efficient, they also have academic merit as there are frequently interactions between the undergraduate and graduate programs. Academic units proposing an augmented review should indicate their intention to the Associate Vice-President, Academic (AVPA) or Associate Provost, Graduate Studies (APGS) as soon as possible prior to the academic year in which the self-study actually takes place.

Academic programs are normally reviewed every seven years. To achieve alignment between the timing of reviews of undergraduate and graduate programs, dates can be adjusted, subject to the interval between reviews of individual programs not exceeding eight years. The accreditation schedule for professional programs can be adjusted to allow the program review
to occur simultaneously with the professional accreditation review.

Policy since 1998 has been that:
1. reviews would be treated as “whole of program reviews” in the belief that undergraduate and graduate programs should be considered together;
2. interdisciplinary options and minors are reviewed under the same arrangement as for single-discipline reviews except for the composition of the review committee;
3. review processes for professional accreditation would be examined to determine if they meet the Waterloo and the Quality Council requirements for a program review.

The self-study process is started during the preceding academic year with a joint presentation in September organized by the AVPA (undergraduate reviews) and the APGS (graduate reviews). In cases where the academic unit chooses to submit an augmented review, either the AVPA or APGS assumes primary responsibility for overseeing that particular review. Augmented reviews are shared in order to balance workloads. At the presentation, the nature of the review process is discussed, and opportunity is provided for questions. After the presentation, departments can contact either the AVPA or APGS office for further clarification on matters pertaining to their programs. The self-study is submitted the following June, so that the site visit could be scheduled for either the following fall or winter term. Data for the self-study is provided primarily by Institutional Analysis and Planning (IAP) to ensure that it reflects centrally compiled institutional data, ensuring consistency in definitions, sources and dates. This data is not publicly available.

The following sections outline the expectations and processes associated with program reviews at the University of Waterloo.

B. Cyclical Reviews of Existing Academic Programs

1. Academic Programs not related to Professional Accreditation

The Quality Assurance Framework specifies the key elements for the Institutional Quality Assurance Process (IQAP). Waterloo’s approach to fulfilling each of the criteria is described in the sections “Guidelines for Self-Studies” and “Guidelines for Site Visits” below.

According to the Quality Assurance Framework, the institutional review practice should:

1. include a self-appraisal by faculty, staff and students participating in the program (see section below “Guidelines for Self-Studies);
2. have an external evaluation, including a site visit by a review team. The composition of the review team is described by at least two external reviewers including one from a university outside Ontario. One internal reviewer is also mandated, from outside the
discipline under review (see section below in Section 1.1 in “Guidelines for Site Visits”);  
3. describe the process of assessment of the self-study and review within the university, and describe how a final assessment report will be drafted, including an implementation plan for recommendations (see sections below “Quality Council Evaluation Criteria”, “3. Guidelines for the Report from the Review Team”, “4. After the Site Visit”);  
4. describe reporting requirements (see section below “4. After the Site Visit”);  
5. provide an institutional manual that supports the institutional quality assurance process. Note that the approach at Waterloo here has been to develop an informative web site as well as a comprehensive template for the self-study document (Volume I – Self-Study), as well as templates for the required supporting documentation (Volume II – Faculty CVs, Volume III – Proposed Reviewers).

How Waterloo’s IQAP meets criteria 1 through 4 is described below.

**Quality Council Evaluation Criteria**

The curricular content, admission requirements, mode of delivery, basis of evaluation of student performance, commitment of resources and overall quality of any program and its courses are all necessarily related to their goals, learning objectives and learning outcomes. Goals provide an overview for students, instructors and program/course evaluators of what the program or course aims to accomplish. Learning objectives are an expression of what the instructor intends that students should have learned or achieved by the end of the program or course. Learning outcomes are what the students have actually learned or achieved in the program or course.

The Quality Assurance [Framework](#) specifies that the review of existing programs should use the following criteria (excerpted from Quality Assurance Framework):

1. **Objectives**
   a) Program is consistent with the institution’s mission and academic plans.
   b) Program requirements and learning outcomes are clear, appropriate and align with the institution’s statement of the undergraduate and/or graduate Degree Level Expectations.

2. **Admission requirements**
   Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

3. **Curriculum**
   a) The curriculum reflects the current state of the discipline or area of study.
   b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
   c) Mode(s) of delivery to meet the program’s identified learning outcomes are appropriate and effective.
4. Teaching and assessment
a) Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.

b) Appropriateness and effectiveness of the means of assessment, especially in the students’ final year of the program, in clearly demonstrating achievement of the program learning objectives and the institution’s statement of Degree Level Expectations.

5. Resources
Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.

6. Quality indicators
a) Faculty: qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;

b) Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; and

c) Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.

7. Quality enhancement
Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

8. Additional graduate program criteria
a) Evidence that students' time-to-completion is both monitored and managed in relation to the program’s defined length and program requirements.

b) Quality and availability of graduate supervision.

c) Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
   • faculty: funding, honours and awards, and commitment to student mentoring;
   • students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
   • program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
• sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level.

Guidelines for Self-Studies

The chair/director of the program under review arranges for completion of a self-study with input from the dean, faculty members, staff, students and alumni. The template provided for the self-study reflects closely the guidelines articulated by the Quality Assurance Framework. The template includes the major headings relevant to self-assessment of the past, present and future, the organization and the people involved, research, service, teaching (with special attention to co-operative education and online learning), the students and the support available (human, physical and financial).

The Waterloo guidelines are broad in scope, so that each program being reviewed can emphasize those aspects that are most relevant. The review covers the last seven fiscal years (spring/fall/winter), with emphasis on the last several years. IAP provides most of the historical data for each program review.

Under each heading in the Waterloo guidelines are suggested areas that could be discussed and critically examined. In some cases, a topic may fit just as well under another heading. It is not necessary to repeat information in several sections, and generally it will be up to the program to decide where information should be included in the self-study. The self-study should be broad-based, reflective, forward-looking and include critical analysis.

The self-study should address and document the:

• consistency of the program’s learning outcomes with the institution’s mission and Degree Level Expectations, and how its graduates achieve those outcomes
• program-related data and measures of performance, including applicable provincial, national and professional standards (where available)
• integrity of the data
• review criteria and quality indicators identified above
• concerns and recommendations raised in previous reviews
• areas identified through the conduct of the self-study as requiring improvement
• areas that hold promise for enhancement
• academic services that directly contribute to the academic quality of each program under review
• participation of program faculty, staff, students and alumni in the self-study

Faculty, staff and students associated with a program should be provided the opportunity to participate in the self-appraisal process and to comment on the self-study. Faculty from the Affiliated and Federated Institutions of Waterloo and part-time faculty who regularly teach in the program are also to be given this opportunity. If there are differing views among the faculty
these should be noted. Also all faculty members should have the opportunity to participate in the program’s response to the review team report. Again the response should note differing views if there is no consensus among faculty. It is also good practice, once the program review has been completed, to inform faculty, staff and students (e.g., at a town hall meeting) of the review team’s findings and plans for program improvement.

The completed self-study is reviewed and approved by the AVPA for undergraduate programs, the APGS for graduate programs, or both for augmented reviews.

Guidelines for Site Visits

The following guidelines will assist departments/schools in making arrangements for the site visit related to their program reviews. The program under review takes the lead role in making arrangements for scheduling the site visit. However, arrangements should be prepared in consultation with the office of the AVPA or the APGS, as appropriate. For augmented reviews (reviews combining both undergraduate and graduate offices), one office will be assigned primary responsibility, and consultation with the other will occur as needed. Contact the relevant administrative assistant.

The schedule for the site visit should be prepared at least one month in advance of the visit, so that the review team can see the schedule, and have an opportunity to suggest changes.

1. Prior to the Site Visit

1.1 The chair/director of the program under review, in consultation with the dean of the faculty, develops a proposed list of reviewers (including full contact information and a brief biography) which is submitted to the AVPA/APGS (Volume III – Proposed Reviewers). For most program reviews, two external reviewers and one internal reviewer are required. Five names should be proposed, and ranked in order of preference, for each of (1) an external reviewer who will normally come from a university in Ontario; (2) an external reviewer who will normally come from a university outside Ontario, but at the undergraduate level usually within Canada. One external reviewer may be a non-university appointee (e.g., someone from government or the private sector), provided that she/he has appropriate qualifications to fulfill the reviewer role. An internal reviewer, who will come from Waterloo but normally from outside the home faculty, will be selected by the AVPA/APGS.

For interdisciplinary options and minors not attached to degree programs, these programs are reviewed by two arm’s length reviewers (see 1.2. below), at least one of whom should have some relevant disciplinary experience. In this situation, one reviewer may be from the faculty in which the program resides.

1.2 All proposed reviewers should be at arm’s length from the program, meaning not collaborators, supervisors/supervisees, relatives, etc. The AVPA/APGS will make the final choice of members for the review team.
1.3 The chair/director identifies several two-day blocks suitable to the program under review for the site visit, and provides those to the AVPA/APGS.

1.4 The office of the AVPA/APGS contacts the proposed external and internal reviewers, to invite them to serve as the external reviewers for the program review process. Once reviewers have agreed to participate, they are sent a link to an “External Reviewers’ Report” template where the evaluation criteria are described.

1.5 The office of the AVPA/APGS confirms the time and arrangements for the site visit with the reviewers.

1.6 The office of the AVPA/APGS co-ordinates some travel arrangements and the hotel accommodations for the external reviewers.

1.7 The office of the AVPA/APGS sends a copy of the self-study to the external reviewers at least one month prior to the visit.

2. The Site Visit

2.1 The external reviewers normally arrive no later than the evening before the site visit activities are to begin.

2.2 An initial meeting with the AVPA/APGS is usually held at the start of the visit.

The purpose2 of the meeting is to ensure that the reviewers:

- understand their role and obligations
- identify and commend the program’s notably strong and creative attributes
- describe the program’s respective strengths, areas for improvement, and opportunities for enhancement
- recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action
- recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation
- respect the confidentiality required for all aspects of the review process

2.3 The review team usually has two days to meet with key stakeholders in the program under review. For reviews of interdisciplinary options and minors not attached to degree programs, the site visit should take place over a single day.

2 from the Quality Assurance Framework
The chair/director should make arrangements for the review team to meet at a minimum with the:

- dean and associate dean(s) (subject to availability) relevant to the program under review
- chair/director and associate chairs
- faculty (including adjunct faculty and those in the Affiliated and Federated Institutions of Waterloo where applicable) in groups, or, if feasible, individuals when requested
- staff
- the relevant Librarian
- Co-operative Education and Career Action (if there is a co-op stream)
- undergraduate students (more than one time slot should be identified for undergraduates to ensure that adequate opportunity is provided to meet with the Review Team). These meetings should be arranged without faculty present, to facilitate frank and open discussion. It is good practice to ask the departmental/school undergraduate student association (where one exists) to invite students to participate in this meeting.
- graduate students, with particular attention to ensuring teaching assistants are well represented. As with the undergraduates, these meetings should be arranged without faculty present, and it is good practice to ask the departmental/school graduate student association (where one exists) to invite students to participate in this meeting.
- Vice-President, Academic and Provost (subject to his/her availability)

Graduate reviews will conclude with a second/wrap-up meeting with the APGS; undergraduate reviews will conclude with a second/wrap-up meeting with the AVPA; and augmented reviews will typically conclude with a meeting that includes both the APGS and AVPA.

2.4 If possible, the review team should be provided by the program under review with an office in which the reviewers can leave their belongings, and have discussions among themselves.

2.5 The host program should discuss with the review team if, over lunch periods, the review team would like to be by itself, in order to discuss what has been learned, or whether it would appreciate the opportunity to meet with other people.

2.6 The program should allocate time in the evening after the first day of the site visit, and in the latter part of the second day, for the review team members to discuss among themselves what they have been learning, how they will structure their report, and how they will divide the tasks for writing the report. The internal member of the review team
typically does not participate directly in the writing of the report. As the review team’s report is expected within two weeks of the site visit, they must be given sufficient time to make arrangements for the preparation of the report before completing the site visit.


3.1 The review team will prepare a report which should be submitted to the AVPA or APGS within two weeks of the completion of the site visit. For augmented reviews, sections pertaining to the undergraduate and graduate programs should be clearly differentiated. The report should cover the evaluation criteria identified in the Quality Assurance Framework. Reviewers may find the external reviewers’ report template to be useful. The report should include relevant details on the following:

Part 1: The Review Process
- time of visit
- documents reviewed
- individuals and groups met
- adequacy of site visit arrangements

Part 2: Findings, Conclusions and Recommendations

3.2 In preparing its report, the review team should be aware that the Quality Assurance Framework specifies that a review of programs should address the review criteria 1 through 8 (if 8 is applicable) in the previous section “Quality Council Evaluation Criteria”. The review team is welcome to add other topics as long as attention is given to the points highlighted above.

3.3 The most useful report for Waterloo is one which is “constructively critical”, identifying strengths which should be protected and enhanced, weaknesses or challenges that deserve attention, and new opportunities. When weaknesses or challenges are identified, the report will be more helpful if suggestions are presented regarding how they could be addressed.

3.4 The review team report will lose credibility within Waterloo if it is perceived primarily to be a “booster report” for a discipline or profession, and only recommends providing more funding to the program. A more helpful report will consider what could be done by the program, by itself or in collaboration with its faculty and the University, in using limited resources more efficiently and effectively, along with considering where new resources would represent a strategic investment to allow a program to increase quality.

3.5 The review team report, if necessary, may include a confidential letter of transmittal to cover personnel issues. This letter would only be available to the Dean, AVPA/APGS, and the Vice-President, Academic and Provost.
4. After the Site Visit

4.1 The review team report is submitted to the AVPA/APGS, and copies are then distributed to the Vice-President, Academic and Provost, the dean of the faculty, and the chair/director of the program.

4.2 The external review team members submit their travel and accommodation expense claims to the office of the AVPA/APGS. Honoraria for the external reviewers are paid after receipt of their final report.

4.3 The program under review is invited to provide comments to the AVPA/APGS, verbally or in writing, regarding the experience with the site visit, and especially to identify aspects of the site visit that could be improved. It is important that students also have an opportunity to provide comments related to the site visit.

4.4 The chair/director and the faculty members of the department/school have an opportunity to provide comments on factual errors in the review team report. Comments should be sent to the AVPA/APGS within four weeks of receiving a copy of the report. If no comments are received within that time period, unless other arrangements have been made, it will be concluded that the program has no initial comments to make about the report.

4.5 The chair/director, will submit a report ("program response") endorsed by the faculty dean (or equivalent in the Affiliated and Federated Institutions of Waterloo) to the AVPA/APGS addressing each of the following:

- plans and recommendations proposed in the self-study report
- recommendations advanced by the review team in its report

The program response should include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:

- what actions will follow from specific recommendations
- any changes in organization, policy or governance that would be necessary to follow the recommendations
- resources, financial or otherwise, required to support the implementation of selected recommendations
- who will be responsible for providing resources
- a proposed timeline and responsibility for oversight for implementation of any of those recommendations
- priorities for implementation and realistic timelines for initiating and monitoring actions

The program response should be submitted within 10 weeks of the program receiving its
copy of the review team report.

4.6 The AVPA/APGS provides a final assessment report (“FAR”) to the Vice-President, Academic and Provost, outlining the nature of the review process, the main findings, conclusions and recommendations from the review team report, and the program response, including the implementation plan. The FAR is submitted within four weeks of receiving the chair’s/director’s report described in 4.5 above. The FAR is presented for approval to Senate Undergraduate Council (for undergraduate program reviews) or Senate Graduate and Research Council (for graduate program reviews), or both (for augmented reviews). The program chair/director may be invited to these meetings to respond to questions.

4.7 The AVPA/APGS submits the FAR to Senate for information. The Vice-President, Academic and Provost reports to the Board of Governors once a year on which programs were reviewed the previous academic year. The FAR is available publicly in the Senate agenda as well as in the Academic Program Reviews website. However, other documents associated with the program review (self-study, review team report, program response) are not publically available.

4.8 The Vice-President, Academic and Provost, or designate, will have responsibility for ensuring that all recommendations and issues arising from the reviews are dealt with in a manner that brings closure to the process, including provision of necessary resources.

4.9 The chair/director is responsible for a two-year progress report on steps taken since the program review was completed. This report is presented to Senate Undergraduate Council/Senate Graduate and Research Council for approval and then Senate for information. The two-year report is available publicly in the Senate agenda as well as in the Academic Program Reviews website.

The two-year progress report must outline what progress has been achieved to date with regards to the implementing plan from the last program review. The report does not need to be long, but should accomplish the following:

- clearly describe progress achieved on the various action items in the original implementation plan, and discernible impacts, if any
- propose an amended implementation schedule for items that are behind schedule. There should be a clear indication of when specific actions will occur, who will be responsible for oversight or implementation, and, if there are resource implications, where those resources will come from
- explain any circumstances that have altered the original implementation plan
- if certain recommendations or planned actions are no longer considered appropriate, indicate why
- address any significant developments or initiatives that have arisen since the
program review process, or that were not contemplated during the program review process
• report on anything else the program considers to be appropriate to bring to Senate concerning this program.

4.10 The FAR as well as the two-year progress report are available to the Ontario Quality Council through Waterloo’s annual reporting.

Table 1. Summary of timelines for reviews of existing programs

| Fall (September), previous academic year | Meeting of those responsible in department/school, with AVPA/APGS and resource persons; final decision as to whether review will be augmented or only undergraduate/only graduate |
| June 1 | Complete draft of self-study submitted to AVPA/APGS |
| July 1 | Final copies of Volume I (self-study), Volume II (faculty CVs) and Volume III (proposed reviewers) submitted to AVPA/APGS |
| Fall/Winter | Site visit occurs |
| 2 weeks after site visit | External reviewers submit report to AVPA/APGS |
| 4 weeks after external reviewers’ report received | Chair/director submits comments on factual errors/issues in report to AVPA/APGS or both for augmented reviews |
| 10 weeks after external reviewers’ report received | Program response submitted on what was learned from self-study and external reviewers’ report, and plans for future |
| 4 weeks after program response received | AVPA/APGS submits final assessment report (FAR) to Senate Undergraduate Council/Senate Graduate and Research Council for approval, and then to Senate for information. FAR is made available to the Quality Council in July. |
| February of subsequent academic year | Provost reports to Board of Governors all programs reviewed in previous academic year cycle |
| 2 years after site visit | Two-year progress report submitted by department/school to Senate Undergraduate Council/Senate Graduate and Research Council for approval, and Senate for information |
2. Academic Programs Related to Professional Accreditation

The Quality Assurance Framework (section 4.2.7) states that “The IQAP may allow for and specify the substitution or addition of documents or processes associated with the accreditation of a program, for components of the institutional program review process, when it is fully consistent with the requirements established in this framework... A record of substitution or addition, and the grounds on which it was made, will be eligible for audit by the Quality Council.”

The AVPA/APGS, as relevant, reviews the guidelines for the accreditation process, meets with the person(s) at Waterloo responsible for the professional accreditation together with the director of the program, to review the guidelines for the accreditation and Waterloo reviews, and to determine what additional information, if any, is required for the Waterloo review. Such discussions occur at the time when work begins by a program to prepare for the accreditation process, and a memo is filed documenting the decision taken. If necessary, the program under review will be asked to provide supplemental information to meet the needs of the Waterloo review process.

When the review team is appointed by an accreditation organization, Waterloo will seek to ensure that the review team is willing to report on the criteria required for the IQAP. When this is not feasible, Waterloo will request that an external, Waterloo-appointed reviewer join the accrediting organization’s review team. Regardless of whether the Waterloo-appointed external reviewer is permitted to work with the review team, he or she will have one of its faculty members included as a member of the review team. If this is not possible, then Waterloo may arrange to have a faculty member conduct interviews and examine documents related to the program review process to provide his or her perspective, and prepare a written report to supplement the accreditation report from the accrediting organization’s review team.

For master’s programs which are subject to accreditation reviews, it is usually necessary to review the research components of the program. These aspects can be reviewed in conjunction with a review of the PhD program (if one exists) or research master’s in the same unit (if one exists). If the only graduate program in the unit is a professional master’s subject to accreditation, then a separate review of the research components is required.

3. Multi- or Interdisciplinary Programs

Reviews of interdisciplinary programs which lead to a degree should follow the same procedures as those for single discipline programs, as described above. The review of an interdisciplinary program (including collaborative graduate programs) can be, where appropriate, combined with the review of a larger program. One of the considerations in such combined reviews is whether a review team can be assembled which has expertise in the various
disciplinary areas. Separate report sections must also be written for each program.

Where an interdisciplinary undergraduate program does not lead to a separate degree (for example, an undergraduate option), the composition of the review team will follow the same process as for minors not attached to degree programs. The program is reviewed by two arm’s length reviewers, at least one of whom should have some relevant disciplinary experience. The director of the interdisciplinary program and the dean (or equivalent in the Affiliated and Federated Institutions of Waterloo) who provide oversight of the program will be invited to suggest individuals to serve on the review committee. The composition of the review committee will be determined by the AVPA/APGS. The review process follows the same arrangement as for single-discipline reviews.

4. Programs Joint with other Universities

For programs offered jointly with another/other Ontario universities, the procedure is that one individual (normally the director or equivalent of the joint program) will prepare a self-study following the template of his/her university, in consultation with faculty, staff and students at the other institution(s). The review team will be chosen in consultation with both/all partners, and the “internal” reviewer can come from each partner, or be chosen to represent all partners. The review visit will include both/all campuses. The response to the review can be written by the director of the joint program in consultation with the appropriate chairs and deans at both/all participating institutions, and then sent through the regular process at both/all universities. If deemed more appropriate, separate responses could be prepared, one for each participating institution, to follow the normal process at each university.

For programs joint with other universities outside Ontario, Waterloo will follow the review process for Ontario universities. This would not necessarily require a site visit to the other university, provided that the Quality Council has determined that the partner university is also subject to an appropriate quality review process in its own jurisdiction. However Waterloo would obtain information about the components of the program completed outside Ontario as appropriate, and include this in the review within Ontario.

If, in future, Waterloo develops partnerships to offer degree or diploma programs with other institutions such as colleges or institutes, the present document will be modified to include such programs.

5. Programs at the Federated or Affiliated Institutions

The University of Waterloo has one federated university (St. Jerome’s University) and three affiliated university colleges (Conrad Grebel, Renison, St. Paul’s). Waterloo has made arrangements with the Affiliated and Federated Institutions of Waterloo to ensure that program reviews are completed in a coordinated manner. When a program is primarily based within one
of the Affiliated and Federated Institutions of Waterloo, the lead role for the program review is taken by the relevant institution, with the self-study submitted to the AVPA or APGS at Waterloo. During their program reviews, academic departments at Waterloo are directed to identify when there are complementary disciplinary or program activities at one or more of the Affiliated and Federated Institutions of Waterloo, to ensure that such activities are considered in their self-study.

The Affiliated and Federated Institutions of Waterloo may opt to have their program reviews considered at their own councils, in parallel to consideration at Senate Undergraduate Council/Senate Graduate and Research Council.

6. Credit-Bearing Diploma and Certificate Programs

Diplomas and certificates, where offered for credit, are reviewed on the same cycle as other programs. Where possible, they should be reviewed in conjunction with a related degree program.

C. Reviews of New Programs

At Waterloo, academic reviews of new programs follow a similar procedure to reviews of existing programs, with appropriate modifications to the program proposal documentation and the external review (for example, there are no current students to interview or for whom to provide statistics). A comprehensive template is provided for the proposal document (Volume I – Proposed Brief), as well as templates for the required supporting documentation (Volume II – Faculty CVs, Volume III – Proposed Reviewers).

For new undergraduate programs, the AVPA has responsibility for the review, whereas for new graduate programs it is the APGS.

The steps for approval for new programs are similar to those for review of current programs.

1. An initial proposal document is developed, addressing the topics outlined in the Quality Council criteria. This proposal goes to the appropriate department/school committee and faculty council and Institutional Analysis and Planning (IAP) for discussion and approval. If the program includes co-op experience, a report from Co-operative Education and Career Action is required. The proposal specifies the tuition rate the program intends to adopt, and whether the program is a professional program and/or a full cost recovery program. If the program is not intended to be full cost recovery, the proposal should include as well as the expected provincial funding weight (BIU weight).
and whether the program is full cost-recovery or not. The proposal should also include a report from the Library to confirm that existing resources are in place to support the program, and what, if any, additional library resources may need to be acquired.

2. For many programs, in addition to the academic review, the Ministry of Training, Colleges and Universities (MTCU) must also review the program to ensure that enrolments in the new program are eligible to generate provincial grant funding, and to allow students to be eligible for the Ontario Student Assistance Program (OSAP). MTCU also needs to approve the proposed tuition rate. IAP manages this process. Departments should consult with IAP early in the planning stage to discuss the MTCU approval process.

3. For all programs, in addition to the academic review and the MTCU review, the program must also be reviewed by IAP and the Provost from a financial perspective. IAP assists departments in completing a financial viability analysis, which must be approved by the Provost before the program proceeds to faculty approval or Quality Council.

4. If an external review with a site visit is required, this occurs following faculty council approval, and the unit concerned has the opportunity to respond to the review comments.

5. The proposal (modified if appropriate following the external review) then goes to either Senate Undergraduate Council, or Senate Graduate and Research Council, and then Senate, for approval.

6. At this point the proposal is sent to the Quality Council for approval, if approval is required, or for information (new undergraduate minors and options do not require notification to the Quality Council).

7. The Board of Governors receives information once a year about programs approved to commence in the previous year (along with information on completed reviews of existing programs).

8. As is the case for reviews of existing programs, a two-year progress report is required for new programs. The purpose of the two-year progress report is to provide initial data on student progress and implementation of the program, and to respond to any issues raised by the external review. Copies of the two-year progress report are made available to the Quality Council for information (or, if required, for decision).

9. Thereafter the program enters into the regular review cycle.

**Definition of a New Program**

The Quality Assurance Framework defines a new [degree] program as “Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of
specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists).” The Quality Assurance Framework further clarifies that “a ‘new program’ is brand-new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution”.

Depending on the type of program, the levels at which approvals are required differ, as shown in Table 2 below. All new programs require internal approval (up to the Senate level), and depending on whether Quality Council and/or MTCU approval is also required, additional approval steps are needed.
Table 2. Level of approval required for new programs and major modifications\(^1\)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Senate</th>
<th>External reviewers</th>
<th>Quality Council</th>
<th>MTCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad minor, option, certificate</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Undergrad major or specialization</td>
<td>Yes</td>
<td>Yes if “brand-new”(^2)</td>
<td>Yes if “brand-new”(^2)</td>
<td>Yes, in non-core areas(^3)</td>
</tr>
<tr>
<td>Undergraduate degree</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, in non-core areas(^3)</td>
</tr>
<tr>
<td>Undergraduate diploma</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes, in non-core areas(^3)</td>
</tr>
<tr>
<td>Graduate field(^4)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Graduate collab. program</td>
<td>Yes</td>
<td>No</td>
<td>Yes(^5)</td>
<td>Yes</td>
</tr>
<tr>
<td>New graduate degree</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Yes</td>
<td>No</td>
<td>Yes(^5)</td>
<td>Yes, if stand-alone</td>
</tr>
<tr>
<td>Major change to existing program</td>
<td>Yes</td>
<td>No</td>
<td>No (but notification required)</td>
<td>No, but change needs to be reported to MTCU in the Annual Program Development Report</td>
</tr>
<tr>
<td>Minor change to existing program</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No, but change needs to be reported to MTCU in the Annual Program Development Report</td>
</tr>
</tbody>
</table>

\(^1\) Major modifications are defined in section D below

\(^2\) See definition of new program above table; notification is required if the change is a major modification but not “brand-new”

\(^3\) Consult IAP to determine if a program is core or non-core.

\(^4\) If graduate programs wish to advertise that a field has been approved by the Quality Council, it must be submitted for Expedited Approval

\(^5\) Follows Expedited Approval process defined by the Quality Assurance Framework.

**Aims**

The procedures for assessing proposals for new programs should ensure:
- the program achieves Waterloo’s academic excellence goals
- the program name is appropriate to the content and recognizable to employers
- the program reflects Waterloo’s distinctiveness, is technologically current, is creative and innovative in its curriculum content and delivery, and entrepreneurial and appropriately inter-disciplinary in perspective
• the program has the potential to be one of the best in Canada and at least among the top quarter of similar programs in North America
• the program has the potential to attract excellent students
• the program has sufficient resources committed to it.

Planning
The detailed planning process for new programs takes place in the academic unit that will host it. This planning is done in consultation with various groups, some of which are: the Registrar’s Office; IAP; other relevant academic departments in the University; Co-operative Education and Career Services (CECA) (if a co-op program is being proposed); the offices of the dean and associate dean (undergraduate/graduate as appropriate) of the faculty. In addition it is the unit’s responsibility to meet the Degree Level Expectations approved by the University and by MTCU, for non-core undergraduate programs and all graduate programs which are requesting approval for specific funding for BIU entitlement.

Program Proposal
A program proposal document is required, following the provided template (Volume I – Proposed Brief).

Any proposed new program will be reviewed using the Quality Assurance Framework criteria for new programs, reproduced verbatim below:

1. Objectives
   a) Consistency of the program with the institution’s mission and academic plans.
   b) Clarity and appropriateness of the program’s requirements and associated learning outcomes in addressing the institution’s own undergraduate or graduate Degree Level Expectations.
   c) Appropriateness of degree nomenclature.

2. Admission requirements
   a) Appropriateness of the program’s admission requirements for the learning outcomes established for completion of the program.
   b) Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3. Structure
   a) Appropriateness of the program’s structure and regulations to meet specified program learning outcomes and Degree Level Expectations.
   b) For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.
4. Program content
   a) Ways in which the curriculum reflects the current state of the discipline or area of study.
   b) Identification of any unique curriculum or program innovations or creative components.
   c) For research-focused graduate programs, clear indication of the nature and suitability of the
      major research requirements for degree completion.
   d) Evidence that each graduate student in the program is required to take a minimum of two-
      thirds of the course requirements from among graduate level courses.

5. Mode of delivery.
   Appropriateness of the proposed methods for the assessment of student achievement of the
   intended program learning outcomes and Degree Level Expectations.

6. Assessment of teaching and learning
   a) Appropriateness of the proposed methods for the assessment of student achievement of the
      intended program learning outcomes and Degree Level Expectations.
   b) Completeness of plans for documenting and demonstrating the level of performance of
      students, consistent with the institution’s statement of its Degree Level Expectations.

7. Resources for all programs
   a) Adequacy of the administrative unit’s planned utilization of existing human, physical and
      financial resources, and any institutional commitment to supplement those resources, to
      support the program.
   b) Participation of a sufficient number and quality of faculty who are competent to teach
      and/or supervise in the program.
   c) Evidence that there are adequate resources to sustain the quality of scholarship produced by
      undergraduate students as well as graduate students’ scholarship and research activities,
      including library support, information technology support, and laboratory access.

8. Resources for graduate programs only
   a) Evidence that faculty have the recent research or professional/clinical expertise needed to
      sustain the program, promote innovation and foster an appropriate intellectual climate.
   b) Where appropriate to the program, evidence that financial assistance for students will be
      sufficient to ensure adequate quality and numbers of students.
   c) Evidence of how supervisory loads will be distributed, and the qualifications and
      appointment status of faculty who will provide instruction and supervision.

9. Resources for undergraduate programs only
   Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to
   achieve the goals of the program; or (b) of plans and the commitment to provide the
   necessary resources in step with the implementation of the program; (c) planned/anticipated
   class sizes; (d) provision of supervision of experiential learning opportunities (if required);
   and (e) the role of adjunct and part-time faculty.

10. Quality and other indicators
a) Definition and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

Approval Process
The normal approval process is as follows (with some variations according to the organization of the academic unit, and whether one or more academic units are involved):

- approval by departmental/school curriculum committee(s)
- approval by department/school as a whole at a department/school meeting
- review by IAP and CECA
- approval of the financial plan by IAP and the Provost
- approval by the appropriate faculty(ies) undergraduate/graduate council(s)
- approval by the appropriate faculty council(s)
- site visit by external reviewers (if required)
- departments/school response to external reviewers’ report and modifications of proposal (if required)
- approval by Senate Undergraduate Council or Senate Graduate and Research Council
- approval by Senate; programs may be advertised once Senate approval has been granted and the proposal has been sent to the Quality Council, but should clearly state “subject to approval by the Quality Council”
- approval by the Quality Council
- approval for funding by MTCU, if required
- after a new program is approved to commence by the Quality Council, the program needs to begin within 36 months of the date of approval, otherwise the approval will lapse
- report to Board of Governors on new degrees, programs, certificates, diplomas, and minors approved in previous year
- two-year progress report to Senate Undergraduate Council/Senate Graduate and Research Council and then Senate, for new degrees, programs, certificates, diplomas and minors. This report should include responses to any questions posed by the external reviewers and provide preliminary information on student numbers and progress
- two-year progress report to the Quality Council, if requested

Site Visit (if required)
Guidelines for the site visit for existing programs should be used. The main difference is that there are no existing students who can be interviewed. However, it may be appropriate for some new programs to invite current students who are interested in the new program, to meet with the reviewers. This can include students who are interested in transferring into the new
program (at the undergraduate level) or applying to the new graduate program.

Table 3: Timelines for approval of new programs

<table>
<thead>
<tr>
<th>Month</th>
<th>Approval by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month 1</td>
<td>department</td>
</tr>
<tr>
<td>Month 2</td>
<td>Approval by faculty</td>
</tr>
<tr>
<td></td>
<td>• co-op report commissioned</td>
</tr>
<tr>
<td></td>
<td>• library report commissioned</td>
</tr>
<tr>
<td></td>
<td>• list of possible external reviewers sent to office of AVPA/APGS</td>
</tr>
<tr>
<td></td>
<td>• proposal brief prepared (allow 1 month for external reviewers to read document)</td>
</tr>
<tr>
<td>Months 5-6</td>
<td>External reviewer site visit; review report received within 2 weeks</td>
</tr>
<tr>
<td></td>
<td>Chair/director ensures consultation and implementation of any changes recommended by reviewers; submits revised brief</td>
</tr>
<tr>
<td>Months 6-7</td>
<td>Approval by Senate Undergraduate Council/Senate Graduate and Research Council</td>
</tr>
<tr>
<td>Months 7-8</td>
<td>Approval by Senate; advertising permitted with qualification “subject to approval by the Quality Council”</td>
</tr>
<tr>
<td>Months 8-9</td>
<td>Submission to Quality Council and MTCU (if required)</td>
</tr>
<tr>
<td>Month 10</td>
<td>Approval by the Quality Council</td>
</tr>
<tr>
<td>Months 13-24</td>
<td>Approval by MTCU</td>
</tr>
<tr>
<td>Two years after site visit</td>
<td>Two-year progress report submitted, as for existing programs</td>
</tr>
</tbody>
</table>

1 Note: not all new programs require external reviews (for example, graduate collaborative programs, graduate diplomas); if so, the timeline will be shorter. Otherwise these represent the minimum time required.

2 MTCU has four approval cycles per year with submission deadlines in July, November, January and April. Minimum approval time is 4 months, but approval can take as much as 12 months or longer if MTCU has concerns with the program or the tuition proposed.
D. Major Modifications of Existing Programs

Definition of a Major Modification

The Quality Assurance Framework defines a major modification to a program as one or more of the following changes:

- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review
- significant changes to the learning outcomes
- significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.

The following examples of major modifications are provided in the Quality Council’s Quality Assurance Guide:

1. Examples of requirements that differ significantly from those existing at the time of the previous cyclical program review
   - merger of two or more programs
   - new bridging options for college diploma graduates
   - significant change in the laboratory time of an undergraduate program
   - introduction or deletion of an undergraduate thesis or capstone project
   - introduction or deletion of a work experience, co-op option, internship or practicum, or portfolio
   - at the master’s level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum option
   - creation, deletion or re-naming of a field in a graduate program
   - any change to the requirements for graduate program candidacy examinations, field studies or residence requirements
   - major changes to courses comprising a significant proportion of the program, where significant is defined as more than one-third of the courses

2. Examples of significant changes to the learning outcomes
   Changes to program content, other than those listed in “1” above, that affect the learning outcomes, but do not meet the threshold for a “new program”

3. Examples of significant changes to the faculty engaged in delivering the program and/or to the essential resources, for example, when there have been changes to the existing mode(s) of delivery (such as different campus, online delivery and inter-institutional collaboration)
   - changes to the faculty delivering the program; for example, a large proportion of the
faculty retires; new hires alter the areas of research and teaching interests
• change in the language of program delivery
• establishment of an existing degree program at another institution or location
• offering of an existing program substantially online where it had previously been offered
  in face-to-face mode, or vice versa
• change to full- or part-time program options, or vice versa
• changes to the essential resources, where these changes impair the delivery of the
  approved program

If there is uncertainty as to whether a particular change is major or minor, the AVPA or APGS
will be the arbiter for undergraduate and graduate programs, respectively. The Vice-President,
Academic and Provost has the final say in this decision. The Vice-President, Academic and
Provost has the right to choose to send a particular major modification to the Quality Council for
an expedited review, as per section 3.3 of the Quality Assurance Framework, and if so would
follow procedures similar to those for a new graduate field.

**Procedure**

*Major*-All modifications to existing programs require internal approvals. *Major modifications,
including those not required to be reported to the Quality Council, are first approved at the
department/school level, then faculty council. Major modifications are subsequently approved
at Senate Undergraduate Council or Senate Graduate and Research Council, and then finally,
Senate. Depending on the nature of the changes, Co-operative Education and Career
Services and the Library are consulted to confirm any impact of the proposed changes. Minor
modifications follow the same process, with the exception that Senate Undergraduate Council
or Senate Graduate and Research Council are empowered to approve changes on behalf of
Senate, as per Senate Bylaw 2. If an existing program is offered in a new location, this requires
notification at the department, faculty and Senate Undergraduate/Senate Graduate and
Research Council levels.

Major modifications requiring reporting to the Quality Council are reported on an annual basis.

**E. Audit Process**

The Quality Council will audit each institution once every eight years. The objective of the audit
is to determine whether or not the University, since the last review, has acted in compliance
with the provisions of its IQAP for cyclical program reviews as ratified by the Quality Council.
The Quality Council’s Quality Assurance Framework indicates the means of selection of the
auditors, together with the steps in the audit process.
F. References


TERMS OF REFERENCE FOR A MID-TERM BREAK

1. **Motion:** To approve the terms of reference for a mid-term break as described.

   “A mid-term break (e.g., Winter Reading Week) is intended to act as a pause for students in an academic term, to reflect upon and catch up on their term’s work to date and, as necessary, prepare for any upcoming mid-term assignments and assessments.

   During this pause, there are to be no scheduled meetings or assignments for students (e.g., classes, labs, tutorials, seminars, exams, TA-related work). While exceptions may exist (e.g., co-operative employment interviews, clinical rotations, PhD comprehensive exams, graduate thesis defenses), the pause applies to meetings involving both undergraduate and graduate students.

   Deadlines for student submissions will not be scheduled during the break. Student services such as student advising support, Health Services, Counselling Services, the library and residences are expected to continue to provide service.

   The above terms of reference are not meant to include responsibilities associated with graduate students in their roles as research assistants or in any other employment capacity (excluding TA-related work as mentioned above) with the university. In these situations, students and employers should clarify their mutual expectations concerning work-related responsibilities during the mid-term break.”

**Rationale:** The University has no specific guidelines to define the purpose of the mid-term break or any general approach to the treatment of studies during such a break. The terms of reference provided have been reviewed and were endorsed by Senate Undergraduate Council in February 2015 and by Senate Graduate & Research Council in June 2015, with the latter council voting 14 in support with five abstentions.

Mario Coniglio  
Associate Vice-President, Academic