

**UNIVERSITY OF WATERLOO
SENATE GRADUATE & RESEARCH COUNCIL
NOTICE OF MEETING**

DATE: Monday 10 February 2020
TIME: 10:30 a.m. – 12:00 noon
PLACE: Needles Hall, Room 3318

Chair – C. Dean

AGENDA

<u>Item</u>	<u>Action</u>
1. Declarations of Conflict of Interest a. Excerpt from Bylaw 1, section 8*	Information
2. Minutes of 9 December 2019* and Business Arising	Decision (SGRC)
3. Co-chairs' Remarks	Information
4. Curricular Submissions a. Arts* (Liz Nilsen) b. Applied Health Science* (Rhona Hanning) c. Engineering* (Siva Sivoththaman)	Decision (SGRC); C; SEN-Regular Decision (SGRC) Decision (SGRC)
5. University Research (Jozá) a. Research Ethics Committees – Updates to Terms of Reference* b. Research Ethics Committees – new membership*	Decision (SGRC) Decision (SGRC)
6. Graduate Awards* (O'Neill) a. Maks Wulkan Graduate Scholarship - trust b. Master Mathematics for Teachers (MMT) Indigenous Scholarship - operating c. Kris Bajaj Memorial Scholarship - endowment d. Mary R. Hardy Graduate Award in Actuarial Science - endowment e. Waterloo Environment Students Endowment Foundation (WESEF) Award - trust f. Stieber Family Graduate Scholarship in German Studies - trust g. Brian M. Jessop Graduate Scholarship in Fisheries Science - endowment h. Hira and Kamal Ahuja International Graduate Scholarship – endowment i. Hira and Renu Ahuja International Graduate Scholarship- endowment j. Lalit Chugh and Hira Ahuja International Graduate Scholarship – endowment k. Catherine Booth and Michael Kirk Graduate Award – endowment	Decision (SGRC) Decision (SGRC) Decision (SGRC) Decision (SGRC) Information Information Information Information Information Information Information Information Information
7. Other Business	Information
8. Next Meeting: 9 March 2020 10:30 a.m. - 12 noon; NH 3318	Information

*material attached

** to be distributed separately

“SGRC” to be approved on behalf of Senate

“SEN” to be recommended to Senate for approval

31 January 2020

Kathy Winter, PhD, CPsych
Assistant University Secretary

Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

8.01	At the beginning of each meeting of Senate or any of Senate’s committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.
8.02	A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate’s committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.
8.03	Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
8.04	Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).

University of Waterloo
SENATE GRADUATE & RESEARCH COUNCIL
Minutes of the 9 December 2019 Meeting
[in agenda order]

Present: Jeff Casello, Amelia Clarke, Charmaine Dean, Bernard Duncker, Rhona Hanning, Julie Joza, Adam Kolkiewicz, Anita Layton, Colin MacLeod, Daniel Martel, Dmitry Martin, Daniela O’Neill, Jack Rehder, Max Salman, Simron Singh, Siva Sivoththaman, Richard Staines, Mike Szarka, Kareem Tarek Mostafa, Linda Warley, Kathy Winter (secretary)

Resources: Trevor Clews, Carrie MacKinnon, Alyssa Voigt

Guests: Catherine Burns, Carl Haas, Richard Kelly, Stefan Steiner (absent)

Regrets: David Billedeau*, David Clausi*, Ana Ferrer, Nathan Funk, Alison Hitchens*, Lauren Meliss Holt*, Bruce Muirhead, Naima Samuel*, Mona Skuterud, Shirley Tang, Shawn Wettig*

Organization of Meeting: Jeff Casello, co-chair of the council, took the chair, and Kathy Winter acted as secretary. The secretary advised that due notice of the meeting had been given, a quorum was present, and the meeting was properly constituted.

1. DECLARATIONS OF CONFLICT OF INTEREST

No conflicts of interest were declared.

2. MINUTES OF 7 OCTOBER 2019 AND BUSINESS ARISING

The minutes were approved as distributed. Duncker and Warley. Carried.

3. CO-CHAIRS’ REMARKS

Dean reported: (a) Strategic Plan 2020-2025: Following the approval of the institution's strategic plan, an implementation process is now being initiated, (b) Vector Scholarships: The University applied for 15 Vector AI Scholarships for 2019-2020 (9 were successful--60% success rate). The overall success rate for all institutional submissions was 56%. Success rates were generally flat across institutions in the province, however nomination rates varied, with some institutions submitting considerably higher nominations—contact Casello or Kolkiewicz with regard to your future applicants, (c) Mitacs and the Social Sciences and Humanities Research Council: Partnership Grant, Partnership Development Grant, and Partnership Engage Grant award holders are pre approved for Mitacs Accelerate internships and Mitacs Globalink Research Awards. Mitacs Accelerate supports research internships between graduate students and/or postdoctoral fellows and a partner organization. Each internship is valued at \$15,000, which is cost-shared by Mitacs and the partner. Applicants can undertake multiple internships, either concurrently or consecutively, depending on their research needs. Accelerate is open to both for-profit businesses and eligible NFP organizations with an economic orientation. The Mitacs Globalink Research Award supports research collaborations between Canada and select partner countries. The award is open to graduate students. Select destinations are also open to senior undergraduates. Mitacs Accelerate and Globalink funding can supplement these existing grants and the pre-approval process can expedite receipt of this funding. Applicants receive a confirmation of funds approximately two weeks after submitting their initial application. For more information please contact the VPRI office, and (d) Communication from Office of Research: Office of Research confirms that it is sending all notices to faculties in a timely fashion and within any designated timeframes. Faculties should follow up with their administrative staff to inquire about dissemination of those received notices.

Casello reported: (a) Graduate Student Supervision Survey: In fulfillment of 2015 Senate mandate for holistic review of graduate student supervision. Four of 6 faculties and over 700 students have responded. Provost report (recommendations and best practices) forthcoming in early 2020, (b) Assessment of post-doctoral management: involves clarification of faculty responsibility, as well as applicable university policy. Casello and Rehder to establish a working group for development of a post-doctoral policy, and (c) Tri-Council award preparation sessions: Casello noted their effectiveness and expressed gratitude to the 50-60 recent faculty participants.

4. ACADEMIC PROGRAM REVIEWS

a-b. Items were received as information.

c. Two-Year Progress Report - Joint Graduate Program in Geography (MA, MES, MSc, PhD). Council heard a motion to accept the two-year progress report on behalf of Senate. Szarka expressed favourable review and Kelly highlighted a few areas: improved faculty recruitment, curriculum review, implementation of student exit interviews. Singh and Clarke. Carried.

d. Two-Year Progress Report – Civil and Environmental Engineering (MSc/PhD). Council heard a motion to accept the two-year progress report on behalf of Senate, as presented with minor updated language at Attachment. Warley spoke for absent Nilson and conveyed that all recommendations were or are being addressed, such as improved communications via website, renovations (including internet access and Ethernet), increased hiring and more course offerings, new program in architectural engineering. Sivoththaman and Layton. Carried.

e. Two-Year Progress Report - Statistics & Actuarial Science and Quantitative Finance (MActSc, MMath and PhD in Actuarial Science, PhD in Statistics-Biostatistics, MMath and PhD in Statistics, MQF in Quantitative Finance). Council heard a motion to accept the two-year progress report on behalf of Senate. Wettig's written review, as presented, indicated support with no concerns. Casello noted that student exit interviews are also completed for this program.

5. RESEARCH CENTRES AND INSTITUTES

On behalf of Senate, council approved amendments to the constitution of the Centre for Bioengineering and Biotechnology (CBB) compliant with Policy 44. In response to questions: Centre executive director (Catherine Burns) spoke of graduate student involvement through ambassador team and input through the operations committee. Duncker and Staines. Carried.

6. CURRICULAR SUBMISSIONS – Casello recognized the essential role of academic officer, Trevor Clews, in relation to cyclical review process and graduate calendar management.

a. Conrad Grebel University College (theological studies) – NB: TS619 course revision pulled from agenda package due to cross listing with Arts course to come forward at future date. Council heard an omnibus motion to approve all remaining items as presented. Funk and Warley. Carried.

b. Engineering. Council heard an omnibus motion to approve items 1 and 2 (memo dated 23 October 2019) as presented. Sivoththaman and Kolkiewicz. Carried. Council heard a motion to recommend item 1 (memo dated 25 November 2019) to Senate: To approve 2 new specializations within the Master of Engineering (MEng) in Chemical Engineering, effective 1 May 2020, as presented. Sivoththaman and Hanning. Carried.

c. Environment. Council heard an omnibus motion to approve items 1 and 3, as presented. Singh and Clarke. Carried. Council heard a motion to approve item 2, as presented. Singh and Clarke. Carried.

d. Mathematics. Council heard separate motions to approve items 1 (Kolkiewicz and Sivoththaman. Carried.), item 2 (Kolkiewicz and Layton. Carried.), item 3 (Kolkiewicz and Singh. Carried.)—all as presented.

7. UNIVERSITY RESEARCH

On behalf of Senate, council approved membership renewal (for an additional 8 months) of the graduate student representative for the Human Research Ethics Committee. Joza and MacLeod. Carried.

8. OFFICE OF THE REGISTRAR – ACADEMIC CALENDAR DATES 2020-2021

Council heard a motion to recommend to Senate the approval of two amendments to the 2020-2021 calendar dates as presented. Amendment 1: In 2021, the Canada Day holiday falls on a Thursday, and the University of Waterloo has scheduled a Holiday (Additional Day) on Friday, July 2nd. The additional holiday day was missed in the original creation of the Academic Calendar Dates. 2020/21. Amendment 2: As per the wording in the Academic Calendar, Reading Weeks occur in the fall and winter terms; they start with the Saturday before the public holidays of Thanksgiving Day and Family Day and end on the following Sunday. The dates for the Fall Term Reading Week and the Winter Term Reading Week have been revised to include the dates starting the

Saturday before Thanksgiving Day and Family Day and ending the following Sunday. Rehder and O'Neill. Carried.

9. GRADUATE AWARDS

Council heard a motion to approve items (a) and (b), as presented. O'Neill and Salman. Carried.

10. OTHER BUSINESS

There was no other business.

11. NEXT MEETING

The next meeting will be on Monday 13 January 2020 from 10:30 a.m. to 12 noon in NH 3318.

6 January 2020

Kathy Winter, PhD, CPsych,
Assistant University Secretary



Two Year Progress Report Civil and Environmental Engineering (MSc/PhD) September 2017; revised October 2019

Background

The Department of Civil and Environmental Engineering offers graduate and undergraduate degrees in Civil Engineering and is one of the largest Civil and Environmental Engineering departments in the country. The last review of the graduate programs was completed in April 2015 by the reviewers Drs. Lye and Yanful and by the internal reviewer Dr. Liston. The report was generally quite positive, with the reviewers stating "Reviewers were of the opinion that the UW CEE graduate program is very strong and comparable to civil engineering programs at other top Canadian universities."

The report identified a number of issues and recommendations. The Department responded to the issues and has been working towards addressing the recommendations by the reviewers as described in the following sections.

Progress on Implementation Plan

Recommendations

1. There should be a clearer written policy in the calendar regarding minimum passing grades in engineering and course failures. The minimum passing grade in a graduate engineering course is not mentioned in the calendar. It is, however, mentioned that an overall average mark of 70% is required for progression.

Status: Complete

Details: The Website of the CEE Department has been significantly improved since the last review; in agreement with the changes in the website of the faculty of engineering. The minimum mark required to satisfy a course requirement has been included in the MENG description, and it will be updated for the other programs in the next set of modifications to the calendar approved by the Department and in the process for approval from the Senate. The website has been updated with the link to the Graduate Calendar for consistency (<https://uwaterloo.ca/graduate-studies-academic-calendar/general-information-and-regulations/grades-and-grading>).

2. CEE should encourage and monitor the participation of CEE students in the new MASc and PhD Collaborative Water Program. Students should not miss this unique opportunity.

Status: Ongoing

Details: The Department is encouraging the participation of CEE students in the new MASc and PhD Collaborative Water Program in all the graduate studies information sessions. The participation of graduate students in these programs is monitored by the Graduate Coordinator as the information is required for the allocation of scholarships specific for these programs.

3. Inequalities in the quality of graduate student office space should be addressed. The plan to renovate current inadequate and dated offices being used by GEO graduate students is commendable and should be implemented.

Status: In progress

Details: The CEE Department has been working on a significant space renovation plan coordinated by the Chair and the Space Committee. Practically all student offices have been renovated. The Geotechnical engineering (GEO) graduate students have been relocated since the beginning of the Spring 2017 term while the main renovations of the final office space are completed. A \$30,000 renovation of the offices of GEO students has been completed.

4. The 4 FTE faculty complement for the GEO group is the minimum and that UWaterloo should do all it can to increase or at least maintain this number. This should be considered mission critical.

Status: Completed

Details: The CEE Department approved a new position for the Geotechnical group. The DACA Geo made a recommendation, and the selected candidate was hired effective January 2018.

5. More graduate courses in the GEO area should be offered on a regular basis.

Status: Completed

Details: As per the previous recommendation, the new faculty member started in January 2018. Thus, the number of graduate courses will be improved on regular basis. The new faculty member has added a new graduate course.

6. The funding level for international MASc students should be increased so that sufficient funds are available for living expenses after the payment of fees.

Status: In progress

Details: The minimum funding for MASc students have been increased by the Faculty. While the faculties and GSPA decided to reallocate a portion of the IMSA to support domestic incentives, a new award, IMAE, was put in place to support International Master's students. The Department is currently discussing alternatives to increase the funding for all graduate students. The Department has approved the creation of specializations for the MENG program to increase the number of students. A percentage of the tuition is transferred to the department. Hence, it is

expected that the increased enrollment in the MENG program will create additional revenue to improve the graduate program not only by increasing the number of graduate courses offered per year, but also by providing better financial support to Canadians, Permanent Residents and international students in the form of teaching assistantships. The department presented a proposal for the new specializations. However, final approval has been delayed by the new definitions of specializations from GSPA and the adoption of additional restrictions by the Faculty of Engineering. The increase of GRS funding is still in progress at the Faculty level.

7. To encourage conference attendance and participation by graduate students, travel support should be increased. The Department, faculty, Graduate Student Association and the University could share this increase.

Status: In progress

Details: The Graduate Studies Committee is currently recommending to the Department the use of the graduate fund, which is provided by the Faculty and the University, to enhance the graduate experience in the CEE. One of the current proposals to the Department is to use part of the graduate fund to support graduate students attending technical conferences. The allocation of travel awards (e.g. \$300 for matching GSPA travel awards; expected 5 awards per year) is currently under discussion, with the hope to match funds for travel starting in early 2020. The data collection to determine the number of students attending conferences is in progress.

Explain any circumstances that have altered the original implementation plan:

The CEE Department has been going through many challenges since the graduate review: selection of a new Chair, implementation of the new resource allocation model, hiring of seventeen new faculty members, massive space renovations, and the approval of the new Architectural Engineering Program. These activities have slowed down the implementation of the recommendations from the reviewers. The effects of these circumstances are expected to be reduced or eliminated in 2020.

Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:

The creation of the new Architectural Engineering Program will require an enormous amount of time from all the faculty and staff of the Department. This development will use a significant amount of resources for the hiring of new faculty and staff members and the construction of new design studios. The Architectural Engineering program has been approved and ten new faculty members will be added progressively to the CEE department. Six of these positions have been filled to date: 2 faculty and 1 lecturer were hired in 2018, 1 lecturer was hired in 2019, and 2 additional faculty have been hired to start in 2020. Three of these positions have been filled already (two faculty, one lecture); two of them started in Spring 2018. Two more position out of the ten have been filled in 2019 (one faculty, one lecture). This new faculty complement will add new graduate courses to our program over the next few years.

Updated Implementation Plan:

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	The minimum passing grade for graduate courses	Approval of changes by the Department and GSO.	Associate Chair Grad Studies and Grad Coordinator	Complete - Nov. 2017
2.	Participation of student in the MASc and PhD collaborative Water Program	Encourage participation during graduate studies information sessions. Monitoring of participation by the Graduate Coordinator.	Dept. Chair and Grad Coordinator	Ongoing
3.	Inequalities in the quality of graduate student office space	Completion of renovations.	Dept. Chair and Space Committee.	Complete - Dec. 2017
4.	Faculty complement for the GEO.	New faculty position	Dept. Chair and DACA Chair.	In Progress
5.	Graduate courses in the GEO	New faculty position	Dept. Chair and DACA Chair	In Progress
6.	Funding level for international MASc	New Faculty regulations. New Department scholarships	Associate Dean. Dept. Chair. Grad Chair.	In Progress
7.	Conference attendance	New travel support	Dept. Chair. Grad Chair.	In Progress

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

Date of next program review: _____ July 2021
Date

Signatures of Approval:

Carl Haas  Oct 7, 2019.
Chair/Director Date

Pearl Sullivan  NOV 4, 2019
Faculty or Administrative Dean Date

Associate Vice-President, Academic Date
(For undergraduate and augmented programs)

Jeff Casello
Associate Vice-President, Graduate Studies Date
(For Graduate and augment programs)

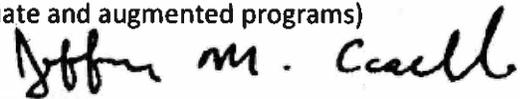
Date of next program review: _____ July 2021
Date

Signatures of Approval:

Carl Haas  Dec. 9, 2019
Chair/Director Date

Pearl Sullivan
Faculty or Administrative Dean Date

Associate Vice-President, Academic Date
(For undergraduate and augmented programs)

Jeff Casello  Dec 9, 2019
Associate Vice-President, Graduate Studies Date
(For Graduate and augment programs)

Two-Year Progress Report: Civil and Environmental Engineering

Name of Reviewer: Elizabeth Nilsen

Date: 11/1/2019

Does the Two-Year Progress Report:

1. Clearly describe progress achieved on the various action items in the implementation plan? Yes No
2. Explain convincingly any circumstances that would have altered the original implementation plan? Yes No
3. For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible? Yes No
4. Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process? Yes No

General Comments

The CEE department seems to be working towards addressing the reviewers' recommendations – in particular new faculty hires address a number of issues. Though, as is stated, various activities have slowed the implementation (e.g, new Chair, renovations, new program), etc.

ARTS GRADUATE STUDIES

January 2, 2019

TO: Members, Senate Graduate and Research Council

FROM: Angela Christelis, Administrative Coordinator, Arts Graduate Studies & Research

RE: Graduate Affairs Group Reports – September, October, November 2019

The attached Arts Graduate Affairs Group reports were approved by the Arts Faculty Council meeting on November 26, 2019 and are now being submitted for approval by the Senate Graduate and Research Council on January 13, 2020.

Angela Christelis

Attach.

ARTS FACULTY COUNCIL REPORT TO SENATE GRADUATE AND RESEARCH COUNCIL

CURRICULAR ITEMS for approval [bottom right pagination]

- A) **MTAX:** Course description revision - TAX 600 [1-2]
- B) **PSYCH** - New course - PSYCH 726C: Practicum in Integrated Assessment III [3-4]
- C) **PSYCH** - Program revision - MASC in Applied Psychology, name change [5-6]
- D) **PSYCH** - Program revision - PhD, removal of restriction on breadth courses [7-9]
- E) **PSYCH** - Program revision - update minimum admission requirements [10-11]
- F) **ECON** - Program revision - MA, MA Coop, MA – Water, MA – Water Coop; updating elective course requirements [12-14]
- G) **ECON** – Program revision - PhD Appl. Econ, PhD Appl. Econ – Water; updating elective course requirements [15-16]

Faculty: Arts

Effective term: Term/Year Spring 2020

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title: Choose an item.

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

Course Subject code: TAX Course number: 600

Course Title (max. 100 characters incl. spaces): Introductory Tax and Accounting for MTax Students

Course Short Title (max. 30 characters incl. spaces):

Grading Basis: NUMERICAL

Course Credit Weight: 0.00

Course Consent Required: Choose an item.

Course Description:

This course is designed to provide the student with the fundamentals of Canadian income taxation and the accounting needed to begin work in the tax field. It will cover both personal and corporate taxation with assigned cases used to demonstrate how the tax system actually works. It will also cover balance sheet and income statement accounting topics related to tax practice. The course will be held in August each year.

New course description (for revision only):

This course is designed to provide the student with the fundamentals of Canadian income taxation and the accounting needed to begin work in the tax field. It will cover both personal and corporate taxation with assigned cases used to demonstrate how the tax system actually works. It will also cover balance sheet and income statement accounting topics related to tax practice.

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

Primary Meet Type: Lecture

[Requisites:](#)

Special topics course: Yes No

Cross-listed: Yes No

Course Subject(s) to be cross-listed with and approval status:

Sections combined/heldwith:

Rationale for request:

The Tax 600 (pre-admission) course currently includes reference to the course being held in August. This has not been the case for many years. The course continues to be offered in the Spring term but is scheduled to accommodate the admissions process. The proposed change is intended to clean up the wording but does not change our requirements.

Prepared by:

Date: [Click here to enter a date.](#)

Faculty: Arts

Effective term: Term/Year Spring 2020

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title: Choose an item.

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

Course Subject code: PSYCH Course number: 726C

Course Title (max. 100 characters incl. spaces): Practicum in Integrated Assessment III

Course Short Title (max. 30 characters incl. spaces): Intgrtd Assmt Pract. III

Grading Basis: CEDIT/NO CREDIT

Course Credit Weight: 0.50

Course Consent Required: Department

Course Description: This spring course continues Psych 726B, providing further advanced practicum training in the integrated assessment of children, adolescents, and adults. It extends the experiences provided through Psych 720A & B, Practicum in Interviewing & Cognitive Assessment, by increasing student responsibility for integration of assessment information, case conceptualization, report preparation and feedback, consultation, and supervision of junior students. Only students in the Clinical Psychology program are permitted to take this course. Graded on a Cr/NCr basis.

New course description (for revision only):

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

Primary Meet Type: Practicum

[Requisites:](#)

Special topics course: Yes No

Cross-listed: Yes No

Course Subject(s) to be cross-listed with and approval status:

Sections combined/heldwith:

Rationale for request: The need arises on occasion for students to take their assessment practicum in the spring term.

Prepared by:

Date: [Click here to enter a date.](#)

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Arts

Program: Master of Applied Science (MASC) in Applied Psychology

Program contact name(s): Jonathan Fugelsang

Form completed by: Jonathan Fugelsang

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

We would like to change the program name of the Master of Applied Science (MASC) in Applied Psychology to the Master of Applied Science (MASC) in Industrial/Organizational Psychology. As a result of this change, we would also like to remove the “Industrial/Organizational Psychology” graduate research field from the program as it will be redundant.

Is this a [major modification](#) to the program? Yes

Rationale for change(s):

This would make the name of the MASC program consistent with the graduate research field in the Doctoral program (i.e., I/O and not Applied Psychology) and also make the program clearer to both students and graduate studies administrators outside of the Department. This would also more easily distinguish it from our other MASC program in Psychology - Developmental and Communication Science. This won't change the learning outcomes, courses, or program requirements.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/department-psychology/master-applied-science-masc-applied-psychology>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>MASTER OF APPLIED SCIENCE (MASC) IN APPLIED PSYCHOLOGY</p> <p>Graduate research fields</p> <ul style="list-style-type: none"> Industrial/Organizational Psychology 	<p>MASTER OF APPLIED SCIENCE (MASC) IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</p>

How will students currently registered in the program be impacted by these changes?

Students currently registered will have the option to have Applied Psychology rather than Industrial/Organizational Psychology degree name listed on their transcript. Currently registered students will be notified of this option.

Department/School approval date (mm/dd/yy): 08/23/19

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 09/13/2019

Faculty approval date (mm/dd/yy): (11/26/2019)

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Arts

Program: Doctor of Philosophy (PhD) in Psychology

Program contact name(s): Jonathan Fugelsang

Form completed by: Jonathan Fugelsang

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

We would like to remove one sentence from the GSAC that stipulates a restriction on breadth courses.

Is this a [major modification](#) to the program? No

Rationale for change(s):

PhD students in Psychology are required to take 4 breadth courses to fulfill their degree requirements. Currently, the policy is such that these courses must be taken from at least two different areas (outside of their core area). Many students have expressed interest in being permitted to take all 4 of their breadth courses from a single area (rather than two areas as is currently required) -- essentially allowing them to have a sub-concentration beyond their core area. To provide us with this flexibility, we would like to remove one sentence from our GSAC program page (see the excerpt from the calendar below with the proposed sentence crossed out).

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/department-psychology/doctor-philosophy-phd-psychology>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Degree requirements Thesis option:</p> <ul style="list-style-type: none"> • Courses <ul style="list-style-type: none"> ○ Students enrolled in the doctoral program must complete the Department's statistics requirements and comprehensive breadth requirements. The statistics requirements may be met by 	<p>Degree requirements Thesis option:</p> <ul style="list-style-type: none"> • Courses <ul style="list-style-type: none"> ○ Students enrolled in the doctoral program must complete the Department's statistics requirements and comprehensive breadth requirements. The statistics requirements may be met by satisfactory performance in at least 1 of 2 core statistics courses:

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>satisfactory performance in at least 1 of 2 core statistics courses: PSYCH 630 Advanced Analysis of Variance and PSYCH 632 Multiple Regression (or credit granted for evidence of a strong undergraduate statistics background) plus 1 additional statistics course. The additional course may be the remaining core statistics course or a different statistics course such as: PSYCH 800 Psychometric Theory & Structural Equation Modeling; PSYCH 801 Advanced Structural Equation Modeling; PSYCH 803 Statistical Reasoning & Advanced Experimental Analysis; PSCYH 804 Multi-Level Modeling Applications in Psychology.</p> <ul style="list-style-type: none"> ○ To meet the Departmental breadth requirements, students will be required to take 4 one-term courses or their equivalent outside their areas/divisions. These courses must be taken in at least two different areas/divisions. For the purposes of this requirement the relevant areas are: <ul style="list-style-type: none"> ▪ Clinical ▪ Cognitive ▪ Cognitive Neuroscience ▪ Developmental ▪ Industrial/Organizational ▪ Quantitative Methods ▪ Social ○ Extra departmental courses as well as transfer credits may also be considered. Usually no more than 2 one-term credits toward breadth requirements are granted from such sources. ○ To meet the Departmental core requirements, students will be required to take 6 courses in their area of research. ○ Below is a list of the programs fields (areas of research) and the required courses for each area: <ul style="list-style-type: none"> ▪ Clinical Psychology ▪ Cognitive Neuroscience ▪ Cognitive Psychology ▪ Developmental Psychology ▪ Industrial/Organizational Psychology ▪ Social Psychology 	<p>PSYCH 630 Advanced Analysis of Variance and PSYCH 632 Multiple Regression (or credit granted for evidence of a strong undergraduate statistics background) plus 1 additional statistics course. The additional course may be the remaining core statistics course or a different statistics course such as: PSYCH 800 Psychometric Theory & Structural Equation Modeling; PSYCH 801 Advanced Structural Equation Modeling; PSYCH 803 Statistical Reasoning & Advanced Experimental Analysis; PSCYH 804 Multi-Level Modeling Applications in Psychology.</p> <ul style="list-style-type: none"> ○ To meet the Departmental breadth requirements, students will be required to take 4 one-term courses or their equivalent outside their areas/divisions. For the purposes of this requirement the relevant areas are: <ul style="list-style-type: none"> ▪ Clinical ▪ Cognitive ▪ Cognitive Neuroscience ▪ Developmental ▪ Industrial/Organizational ▪ Quantitative Methods ▪ Social ○ Extra departmental courses as well as transfer credits may also be considered. Usually no more than 2 one-term credits toward breadth requirements are granted from such sources. ○ To meet the Departmental core requirements, students will be required to take 6 courses in their area of research. ○ Below is a list of the programs <u>graduate research</u> fields and the required courses for each area: <ul style="list-style-type: none"> ▪ Clinical Psychology ▪ Cognitive Neuroscience ▪ Cognitive Psychology ▪ Developmental Psychology ▪ Industrial/Organizational Psychology ▪ Social Psychology

How will students currently registered in the program be impacted by these changes?

Students currently registered in the program will instantly have this added flexibility when selecting their courses for their degree requirements.

Department/School approval date (mm/dd/yy): 08/23/19

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 09/13/2019

Faculty approval date (mm/dd/yy): 11/26/2019

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Arts

Program: Master of Arts (MA) in Psychology

Program contact name(s): Jonathan Fugelsang

Form completed by: Jonathan Fugelsang

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

We would like to update the minimum admission requirements for the MA in Psychology from an overall average in the Honours Bachelor's degree of at least 80%, to an overall average of at least 80% in the last two years of the Honours Bachelor's degree, or equivalent.

Is this a [major modification](#) to the program? No

Rationale for change(s):

The MA in Psychology overall average admission requirement was overlooked when Psychology graduate programs were revised to agree with the GSAC "General admission" requirement for "Master's admission."

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/department-psychology/master-arts-ma-psychology>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Normally an Honours Bachelor's degree or its equivalent in Psychology with at least a 80% overall standing. ○ Completion of the Department of Psychology Application. ○ Submit results from the Graduate Record Examination (Verbal, Quantitative, and Analytic scores). ○ Candidates with an Honours Bachelor's degree or equivalent preparation may be admitted to a 	<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Normally an Honours Bachelor's degree or its equivalent in Psychology with at least a 80% overall standing, <u>in the last two years, or equivalent.</u> ○ Completion of the Department of Psychology Application. ○ Submit results from the Graduate Record Examination (Verbal, Quantitative, and Analytic scores). ○ Candidates with an Honours Bachelor's degree or equivalent preparation may be

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Master's program or directly to a Doctor of Philosophy (PhD) program.</p> <ul style="list-style-type: none"> ○ 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. 	<p>admitted to a Master's program or directly to a Doctor of Philosophy (PhD) program.</p> <ul style="list-style-type: none"> ○ 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.

How will students currently registered in the program be impacted by these changes?

This will not impact students currently registered.

Department/School approval date (mm/dd/yy): 08/23/19

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 09/13/2019

Faculty approval date (mm/dd/yy): 11/26/2019

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Arts

Programs:

- 1) Master of Arts (MA) in Economics
- 2) Master of Arts (MA) in Economics – Co-operative Program
- 3) Master of Arts (MA) in Economics – Water
- 4) Master of Arts (MA) in Economics – Water – Co-operative program

Program contact name(s): Dinghai Xu

Form completed by: Pat Shaw

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the elective course requirements.

Is this a [major modification](#) to the program? No

Rationale for change(s):

Economics has always required all electives to be at the 600 level or above and has not offered 500 level courses. A new Graduate Diploma (GDip) in Computational Data Analytics for the Social Sciences & Humanities (CDASH) is in the proposal stage which will include a 500 level ECON course as part of the requirements. 500 level electives (ECON or otherwise) cannot be counted to fulfill the MA in Economics degree requirements.

Proposed effective date: Term: Fall Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/master-arts-ma-economics>

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/master-arts-ma-economics-co-operative-program-direct-entry>

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/master-arts-ma-economics-water>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Degree requirements</p> <p>Master's Research Paper option:</p> <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u> • Courses <ul style="list-style-type: none"> ○ Students must complete 8 courses (6 required and 2 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1) <ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 1 elective course ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. The electives have to be 600, 700 or 800 level graduate courses. <p>Coursework option:</p> <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u> • Courses <ul style="list-style-type: none"> ○ Students must complete 9 courses (6 required and 3 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology 	<p>Degree requirements</p> <p>Master's Research Paper option:</p> <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u> • Courses <ul style="list-style-type: none"> ○ Students must complete 8 courses (6 required and 2 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1) <ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 1 elective course ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with approval of the Graduate Advisor. ○ <u>All electives (ECON or otherwise) must be 600, 700, 800 or 900 level graduate courses.</u> <p>Coursework option:</p> <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u> • Courses <ul style="list-style-type: none"> ○ Students must complete 9 courses (6 required and 3 elective) in the following sequence: ○ Fall term (year 1) <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 606 Research Methodology ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1)

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ ECON 621 Econometrics I ▪ 1 elective course ○ Winter term (year 1) <ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 2 elective courses ○ Students are expected to write a paper with a value of at least 30% in at least 1 of their courses. ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. The electives have to be 600, 700, or 800 level graduate courses. 	<ul style="list-style-type: none"> ▪ ECON 602 Macroeconomic Theory I ▪ ECON 622 Applied Microeconometrics I or ECON 623 Applied Macroeconometrics I ▪ 2 elective courses ○ Students are expected to write a paper with a value of at least 30% in at least 1 of their courses. ○ Students will be required to maintain a cumulative average of 70% at the end of each term. Students who do not meet this average will be required to withdraw. ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. ○ <u>All electives (ECON or otherwise) must be 600, 700, 800 or 900 level graduate courses.</u>

How will students currently registered in the program be impacted by these changes?

Students admitted as of fall 2020 will follow the new requirements.

Department/School approval date (mm/dd/yy):

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 07/12/2019

Faculty approval date (mm/dd/yy): 11/26/2019

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Arts

Programs:

- 1) Doctor of Philosophy (PhD) in Applied Economics
- 2) Doctor of Philosophy (PhD) in Applied Economics - Water

Program contact name(s): Dinghai Xu

Form completed by: Pat Shaw

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the elective course requirements.

Is this a [major modification](#) to the program? No

Rationale for change(s):

Economics has always required all electives to be at the 600 level or above and has not offered 500 level courses. A new Graduate Diploma (GDip) in Computational Data Analytics for the Social Sciences & Humanities (CDASH) is in the proposal stage which will include a 500 level ECON course as part of the requirements. 500 level electives (ECON or otherwise) cannot be counted to fulfill the PhD in Economics degree requirements.

Proposed effective date: Term: Fall Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/doctor-philosophy-phd-applied-economics>

<https://uwaterloo.ca/graduate-studies-academic-calendar/arts/departement-economics/doctor-philosophy-phd-applied-economics-water>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
Degree requirements Thesis option: <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u> 	Degree requirements Thesis option: <ul style="list-style-type: none"> • <u>Graduate Academic Integrity Module (Graduate AIM)</u>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> • Courses <ul style="list-style-type: none"> ○ Students must complete 13 courses (8 required and 5 elective). ○ The core courses are as follows: <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 701 Micro II ▪ ECON 602 Macroeconomic Theory I ▪ 1 of: ECON 702 Macro II, ECON 703 Advanced Macroeconomics: Problems and Policies, or ECON 704 Monetary Economics II ▪ ECON 621 Econometrics I ▪ ECON 721 Econometrics II ▪ ECON 722 Applied Microeconometrics II or ECON 723 Applied Macroeconometrics II ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. The electives have to be 600, 700, or 800 level graduate courses. 	<ul style="list-style-type: none"> • Courses <ul style="list-style-type: none"> ○ Students must complete 13 courses (8 required and 5 elective). ○ The core courses are as follows: <ul style="list-style-type: none"> ▪ ECON 600 Mathematics for Economists ▪ ECON 601 Microeconomic Theory I ▪ ECON 701 Micro II ▪ ECON 602 Macroeconomic Theory I ▪ 1 of: ECON 702 Macro II, ECON 703 Advanced Macroeconomics: Problems and Policies, or ECON 704 Monetary Economics II ▪ ECON 621 Econometrics I ▪ ECON 721 Econometrics II ▪ ECON 722 Applied Microeconometrics II or ECON 723 Applied Macroeconometrics II ○ Students are allowed to take 1 elective outside of the Department of Economics, with the approval of the Graduate Advisor. ○ <u>All electives (ECON or otherwise) must be 600, 700, 800 or 900 level graduate courses.</u>

How will students currently registered in the program be impacted by these changes?

Students admitted as of fall 2020 will follow the new requirements.

Department/School approval date (mm/dd/yy):

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 07/12/2019

Faculty approval date (mm/dd/yy): 11/26/2019

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

MEMORANDUM

TO: Kathy Winter, Secretary, Senate Graduate and Research Council

FROM: Julie Cassaubon on behalf of Tracy Taves, Faculty Graduate Administrator, Applied Health Sciences

cc: Rhona Hanning, Associate Dean, Graduate Studies

DATE: Jan 31, 2020

SUBJECT: **Applied Health Sciences Faculty Graduate Studies Committee (FGSC) Report to Senate Graduate and Research Council**

The attached report was approved by the Applied Health Sciences Faculty Council on January 31, 2020 and was reviewed by Trevor Clews beforehand and is now being forwarded to Senate Graduate & Research Council for inclusion on the agenda for the next meeting.

Thank you!

To Senate Graduate and Research Council

From Faculty Council (January 31, 2020)

From Applied Health Sciences Graduate Studies Committee (November 27, 2019)

Graduate calendar changes for Applied Health Sciences

1. COURSE CHANGES

1.1 School of Social Work* effective Spring 2021

- 1.1.1 **Motion:** To revise the title of SWK 600R from “Diversity and Health” to “Health, Equity, and Social Justice” and to revise the course description from:

Current: This course studies the impact of diversity on health in Canada and across nations. It provides an understanding of the complex interaction among aspects of diversity. The course examines and critiques the methods used in the study of these concepts and issues related to the measurement of health among diverse groups. The ultimate goal of this examination is to help students develop an appreciation of the impact diversity has on assessments and study of health, health status, and health promotion in Canada and other nations. The course is designed to integrate different sources of information about diversity by utilizing critical thinking skills for the consumption of health information. (Note: This is an intensive on campus course with an online component).

Proposed: This course explores health inequity within a Canadian context. It engages critical debates on key concepts related to health inequity including diversity, equity, access, and inclusion. The ultimate goal of this examination is to support students understanding of the social and structural determinants of health and the ways in which uneven access to these determinants are implicated in health inequities for equity-seeking groups, and consequently, social injustice. The course centers the learner as a pivotal agent in changing social structures that sustain health inequities. (Note: This is an intensive on campus course with an online component).

Rationale: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course title and description will be revised to more accurately reflect the overall focus and learning objectives of SWK 600R, as well as shifts in terminology and concepts related to health and diversity since the introduction of the course in 2012.

- 1.1.2 **Motion:** To revise the course description and delivery format from on-campus to online of SWK 601R from:

Current: This course offers critical analysis of health policy formulation, implementation, and evaluation related to population health initiatives and health care delivery. The course includes discussion of the role of various regional, provincial, and national agencies in health care policy formation. It examines various health care systems, and their funding as well as investigates how the Canadian healthcare system compares with systems in other countries. (**Note: This is an intensive on campus course with an online component**).

Proposed: This course offers critical analysis of health policy formulation, implementation, and evaluation related to population health initiatives and health care delivery. The course includes discussion of the role of various regional, provincial, and national agencies in health care policy formation.

It examines various health care systems, and their funding as well as investigates how the Canadian healthcare system compares with systems in other countries. **(Note: This is an online course).**

Rationale: SWK 601R Health Policy is currently offered in the final Spring Term of the MSW Program as a blended course (two weeks of online learning and one week of on-campus instruction during a one week intensive summer institute course). It will be changed to be offered as one of a complement of three online courses in the first Fall Term (Fall Term, Year 1 of the part-time MSW stream) of the MSW Program. As such, there are two changes to the course: the timing of its offering in the MSW Program and its delivery format.

The course content (i.e., topics) and assignments will not be substantially changed in the online version of the course.

Timing of SWK 601R: Health Policy. The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK 601R Health Policy be offered earlier in the MSW Program (as one of the first courses rather than the last course in the Program) as it offers students a broad framework for understanding key health-related topics and approaches in social work to support key concepts, ideas, and content included in subsequent MSW courses.

Delivery Format: The MSW curriculum review also yielded strong support from faculty to offer SWK 603 Critical Supervision & Leadership Roles for Social Workers in Health Care at the end of the MSW Program in the format of a one week intensive summer institute course (please see SWK603R Program Revision Template). There is capacity for only one intensive summer institute course at the end of the MSW Program; an assessment by faculty of the content and assignments of SWK 601R Health Policy indicated that it could be delivered in an online format without requiring substantive changes to the course nor compromising its academic rigour and integrity.

1.1.3 **Motion:** To revise the course description of SWK 602R from:

Current: This course examines practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment treatment, rehabilitation, continuing care, and discharge planning within the context of social, economic, environmental, and cultural variations. The distribution and determinants, as well as psychological and behavioural aspects of health and disease across the life span are addressed. Practice models incorporate competence and empowerment as central themes. **New models of care are considered, including primary health care, the impact of socio-cultural factors on health and well-being, the significance of family relationships and resources in the management of chronic and complex health conditions, and interventions that support individual and family capacity to adapt to acute health crises or chronic health conditions.** (Note: This is an online course).

Proposed: This course examines practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment treatment, rehabilitation, continuing care, and discharge planning within the context of social, economic, environmental, and cultural variations. The distribution and determinants, as well as psychological and behavioural aspects of health and disease across the life span are addressed. Practice models incorporate competence and empowerment as central themes. **Different practice models of care are explored within the context of socio-cultural factors that inform health and well-being.** Differences between the concepts of illness and disease are explored within the healthcare narrative. Resource allocation in the management of chronic and complex health conditions is examined, and interventions that support individual and family capacity to adapt to health crises or chronic health conditions are considered. (Note: This is an online course).

Rationale: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of SWK 602R: Social Work Practice in Health.

- 1.1.4 **Motion:** To revise the title of SWK 603R from “Critical Exploration of Supervision and Leadership Roles for Social Worker” to “Social Work Leadership in Health Care”, to change the delivery format from on-campus to online and to revise the course description from:

Current: This course examines effective leadership in a tumultuous health care environment characterized by changing patient populations, health care technologies, professional practices, community needs/expectations, and rapid shifts in service delivery modalities. In this environment, health care professions are increasingly challenged to develop and oversee staff capable of delivering contemporary benchmark professional practice. Competent supervision requires practice knowledge, keen perspective, and the ability to support, guide, educate and direct practitioners of varying skill and experience. This course provides inquiry-based opportunities for students to critically examine their leadership styles, developing foundational knowledge and skills for effective involvement in organizational change, staff management, coaching and supervision, coordination of inter-professional teams and development of policies to address the social determinants of health. (Note: This is an online course).

Proposed: This course examines the theories and practice skills of effective social work leadership within health care contexts, social service organizations, and community service delivery systems. The effective and responsible use of human and material resources are emphasized through a social justice lens, while knowledge and skills for ethical and value-based leadership in staff management and organizational change processes, coordination of inter-professional teams, creating a positive organizational culture, and policies to address the social determinants of health are addressed.

Supervision will be examined as one form of leadership, where functions and skills of supervisory practice and the organizational contexts will be considered. Learners will be invited to critically examine and expand their own leadership style and skills via an inquiry-based approach, while developing foundational knowledge and skills for best practices in organizations. Development of styles of leadership, management and supervision that are respectful, reflective, and relational in nature are encouraged. (Note: This is an intensive on campus course with an online component).

Rationale: SWK 603R Critical Supervision and Leadership Roles for Social Workers in Health Care is currently offered in the Winter Term of the MSW Program as an online course. It will be changed to be offered as the final class taken by full-time and part-time MSW students in the final Spring Term as blended course (an online learning component and one week of on-campus instruction during a one week intensive summer institute course). As such, there are two changes to the course: the timing of its offering in the MSW Program and its delivery format.

In addition, the course title will be changed to, SWK 603R Social Work Leadership in Health Care and the description will be changed to more accurately reflect the overall focus and learning objectives of the course as they have evolved since the introduction of the course in the MSW Program in 2012.

The course content (i.e., topics) and assignments will not be substantially changed in the blended version of the course.

Timing of SWK 603R

Critical Supervision & Leadership Roles for Social Workers in Health Care: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK 603R Critical Supervision & Leadership Roles for Social Workers in Health Care be offered at the end MSW Program as it offers students who are commencing a post graduate professional degree career opportunity to prepare for expected supervision and leadership roles in the fields of social work.

Delivery Format: The MSW curriculum review also yielded strong support from faculty to offer SWK 603 Critical Supervision & Leadership Roles for Social Workers in Health Care at the end of the MSW Program in the format of a one week intensive summer institute course. There is consensus among faculty that the opportunity to explore supervision and leadership roles in an on-campus context, with face-to-face engagement with peers, professors, and community leaders will deepen student learning and preparedness for supervision and leadership roles in the field.

Course Description: The review of this course content and assignments suggests some drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of the course.

1.1.5 **Motion:** To revise the course description of SWK 608R from:

Current: This course considers the nature of health itself, and explores the complexities of a health care system that corresponds with our values and ethics while being effective and financially stable. Three related themes serve as substrates for the semester: the nature of health, delivery of health care, and populations at risk. Issues such as how health and illness are defined, the roles of preventive and curative approaches, and the impacts and ethics of new technologies will be addressed. The course compares public and private models, focuses on community health care as a developing new paradigm, and examines the particular challenges of marginalized and vulnerable communities. (Note: This is an online course).

Proposed: This course considers the nature of health itself, and explores the complexities of a health care system that corresponds with **social work** values and ethics **while remaining sustainable**. Three related themes serve as substrates for the semester: the nature of health, delivery of health care, **and specific health experiences that are characterized by inequity, societal change, and/or a particular ethical dilemma**. Issues such as how health and illness are defined, **cultural safety**, the roles of preventive and curative approaches, and the impacts and ethics of new technologies **and societal change** will be addressed. The course **critiques** public, private, **and individualized models of health, focuses on community health care, and examines the particular challenges of marginalized communities**. (Note: This is an online course).

Rationale: SWK 608R Health Issues and Ethics is currently offered as an elective course in the MSW Program. The proposed changes to this course include converting the course from an elective to a core/mandatory course and revising the course description.

Converting SWK 608R Health Issues and Ethics: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was agreed among faculty that in the initial development of the MSW Program it was an oversight to not designate SWK 608R Health Issues and Ethics as a core/mandatory course given that ethical considerations are fundamental to all fields of social work practice.

The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of SWK 608R Health Issues and Ethics.

1.1.6 **Motion:** To revise the title of SWK 609R from “Social Work Practice in Mental Health” to “Clinical Practice in Mental Health and Addictions” and to revise the course description from:

Current: This course aims to equip students to provide sensitive and effective help to clients by presenting material concerning a range of mental health problems and their treatment. **The course considers social work practice across the continuum of mental health care services. Attention is focused on how social workers assess, support and intervene with consideration of both the client and his or her environment.** (Note: This is an online course).

Proposed: This course aims to equip students to provide sensitive and effective help to clients by presenting material concerning a range of mental health problems, assessment and treatment. **The course considers clinical social work approaches across the continuum of mental health and addiction. Attention is focused on how social workers assess, document, support and intervene with consideration of the client, their family and social environment.** (Note: This is an online course).

Rationale: The proposed change to SWK 609R Social Work Practice in Mental Health includes a title change to, SWK 609R Clinical Practice in Mental Health & Addictions. Minor revisions to the course description are also proposed.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need to change the title of SWK 609R to more accurately reflect the course content and assignments (i.e., clinical context of the course). Similarly, minor revisions to the course description are proposed for the reason described above.

1.1.7 **Motion:** To revise the title of SWK 653R from “Palliative Care” to “Grief and Palliative Care in Social Work” and to revise the course description from:

Current: Palliative care is a model of health care that cares for people with terminal illnesses, along with their families, in order to relieve suffering and improve quality of life. **Care is provided from early diagnosis through to bereavement care of the family.** Palliative care is delivered by an interprofessional team which is most often comprised of medicine, nursing, social work and chaplaincy; other professions are often involved such as pharmacy, occupational therapy and others. (Note: This is an online course).

Proposed: Grief is a part of the human experience that often occurs when a person dies. Social workers should be familiar with the concept for all aspects of practice. Palliative care is a model of health care for people with terminal illnesses, along with their families, in order to relieve suffering and improve quality of life. Palliative care is delivered by an interprofessional team which is most often comprised of medicine, nursing, social work and chaplaincy; other professions are often involved such as pharmacy, occupational therapy and others. This course addresses the social work role in grief and palliative care. (Note: This is an online course).

Rationale: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need for the course to cover the topic of grief in much greater detail than previously planned. Grief is an important area of practice for social workers and there are few courses in Canada that explicitly prepare students to deal with grief.

Currently, the important area of grief is not covered in existing MSW courses at the School of Social Work. The proposed title change reflects enhance grief content in the course.

- 1.1.8 **Motion:** To revise the title of SWK 672R from “International Context of Practice (Mexico); Experimental Learning” to “International Experience” and to revise the course description from:

Current: This course provides a framework for understanding a developing country through a comparative study with Canada. The collective responses of citizens in meeting community needs in the context of colonial legacies and contemporary global influences are highlighted in both settings. The international learning experience usually takes place during Reading Week and is complemented by two days of pre-trip learning focusing on Canadian realities and on post-trip day to reflect upon the comparative analysis. (Note: this is international experience with an on campus component).

Proposed: This course provides students with an international learning experience, including a framework for understanding a developing country through a comparative study with Canada. The collective responses of citizens in meeting community needs in the context of colonial legacies and contemporary global influences are highlighted in both settings. **The international learning experience usually takes place over 9 days and 3-4 additional days of pre- and post-trip learning.** (Note: This is international experience with an on campus component).

Rationale: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need to change the title (and update the description) of SWK 672R to more accurately reflect the intent of the course to accommodate various international experiences rather than one specific (i.e., Mexico) international experience.

2. NEW COURSES

2.1 School of Public Health and Health Systems*

- 2.1.1 **Motion:** To create a new course, HLTH 618, Research Tools for Public Health Practice, effective Spring 2020.

Rationale: The Master of Public Health program in the SPHHS is currently undergoing a process of accreditation with the Council on Education for Public Health. Core competency requirements specify that all students should be able to appraise and apply the full range of evidence available to make decisions in public health settings. This course introduces students to research design and methods in public health, emphasizes the critical appraisal of different kinds of evidence, and provides knowledge/tools for using evidence to inform decision-making. Our current curriculum is somewhat deficient in this respect, so we have decided to add this to the set of required courses. It will replace HLTH 614 (Program Evaluation) as a core MPH requirement.

- 2.1.2 **Motion:** To create a new course, HLTH 639, Experiential Learning in Evaluation, effective Spring 2020

Rationale: This course is no longer to be run as a special topics course but a regular course offered by SPHHS. As well, the course description now describes it as a lecture course, not online.

School of Social Work*

2.1.3 **Motion:** To create a new course, SWK 606R, Advanced Social Work Research, effective Spring 2021.

Rationale: SWK604R Evaluation of Health & Human Services and SWK605R Knowledge Mobilization & Evidence-based Practice are being inactivated as separate MSW courses, with components from each research-related course integrated to create a revised combined course, SWK606R Advanced Social Work Research.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK604R Evaluation of Health & Human Services and SWK605R Knowledge Mobilization & Evidence-based Practice each focus on important health research components but that as two separate courses they unnecessarily silo approaches to health research. Conversely, integrating key content from each course, along with expanding the inclusion of health research methodologies will provide MSW students with a more robust research knowledge base by which to engage in post graduate work in the social work field.

2.1.4 **Motion:** To create a new course, SWK 680R, Critical Topics in Social Work and Health, effective Spring 2021.

Rationale: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was recognized that the shifting terrain of health, health services and related theoretical considerations requires a course that can be responsive in a more immediate sense (e.g., to major legislative changes such as the Medical Assistance in Death legislation) through the use of the module format. The curriculum review also brought into view the School's resource limitations with respect to offering MSW students a robust complement of elective courses. The use of 4 week modules will allow for the development of multiple modules (approximately 8 modules) from which students can choose to create a 12-week elective course. Module assignments will support MSW students, who come from across Canada, to explore their local social work practice and policy context through a critical lens.

3. COURSE INACTIVATIONS

3.1 School of Social Work* effective Spring 2021

3.1.1 **Motion:** To inactivate SWK, 604R, Evaluation of Health and Human Service Programs

Rationale: SWK 604R Evaluation of Health and Human Service Programs and SWK 605R Knowledge Mobilization and Evidence-based Practice are being inactivated and the key content from both courses will be integrated into a new research course that is being developed – SWK606R Advanced Social Work Research.

3.1.2 **Motion:** To inactivate SWK, 605R, Knowledge Mobilization and Evidence-Based Practice

Rationale: SWK 604R Evaluation of Health and Human Service Programs and SWK 605R Knowledge Mobilization and Evidence-based Practice are being inactivated and the key content from both courses will be integrated into a new research course that is being developed – SWK606R Advanced Social Work Research.

4. NEW MILESTONES

4.1 School of Public Health and Health Systems*

4.1.1 **Motion:** To create a new milestone, Midpoint Knowledge and Competency Assessment, effective Spring 2020.

Rationale: In response to the CEPH Accreditation requirements, the Master of Public Health (MPH) requires students to complete a program midpoint assessment to assess interim achievement of MPH foundational knowledge and competencies. Students will submit self-assessments that will be reviewed and assessed. This midpoint assessment is a mandatory requirement of the MPH program, and a mechanism documenting completion is required. The timing of when this will be due for each student will be dependent upon the number of courses they have completed, as estimated using their enrolment status at the end of two terms of study (full-time vs. part-time). Fulltime students will normally complete the milestone in the Spring term of their first year; part time students will normally complete it during the Spring term of their second year. (Note: baseline and final assessments are incorporated into HLTH 602A and 602B, i.e. Foundations of Public Health and the Capstone Integrative Seminar, respectively).

5. ACADEMIC PLAN CHANGES

5.1 School of Public Health and Health Systems* effective Spring 2020

5.1.1 **Motion:** Revisions to MPH program to increase accessibility to students desiring on-campus option. One new core course is proposed. Narrative with rationale follows.

Rationale: Minor modifications to the MPH curriculum in order to offer it in a flexible, blended online/on-campus delivery format.

Calendar Changes Required:

This is not a major change to degree requirements and relatively few calendar changes are required. This is mainly a change in modes of course delivery. Changes proposed are four-fold:

- Indication in the calendar that course delivery is BOTH on campus and online.
- Slight modification of admissions requirements in/re: work experience in order to attract/recruit undergraduate students in the process of completing their bachelor's degrees, though some experience (Co-op, volunteering) will remain articulated as an admissions preference;
- Replacement of one core course (HLTH 614) with a new core course (HLTH 618) in order to better fulfill CEPH accreditation requirements (proposal attached); and
- Identification of two on-campus core courses (HLTH 606A and 606B) that may be taken instead of those offered fully online.

Rationale: The MPH program at the University of Waterloo was originally developed in 2005 to meet the needs of the public health workforce. As such, it was developed mainly as an online, distance program with a part-time option for working professionals. This remains an objective of the program to date and the School continues to offer a well-regarded and high-quality program for health professionals from across Canada and (occasionally) internationally.

However, we have come to realize that we are failing to meet the needs of an important constituency: our own U Waterloo students with Bachelor's degrees in relevant fields. Although we offer an on-campus MSc degree, this has a research focus and is thus an appropriate career option only for those seeking a research career or advancing to PhD study. Many of our students who are seeking course-based master's program in public health and health systems are thus required to go elsewhere. Questioning of students in their 4th year consistently yields numerous requests for course based graduate degree options in public health here at Waterloo. In a survey conducted in September 2019 we asked 3rd and 4th year students to indicate whether they would apply to a campus-based MPH program were it available to them. Over 70% (of nearly 150 respondents) indicated that it was "extremely likely" that they would apply to such a program. We also surveyed current MSc students, of which about one-quarter indicated that they would have had a preference for the MPH over the MSc. We conclude from these data that we may be neglecting the needs of many of our most promising candidates and potential recruits, and in so

doing are losing some of our best students to other institutions (mainly Queens, Toronto, and Western).

It is important to note here that the MPH is currently in the process of accreditation by the Council on Education for Public Health, which if received will make it only the second accredited MPH degree in Ontario, and the fifth in Canada. **We believe that once awarded, accreditation will serve as an additional incentive for students to come here to Waterloo.**

Finally, this change is consistent with and follows from the new UW Strategic Plan, which articulates a “signature commitment” to “Empower Students to leverage diverse learning experiences by creating more flexible learning pathways (UW 2020-2025 Strategic Plan: ‘Connecting Imagination with Impact’ <https://uwaterloo.ca/strategic-plan/>).”

Decision Process:

Beginning in early 2019, the SPHHS Director appointed an ad hoc strategic planning committee to consider the future of the School, the sustainability of its programs, and its governance structure. This Committee has arrived at the consensus position that we must revise our course and curriculum options to afford maximum and flexible learning opportunities for our undergraduates, and to do so without developing new courses or programs that would challenge our teaching capacity. The first step in this process is to make the necessary tweaks to the MPH program in order to make it attractive to students wishing to continue their education at the University of Waterloo, and as well recruit others who wish to complete a high-quality MPH degree here at Waterloo, particularly in one of our unique areas of specialization.

This proposal and entailed motions were presented to the full faculty of the School for discussion and debate during two faculty meetings, beginning in September, 2019, followed by a vote that was held the first week of November. The proposal was supported by a large majority of faculty.

Course Delivery Issues:

Over the past several years we have experimented with a blended or hybrid mode of course delivery (integrated online and classroom methodologies). These have largely been successful, and several faculty now request that this option be added to their online course assignment, and many of our research graduate students have taken the opportunity to complete MPH courses as electives. It adds very little, if any, to workloads, particularly with appropriate TA/preceptor support (which we are able to provide). In part, we will meet the anticipated on-campus demand for MPH courses by offering many of the courses in a blended format, though some courses, particularly those offered in the Spring term, may continue in an online-only format, which we expect may be the preferred mode for summer term delivery, particularly if students are working, or completing their practicum placements during that term.

Many of the core online courses are now also taught (with similar content) as dedicated on-campus courses. We would expect that students completing their degree on campus will choose to take these versions, though this is not generally a requirement. An advantage of the proposed model is that students may choose the mode of delivery that best suits them for each particular course, and each term. Another positive aspect of the hybrid delivery model is that it permit the distance and on campus learners to interact with and learn from one another, particularly during the on-campus modular courses (HLTH 602A/B Foundations and Capstone).

We recognize that not all “blended” or “flipped classroom” models are the same. We propose to work with faculty and with CTE to develop a structure for on campus delivery in such courses to ensure consistency in content and learning strategies. This will entail the following expectations, at minimum:

- 1) Students in the online and on-campus section have access to identical learning materials (readings, online lecture materials, videos, etc.);
- 2) Assessment methods are the same in both modes of delivery (papers, projects, quizzes);
- 3) Minimum contact hours of 1.5 hours/week per course over the term (or a total 18 contact hours per course) are required for students in the on-campus section of the course, though faculty may alter this to meet course objectives; and,
- 4) Organization of on-campus seminars to maximize student engagement with course content. Case-study, problem-centred approaches will be encouraged, though we recognize that this will differ across courses depending on content. We are working closely with CTE to develop innovative approaches within this hybrid course structure. Several faculty have experience in offering courses in this format at both undergraduate and graduate level and can serve as mentors for others newly experimenting with this mode of course delivery.

Learning Outcomes:

As an accredited program, the MPH was developed to meet the core competencies developed by the Public Health Agency of Canada and has been recently updated to come into compliance with CEPH foundational knowledge and core competency requirements. We will be required to be in full compliance with these competency requirements. These learning objectives are described in the following document: <https://media.ceph.org/documents/2016.Criteria.pdf>.

Targets:

We are anticipating admitting 15-20 students per year to the blended MPH program for the first three years.

Because the proposed changes are minor, there is relatively little risk in changing course delivery options. Only one new course is requested, and it is not related to the change in delivery mode, only to meet CEPH accreditation requirements. We propose to evaluate this change after three years in order to determine whether or not to continue. Learners, regardless of whether they apply for the blended or online formats, will be able to complete the degree regardless of the outcome of this evaluation. – students, regardless of whether they apply for the blended or online formats -- will be able to complete the degree without experiencing any delays.

5.2 School of Social Work* effective Spring 2021

- 5.2.1 **Motion:** Updating the MSW course requirements along with some course titles (some course descriptions are also being updated in the course catalog). Minor changes to the course sequencing/scheduling are also being made as a result of the course requirement updates.

Rationale: In 2018-19, the School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum. The review of the course content and assignments suggested some course drift since its introduction in 2012. As such, some of the course titles and descriptions have been revised to more accurately reflect the overall focus and learning objectives of the MSW Program, as well as shifts in terminology and concepts related to social work and health since the introduction of the courses in 2012. In addition, two new courses (one is the integration of key material from two inactivated courses) are proposed along with a minor change in the sequencing of courses. Please note, the MSW Program includes two streams: a full-time, one-year stream and a part-time, two-year stream; each are addressed in this document with respect to proposed changes to course sequencing. Notwithstanding these proposed changes, the total number of courses that constitute the MSW degree have not changed, there is not a substantial change in course content, and the complement of courses continue to meet the Program's learning objectives.

*attachment

Faculty: Applied Health Science

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Title and description

Course Subject code: **SWK**

Course number: **600R**

Course Title (max. 100 characters incl. spaces): **Health, Equity, and Social Justice**

Course Short Title (max. 30 characters incl. spaces): **Health and Social Justice**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course studies the impact of diversity on health in Canada and across nations. It provides an understanding of the complex interaction among aspects of diversity. The course examines and critiques the methods used in the study of these concepts and issues related to the measurement of health among diverse groups. The ultimate goal of this examination is to help students develop an appreciation of the impact diversity has on assessments and study of health, health status, and health promotion in Canada and other nations. The course is designed to integrate different sources of information about diversity by utilizing critical thinking skills for the consumption of health information. (Note: This is an intensive on campus course with an online component).

New course description (for revision only):

This course explores health inequity within a Canadian context. It engages critical debates on key concepts related to health inequity including diversity, equity, access, and inclusion. The ultimate goal of this examination is to support students understanding of the social and structural determinants of health and the ways in which uneven access to these determinants are implicated in health inequities for equity-seeking groups, and consequently, social injustice. The course centers the learner as a pivotal agent in changing social structures that sustain health inequities. (Note: This is an intensive on campus course with an online component).

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): SWK Master's Students Only

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:

The proposed changes to SWK 600R Diversity and Health includes a title change to, SWK 600R: Health, Equity, and Social Justice. As well, revisions to the course description are proposed.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course title and description will be revised to more accurately reflect the overall focus and learning objectives of SWK 600R, as well as shifts in terminology and concepts related to health and diversity since the introduction of the course in 2012.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Science

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

For course revisions, indicate the type(s) of changes (*e.g. consent, description, title, requisites*): Description and delivery format (change from on-campus to online)

Course Subject code: **SWK** Course number: **601R**

Course Title (max. 100 characters incl. spaces): **Health Policy**

Course Short Title (max. 30 characters incl. spaces): **Health Policy Grading**

Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course offers critical analysis of health policy formulation, implementation, and evaluation related to population health initiatives and health care delivery. The course includes discussion of the role of various regional, provincial, and national agencies in health care policy formation. It examines various health care systems, and their funding as well as investigates how the Canadian healthcare system compares with systems in other countries. (Note: This is an intensive on campus course with an online component).

New course description (for revision only):

This course offers critical analysis of health policy formulation, implementation, and evaluation related to population health initiatives and health care delivery. The course includes discussion of the role of various regional, provincial, and national agencies in health care policy formation. It examines various health care systems, and their funding as well as investigates how the Canadian healthcare system compares with systems in other countries. (Note: This is an online course).

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

Requisites: **SWK Master's Students Only / Only offered Online**

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:

SWK 601R Health Policy is currently offered in the final Spring Term of the MSW Program as a blended course (two weeks of online learning and one week of on-campus instruction during a one week intensive summer institute course). It will be changed to be offered as one of a complement of three online courses in the first Fall Term (Fall Term, Year 1 of the part-time MSW stream) of the MSW Program. As such, there are two changes to the course: the timing of its offering in the MSW Program and its delivery format.

The course content (i.e., topics) and assignments will not be substantially changed in the online version of the course.

Timing of SWK 601R: Health Policy. The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK 601R Health Policy be offered earlier in the MSW Program (as one of the first courses rather than the last course in the Program) as it offers students a broad framework for understanding key health-related topics and approaches in social work to support key concepts, ideas, and content included in subsequent MSW courses.

Delivery Format: The MSW curriculum review also yielded strong support from faculty to offer SWK 603 Critical Supervision & Leadership Roles for Social Workers in Health Care at the end of the MSW Program in the format of a one week intensive summer institute course (please see SWK603R Program Revision Template). There is capacity for only one intensive summer institute course at the end of the MSW Program; an assessment by faculty of the content and assignments of SWK 601R Health Policy indicated that it could be delivered in an online format without requiring substantive changes to the course nor compromising its academic rigour and integrity.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Science Effective term:
Term/Year: **Spring 2021**

Course New Revision Inactivation
Milestone New Revision Inactivation

New milestone title:

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

Title, description and delivery format (change from online to on-campus with an online component)

Course Subject code: **SWK**

Course number: **603R**

Course Title (max. 100 characters incl. spaces): **Social Work Leadership in Health Care**

Course Short Title (max. 30 characters incl. spaces): **Social Work Leadership**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course examines effective leadership in a tumultuous health care environment characterized by changing patient populations, health care technologies, professional practices, community needs/expectations, and rapid shifts in service delivery modalities. In this environment, health care professions are increasingly challenged to develop and oversee staff capable of delivering contemporary benchmark professional practice. Competent supervision requires practice knowledge, keen perspective, and the ability to support, guide, educate and direct practitioners of varying skill and experience. This course provides inquiry-based opportunities for students to critically examine their leadership styles, developing foundational knowledge and skills for effective involvement in organizational change, staff management, coaching and supervision, coordination of inter-professional teams and development of policies to address the social determinants of health. (Note: This is an online course).

New course description (for revision only):

This course examines the theories and practice skills of effective social work leadership within health care contexts, social service organizations, and community service delivery systems. The effective and responsible use of human and material resources are emphasized through a social justice lens, while knowledge and skills for ethical and value-based leadership in staff management and organizational change processes, coordination of inter-professional teams, creating a positive organizational culture, and policies to address the social determinants of health are addressed.

Supervision will be examined as one form of leadership, where functions and skills of supervisory practice and the organizational contexts will be considered. Learners will be invited to critically examine and expand their own leadership style and skills via an inquiry-based approach, while developing foundational knowledge and skills for best practices in organizations. Development of styles of leadership, management and supervision that are respectful, reflective, and relational in nature are encouraged. (Note: This is an intensive on campus course with an online component).

Meet Type(s): **Lecture**

Primary Meet Type:

Lecture [Requisites](#): **SWK Master's Students Only**

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:

SWK 603R Critical Supervision and Leadership Roles for Social Workers in Health Care is currently offered in the Winter Term of the MSW Program as an online course. It will be changed to be offered as the final class taken by full-time and part-time MSW students in the final Spring Term as blended course (an online learning component and one week of on-campus instruction during a one week intensive summer institute course). As such, there are two changes to the course: the timing of its offering in the MSW Program and its delivery format.

In addition, the course title will be changed to, SWK 603R Social Work Leadership in Health Care and the description will be changed to more accurately reflect the overall focus and learning objectives of the course as they have evolved since the introduction of the course in the MSW Program in 2012.

The course content (i.e., topics) and assignments will not be substantially changed in the blended version of the course.

Timing of SWK 603R Critical Supervision & Leadership Roles for Social Workers in Health Care: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK 603R Critical Supervision & Leadership Roles for Social Workers in Health Care be offered at the end MSW Program as it offers students who are commencing a post graduate professional degree career opportunity to prepare for expected supervision and leadership roles in the fields of social work.

Delivery Format: The MSW curriculum review also yielded strong support from faculty to offer SWK 603 Critical Supervision & Leadership Roles for Social Workers in Health Care at the end of the MSW Program in the format of a one week intensive summer institute course. There is consensus among faculty that the opportunity to explore supervision and leadership roles in an on-campus context, with face-to-face engagement with peers, professors, and community leaders will deepen student learning and preparedness for supervision and leadership roles in the field.

Course Description: The review of this course content and assignments suggests some drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of the course.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences

Effective term Term/Year: **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK** Course number: **602R**

Course Title (max. 100 characters incl. spaces): **Social Work Practice in Health**

Course Short Title (max. 30 characters incl. spaces): **Social Work Practice in Health**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course examines practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment treatment, rehabilitation, continuing care, and discharge planning within the context of social, economic, environmental, and cultural variations. The distribution and determinants, as well as psychological and behavioural aspects of health and disease across the life span are addressed. Practice models incorporate competence and empowerment as central themes. **New models of care are considered, including primary health care, the impact of socio-cultural factors on health and well-being, the significance of family relationships and resources in the management of chronic and complex health conditions, and interventions that support individual and family capacity to adapt to acute health crises or chronic health conditions.** (Note: This is an online course).

New course description (for revision only):

This course examines practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, assessment treatment, rehabilitation, continuing care, and discharge planning within the context of social, economic, environmental, and cultural variations. The distribution and determinants, as well as psychological and behavioural aspects of health and disease across the life span are addressed. Practice models incorporate competence and empowerment as central themes. **Different practice models of care are explored within the context of socio-cultural factors that inform health and well-being.** Differences between the concepts of illness and disease are explored within the healthcare narrative. Resource allocation in the management of chronic and complex health conditions is examined, and interventions that support individual and family capacity to adapt to health crises or chronic health conditions are considered. (Note: This is an online course).

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

Requisites: **SWK Master's Students Only / Only offered Online**

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:

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of SWK 602R: Social Work Practice in Health.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK** Course number: **608R**

Course Title (max. 100 characters incl. spaces): **Health Issues and Ethics**

Course Short Title (max. 30 characters incl. spaces): **Health Issues and Ethics**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course considers the nature of health itself, and explores the complexities of a health care system that corresponds with our values and ethics while being effective and financially stable. Three related themes serve as substrates for the semester: the nature of health, delivery of health care, and populations at risk. Issues such as how health and illness are defined, the roles of preventive and curative approaches, and the impacts and ethics of new technologies will be addressed. The course compares public and private models, focuses on community health care as a developing new paradigm, and examines the particular challenges of marginalized and vulnerable communities. (Note: This is an online course).

New course description (for revision only):

This course considers the nature of health itself, and explores the complexities of a health care system that corresponds with **social work** values and ethics **while remaining sustainable**. Three related themes serve as substrates for the semester: the nature of health, delivery of health care, **and specific health experiences that are characterized by inequity, societal change, and/or a particular ethical dilemma**. Issues such as how health and illness are defined, **cultural safety**, the roles of preventive and curative approaches, and the impacts and ethics of new technologies **and societal change** will be addressed. The course **critiques** public, private, **and individualized models of health, focuses on community health care, and examines the particular challenges of marginalized communities**. (Note: This is an online course).

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): **SWK Master's Students Only / Only offered Online**

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:

SWK 608R Health Issues and Ethics is currently offered as an elective course in the MSW Program. The proposed changes to this course include converting the course from an elective to a core/mandatory course and revising the course description.

Converting SWK 608R Health Issues and Ethics: The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was agreed among faculty that in the initial development of the MSW Program it was an oversight

to not designate SWK 608R Health Issues and Ethics as a core/mandatory course given that ethical considerations are fundamental to all fields of social workpractice.

The review of the course content and assignments suggest some course drift since its introduction in 2012. As such, the course description will be revised to more accurately reflect the overall focus and learning objectives of SWK 608R Health Issues and Ethics.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Title and description

Course Subject code: **SWK**

Course number: **609R**

Course Title (max. 100 characters incl. spaces): **Clinical Practice in Mental Health and Addictions**

Course Short Title (max. 30 characters incl. spaces): **Mental Health and Addictions**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course aims to equip students to provide sensitive and effective help to clients by presenting material concerning a range of mental health problems and their treatment. **The course considers social work practice across the continuum of mental health care services. Attention is focused on how social workers assess, support and intervene with consideration of both the client and his or her environment.** (Note: This is an online course).

New course description (for revision only):

This course aims to equip students to provide sensitive and effective help to clients by presenting material concerning a range of mental health problems, assessment and treatment. **The course considers clinical social work approaches across the continuum of mental health and addiction. Attention is focused on how social workers assess, document, support and intervene with consideration of the client, their family and social environment.** (Note: This is an online course).

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

Requisites: **SWK Master's Students Only / Only offered Online**

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:

The proposed change to SWK 609R Social Work Practice in Mental Health includes a title change to, SWK 609R Clinical Practice in Mental Health & Addictions. Minor revisions to the course description are also proposed.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need to change the title of SWK 609R to more accurately reflect the course content and assignments (i.e., clinical context of the course). Similarly, minor revisions to the course description are proposed for the reason described above.

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Title and description

Course Subject code: **SWK** Course number: **653R**

Course Title (max. 100 characters incl. spaces): **Grief and Palliative Care in Social Work**

Course Short Title (max. 30 characters incl. spaces): **Grief and Palliative Care in SW**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required: **Department**

Course Description:

Palliative care is a model of health care that cares for people with terminal illnesses, along with their families, in order to relieve suffering and improve quality of life. **Care is provided from early diagnosis through to bereavement care of the family.** Palliative care is delivered by an interprofessional team which is most often comprised of medicine, nursing, social work and chaplaincy; other professions are often involved such as pharmacy, occupational therapy and others. (Note: This is an online course).

New course description (for revision only):

Grief is a part of the human experience that often occurs when a person dies. Social workers should be familiar with the concept for all aspects of practice. Palliative care is a model of health care for people with terminal illnesses, along with their families, in order to relieve suffering and improve quality of life. Palliative care is delivered by an interprofessional team which is most often comprised of medicine, nursing, social work and chaplaincy; other professions are often involved such as pharmacy, occupational therapy and others. This course addresses the social work role in grief and palliative care. (Note: This is an online course).

Meet Type(s): **Lecture Seminar Tutorial**

Primary Meet Type: **Lecture**

Requisites: **SWK Master's Students Only / Only offered Online**

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:

The proposed changes to SWK 653R Palliative Care include a title change to, SWK 653R Grief and Palliative Care in Social Work and a revision of the course description.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need for the course to cover the topic of grief in much greater detail than previously planned. Grief is an important area of practice for social workers and there are few courses in Canada that explicitly prepare students to deal with grief. Currently, the important area of grief is not covered in existing MSW courses at the School of Social Work. The proposed title change reflects enhance grief content in the course.

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Title and description

Course Subject code: **SWK** Course number: **672R**

Course Title (max. 100 characters incl. spaces): **International Experience** Course Short Title

(max. 30 characters incl. spaces): **International Experience**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required: Instructor

Course Description:

This course provides a framework for understanding a developing country through a comparative study with Canada. The collective responses of citizens in meeting community needs in the context of colonial legacies and contemporary global influences are highlighted in both settings. The international learning experience usually takes place during Reading Week and is complemented by two days of pre-trip learning focusing on Canadian realities and on post-trip day to reflect upon the comparative analysis. (Note: this is international experience with an on campus component).

New course description (for revision only):

This course provides students with an international learning experience, including a framework for understanding a developing country through a comparative study with Canada. The collective responses of citizens in meeting community needs in the context of colonial legacies and contemporary global influences are highlighted in both settings. **The international learning experience usually takes place over 9 days and 3- 4 additional days of pre- and post-trip learning.** (Note: This is international experience with an on campus component).

Meet Type(s): **Lecture Seminar**

Primary Meet Type: Lecture [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:

The proposed change to SWK 672R International Context of Practice (Mexico); Experimental Learning includes a title change to, SWK 672R International Experience. As well, revisions to the course description are proposed.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. The review identified a need to change the title (and update the description) of SWK 672R to more accurately reflect the intent of the course to accommodate various international experiences rather than one specific (i.e., Mexico) international experience.

Faculty: Applied Health Science

Effective term: Term/Year **Spring 2020**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title: Choose an item.

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

Course Subject code: **HLTH** Course number: **618**

Course Title (max. 100 characters incl. spaces): **Research Tools for Public Health Practice**

Course Short Title (max. 30 characters incl. spaces): **Research in Pub Health**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This course introduces and reviews the full range of research designs, methods, and tools that are employed in contemporary public health practice, emphasizing the use of evidence to inform decision-making. Topics include: quantitative/epidemiologic research designs, qualitative methods and analysis, community-based participatory research methods, approaches to health program evaluation, critical appraisal of different kinds of evidence, the implications of artificial intelligence for public health, and knowledge translation/mobilization strategies.

New course description (for revision only):

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): SPHHS Grad Students Only / Also offered Online

Special topics course: Yes **No**

Cross-listed: Yes **No**

Course Subject(s) to be cross-listed with and approval status:

Sections combined/heldwith:

Rationale for request:

The Master of Public Health program in the SPHHS is currently undergoing a process of accreditation with the Council on Education for Public Health. Core competency requirements specify that all students should be able to appraise and apply the full range of evidence available to make decisions in public health settings. This course introduces students to research design and methods in public health, emphasizes the critical appraisal

of different kinds of evidence, and provides knowledge/tools for using evidence to inform decision-making. Our current curriculum is somewhat deficient in this respect, so we have decided to add this to the set of required courses. It will replace HLTH 614 (Program Evaluation) as a core MPH requirement.

Prepared by: Melissa Santo

Date: 6-Nov-19

Faculty: Applied Health Science

Effective term: Term/Year **Spring 2020**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **HLTH** Course number: **639**

Course Title (max. 100 characters incl. spaces): **Experiential Learning in Evaluation**

Course Short Title (max. 30 characters incl. spaces): **Experiential Learning in Eval**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This intensive short course (0.5 credits) will provide graduate students with hands-on experience in designing evaluation processes for programs, services, responses and/or interventions. Students will be exposed to contemporary trends and issues in evaluation theory, as well as methods and practice, while working with stakeholders. Course content covers evaluation planning, design and implementation. Attention will be given to theories of change, stakeholder engagement, evaluation approaches and methodologies. Discussions extend beyond basic evaluation to include interpretation and dissemination of findings, as well as evaluation management. The course uses real world problems across a range of applied health interests, and emphasizes experiential learning through a case- and team-based approach. This course is typically delivered in a one-week block held on the UW main campus, with additional online components.

New course description (for revision only):

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): Antireq: **HLTH 620 Topic 190 / SPHHS Grad Students Only / Also offered online**

Special topics course: Yes No

Cross-listed: Yes No

Course Subject(s) to be cross-listed with and approval status:

Sections combined/heldwith: **REC 620**

Rationale for request:

Course was originally run as HLTH 620 topic 190 and offered online. This revision is to give the course a different course number, and to change the offering from online to in class lecture. This course is no longer to be run as a special topics course but a regular course offered by SPHHS. As well, the course description now describes it as a lecture course, not online.

Prepared by: Melissa Santo

Date: 14-Nov-19

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation
Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK**

Course number: **606R**

Course Title (max. 100 characters incl. spaces): **Advanced Social Work Research** Course Short Title

(max. 30 characters incl. spaces): **Advanced Social Work Research**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

The goal of this course is to deepen students' knowledge of the ways in which research can be produced, used, and disseminated in social work practice. The course will address research ethics, theories, and methods, and examine how different approaches can influence relationships and practices across community and healthcare settings. Students will develop their abilities to assess existing research studies, and will explore how they can engage in new research as social workers. Activities include literature reviews, interviews, surveys, and knowledge dissemination strategies. Particular attention will be paid to program evaluation and knowledge mobilization, and to how these may be used to improve services and further social justice in students' own organizations and communities. (Note: This is an online course).

New course description (for revision only):

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): SWK Master's Students Only / Only offered Online

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:

SWK604R Evaluation of Health & Human Services and SWK605R Knowledge Mobilization & Evidence-based Practice are being inactivated as separate MSW courses, with components from each research-related course integrated to create a revised combined course, SWK606R Advanced Social Work Research.

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-19. It was decided that SWK604R Evaluation of Health & Human Services and SWK605R Knowledge Mobilization & Evidence-based Practice each focus on important health research components but that as two separate courses they unnecessarily silo approaches to health research. Conversely, integrating key content from each course, along with expanding the inclusion of health research methodologies will provide MSW students with a more robust research knowledge base by which to engage in post graduate work in the social work field.

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK** Course number: **680R**

Course Title (max. 100 characters incl. spaces): **Critical Topics in Social Work and Health** Course Short Title (max.

30 characters incl. spaces): **Critical Topics SW and Health**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

This is a multi-module course that introduces students to key topics in social work and health through a critical lens (e.g., gerontology, mental health, community health, etc.). Students have the option of choosing 3 modules (topics), each being 4-weeks in duration. The common theme across the modules is the critical theories that frame the examination of each module topic. Students will further develop understanding of critical theoretical frameworks and their application to contemporary health discourses and health services and systems. Each module will underscore how the critical framing of health discourses and health services and systems are engaged as a method of identifying and responding to health inequities and diverse understandings of health and illness. (Note: This is an online course).

New course description (for revision only):

Meet Type(s): **Lecture Reading Seminar Tutorial**

Primary Meet Type: **Lecture**

[Requisites](#): **SWK Master's Students Only / Only offered Online**

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:

The School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum in 2018-10. It was recognized that the shifting terrain of health, health services and related theoretical considerations requires a course that can be responsive in a more immediate sense (e.g., to major legislative changes such as the Medical Assistance in Death legislation) through the use of the module format. The curriculum review also brought into view the School's resource limitations with respect to offering MSW students a robust complement of elective courses. The use of 4 week modules will allow for the development of multiple modules (approximately 8 modules) from which students can choose to create a 12-week elective course. Module assignments will support MSW students, who come from across Canada, to explore their local social work practice and policy context through a critical lens.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences

Effective term: Term/Year **Spring 2021**

Course New Revision Inactivation

Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK**

Course number: **604R**

Course Title (max. 100 characters incl. spaces): **Evaluation of Health and Human Service Programs**

Course Short Title (max. 30 characters incl. spaces): **Eval of Hlth & Human Serv Prog**

Grading Basis: **NUMERICAL**

Course Credit Weight: 0.50

Course Consent Required:

Course Description:

This course introduces students to theoretical and practical aspects of program evaluation. Students learn about the application of data collection skills to all phases of developing a health or human services program or service innovation, from needs assessment to analysis of findings to implementation of changes based on results. Students learn to appreciate how these skills can be used as practical tools for identifying health and human services problems, for developing and implementing programs including taking a reflective practice approach, ensuring equity and fairness in program delivery (i.e., combating disparities), and generally promoting health and human services through effective and efficient programming. (Note: This is an online course).

New course description (for revision only):

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): **SWK Master's Students Only / Only offered Online**

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:

SWK 604R Evaluation of Health and Human Service Programs and SWK 605R Knowledge Mobilization and Evidence-based Practice are being inactivated and the key content from both courses will be integrated into a new research course that is being developed – SWK606R Advanced Social Work Research.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences Effective
term: Term/Year **Spring 2021**

Course New Revision Inactivation
Milestone New Revision Inactivation

New milestone title:

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

Course Subject code: **SWK**

Course number: **605R**

Course Title (max. 100 characters incl. spaces): **Knowledge Mobilization and Evidence-Based Practice** Course Short Title
(max. 30 characters incl. spaces): **Knowledge Mobilization & Pract**

Grading Basis: **NUMERICAL**

Course Credit Weight: **0.50**

Course Consent Required:

Course Description:

The goal of knowledge mobilization is to make research in health and social science more useful to policy, practice, and the public. In this course students can learn how to gather, evaluate, synthesize and summarize scholarly knowledge in ways that meet the needs, timeframes, cultures, and realities of stakeholders.

Activities include framing academic research in the context of public issues and creating knowledge products for practitioners and policy-makers in the students' areas of interest. (Note: This is an online course).

New course description (for revision only):

Meet Type(s): **Lecture**

Primary Meet Type: **Lecture**

[Requisites](#): **SWK Master's Students Only / Only offered Online**

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:

SWK 604R Evaluation of Health and Human Service Programs and SWK 605R Knowledge Mobilization and Evidence-based Practice are being inactivated and the key content from both courses will be integrated into a new research course that is being developed – SWK606R Advanced Social Work Research.

Prepared by: Andrea Daley

Date: 6-Nov-19

Faculty: Applied Health Sciences Effective

term: Term/Year **Spring 2020**

Course New Revision Inactivation

Milestone **New** Revision Inactivation

New milestone title: **Midpoint Knowledge and Competency Assessment**

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

Course Subject code:

Course number:

Course Title (max. 100 characters incl. spaces):

Course Short Title (max. 30 characters incl. spaces):

Grading Basis:

Course Credit Weight:

Course Consent Required:

Course Description:

New course description (for revision only):

Meet Type(s):

Primary Meet Type:

[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: In response to the CEPH Accreditation requirements, the Master of Public Health (MPH) requires students to complete a program midpoint assessment to assess interim achievement of MPH foundational knowledge and competencies. Students will submit self-assessments that will be reviewed and assessed. This midpoint assessment is a mandatory requirement of the MPH program, and a mechanism documenting completion is required. The timing of when this will be due for each student will be dependent upon the number of courses they have completed, as estimated using their enrolment status at the end of two terms of study (full-time vs. part-time). Fulltime students will normally complete the milestone in the Spring term of their first year; part time students will normally complete it during the Spring term of their second year. (Note: baseline and final assessments are incorporated into HLTH 602A and 602B, i.e. Foundations of Public Health and the Capstone Integrative Seminar, respectively).

Prepared by: Melissa Santo (msanto@uwaterloo.ca)

Date: 4-Nov-19

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Applied Health Sciences

Program: Master of Public Health (MPH)

Program contact name(s): Melissa Santo

Form completed by: Melissa Santo

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

This is not a major change to degree requirements and relatively few calendar changes are required. This is mainly a change in modes of course delivery. Changes proposed are four-fold:

- Indication in the calendar that course delivery is BOTH on campus and online.*
- Slight modification of admissions requirements in/re: work experience in order to attract/recruit undergraduate students in the process of completing their bachelor's degrees, though some experience (Co-op, volunteering) will remain articulated as an admissions preference;*
- Replacement of one core course (HLTH 614) with a new core course (HLTH 618) in order to better fulfill CEPH accreditation requirements (proposal attached); and*
- Identification of two on-campus core courses (HLTH 606A and 606B) that may be taken instead of those offered fully online.*

Is this a [major modification](#) to the program? No

Rationale for change(s):

The MPH program at the University of Waterloo was originally developed in 2005 to meet the needs of the public health workforce. As such, it was developed mainly as an online, distance program with a part-time option for working professionals. This remains an objective of the program to date and the School continues to offer a well-regarded and high-quality program for health professionals from across Canada and (occasionally) internationally.

However, we have come to realize that we are failing to meet the needs of an important constituency: our own U Waterloo students with Bachelor's degrees in relevant fields. Although we offer an on-campus MSc degree, this has a research focus and is thus an appropriate career option only for those seeking a research career or advancing to PhD study. Many of our students who are seeking course-based master's program in public health and health systems are thus required to go elsewhere. Questioning of students in their 4th year consistently yields numerous requests for course based graduate degree options in public health here at Waterloo. In a survey conducted in September 2019 we asked 3rd and 4th year students to indicate whether they would apply to a campus-based MPH program were it available to them. Over 70% (of nearly 150 respondents) indicated that it was "extremely likely" that they would apply to such a program. We also surveyed current MSc students, of which about one-quarter indicated that they would have had a preference for the MPH over the MSc.

We conclude from these data that we may be neglecting the needs of many of our most promising candidates and potential recruits, and in so doing are losing some of our best students to other institutions (mainly Queens, Toronto, and Western).

It is important to note here that the MPH is currently in the process of accreditation by the Council on Education for Public Health, which if received will make it only the second accredited MPH degree in Ontario, and the fifth in Canada. We believe that once awarded, accreditation will serve as an additional incentive for students to come here to Waterloo.

Finally, this change is consistent with and follows from the new UW Strategic Plan, which articulates a “signature commitment” to “Empower Students to leverage diverse learning experiences by creating more flexible learning pathways (UW 2020-2025 Strategic Plan: ‘Connecting Imagination with Impact’ <https://uwaterloo.ca/strategic-plan/>).

Decision Process:

Beginning in early 2019, the SPHHS Director appointed an ad hoc strategic planning committee to consider the future of the School, the sustainability of its programs, and its governance structure. This Committee has arrived at the consensus position that we must revise our course and curriculum options to afford maximum and flexible learning opportunities for our undergraduates, and to do so without developing new courses or programs that would challenge our teaching capacity. The first step in this process is to make the necessary tweaks to the MPH program in order to make it attractive to students wishing to continue their education at the University of Waterloo, and as well recruit others who wish to complete a high-quality MPH degree here at Waterloo, particularly in one of our unique areas of specialization. This proposal and entailed motions were presented to the full faculty of the School for discussion and debate during two faculty meetings, beginning in September, 2019, followed by a vote that was held the first week of November. The proposal was supported by a large majority of faculty.

Course Delivery Issues:

Over the past several years we have experimented with a blended or hybrid mode of course delivery (integrated online and classroom methodologies). These have largely been successful, and several faculty now request that this option be added to their online course assignment, and many of our research graduate students have taken the opportunity to complete MPH courses as electives. It adds very little, if any, to workloads, particularly with appropriate TA/preceptor support (which we are able to provide). In part, we will meet the anticipated on-campus demand for MPH courses by offering many of the courses in a blended format, though some courses, particularly those offered in the Spring term, may continue in an online-only format, which we expect may be the preferred mode for summer term delivery, particularly if students are working, or completing their practicum placements during that term.

Many of the core online courses are now also taught (with similar content) as dedicated on-campus courses. We would expect that students completing their degree on campus will choose to take these versions, though this is not generally a requirement. An advantage of the proposed model is that students may choose the mode of delivery that best suits them for each particular course, and each term. Another positive aspect of the hybrid delivery model is that it permit the distance and on campus learners to interact with and learn from one another, particularly during the on-campus modular courses (HLTH 602A/B Foundations and Capstone).

We recognize that not all “blended” or “flipped classroom” models are the same. We propose to work with faculty and with CTE to develop a structure for on campus delivery in such courses to ensure consistency in content and learning strategies. This will entail the following expectations, at minimum:

- 1) Students in the online and on-campus section have access to identical learning materials (readings, online lecture materials, videos, etc.);*
- 2) Assessment methods are the same in both modes of delivery (papers, projects, quizzes);*
- 3) Minimum contact hours of 1.5 hours/week per course over the term (or a total 18 contact hours per course) are required for students in the on-campus section of the course, though faculty may alter this to meet course objectives; and,*

4) Organization of on-campus seminars to maximize student engagement with course content. Case-study, problem-centred approaches will be encouraged, though we recognize that this will differ across courses depending on content. We are working closely with CTE to develop innovative approaches within this hybrid course structure. Several faculty have experience in offering courses in this format at both undergraduate and graduate level and can serve as mentors for others newly experimenting with this mode of course delivery.

Learning Outcomes:

As an accredited program, the MPH was developed to meet the core competencies developed by the Public Health Agency of Canada and has been recently updated to come into compliance with CEPH foundational knowledge and core competency requirements. We will be required to be in full compliance with these competency requirements. These learning objectives are described in the following document: <https://media.ceph.org/documents/2016.Criteria.pdf>.

Targets:

We anticipate admitting 15-20 students per year to the blended MPH program for the first three years.

Because the proposed changes are minor, there is relatively little risk in changing course delivery options. Only one new course is requested, and it is not related to the change in delivery mode, only to meet CEPH accreditation requirements. We propose to evaluate this change after three years in order to determine whether or not to continue. Learners, regardless of whether they apply for the blended or online formats, will be able to complete the degree regardless of the outcome of this evaluation. Students, regardless of whether they apply for the blended or online formats -- will be able to complete the degree without experiencing any delays.

Proposed effective date: Term: **Spring** Year: **2020**

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/applied-health-sciences/school-public-health-and-health-systems/master-public-health-mph>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ Fall • Delivery mode <ul style="list-style-type: none"> ○ Online • Delivery mode information <ul style="list-style-type: none"> ○ All students must attend (two) two week on-campus courses. The rest of the courses can be completed fully online. Some courses may also be offered on campus. • Length of program <ul style="list-style-type: none"> ○ Full-time: two years (20 months). ○ Part-time: four years from initial program entry. 	<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ Fall • Delivery mode <ul style="list-style-type: none"> ○ <u>On-campus</u> ○ Online • Delivery mode information <ul style="list-style-type: none"> ○ All students must attend (two) two week on-campus courses. <u>Courses are available either on-campus, online, or in a blended/hybrid format. Students should check the School's website for the latest information for format and timing of the courses for the most current mode of delivery and offering.</u>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ○ Courses are offered in three terms of each academic year. For all, continuous registration for each term of the program is required. • Program type <ul style="list-style-type: none"> ○ Master's ○ Professional • Registration option(s) <ul style="list-style-type: none"> ○ Full-time ○ Part-time • Study option(s) <ul style="list-style-type: none"> ○ Coursework <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Successful completion of a four-year Honours Bachelor's degree (or equivalent) with a minimum 75% average. The Bachelor's degree will normally be in a field relevant to public health. ○ Students must submit a personal essay of no more than 500 words explaining the education, work and life experiences 1) that have brought them to the decision to apply to the MPH program; and 2) how the MPH will help them in their future career. ○ Normally, students will have prior work experience in a public health setting, either through full or part-time employment or through co-operative work terms as an undergraduate (volunteer experience is applicable). ○ Students must have a suitable background in statistics to meet prerequisite standards for all graduate level courses, before beginning coursework. An undergraduate course in statistical methods completed within the past five years with a minimum grade of 75% is required. Exceptions to this requirement may be made on occasion by admission committees considering student background and demonstrated analytic abilities. ○ Students will be recruited as recent graduates from 4-year Bachelor of Science (BSc) or Bachelor of Arts (BA) 	<ul style="list-style-type: none"> • Length of program <ul style="list-style-type: none"> ○ Full-time: two years (20 months). ○ Part-time: four years from initial program entry. ○ Courses are offered in three terms of each academic year. For all, continuous registration for each term of the program is required. • Program type <ul style="list-style-type: none"> ○ Master's ○ Professional • Registration option(s) <ul style="list-style-type: none"> ○ Full-time ○ Part-time • Study option(s) <ul style="list-style-type: none"> ○ Coursework <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Successful completion of a four-year Honours Bachelor's degree (or equivalent) with a minimum 75% average. The Bachelor's degree will normally be in a field relevant to public health. ○ Students must submit a personal essay of no more than 500 words explaining the education <u>and work</u> experiences 1) that have brought them to the decision to apply to the MPH program; and 2) how the MPH will help them in their future career. ○ <u>Ideally</u>, students will have prior work experience in a public health setting. <u>Co-operative work terms and/or volunteer experience are acceptable.</u> ○ Students must have a suitable background in statistics to meet prerequisite standards for all graduate level courses, before beginning coursework. An undergraduate course in statistical methods completed within the past five years with a minimum grade of 75% is required. Exceptions to this requirement may be made on occasion by admission committees considering student background and demonstrated analytic abilities.

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>programs in Health Studies and related disciplines, or alternatively as mature students holding a 4-year degree in a related discipline with relevant work experience in population and public health. Students with advanced professional degrees in recognized health disciplines (e.g. MD, DVM) are also eligible for admission.</p> <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé <ul style="list-style-type: none"> ▪ Indicating past academic and professional experience. ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 2 ○ Type of references: <ul style="list-style-type: none"> ▪ 1 academic ▪ 1 professional ▪ If applicants have been out of school for an extended period of time (>5 years) and are unable to supply an academic reference they may submit two professional references. Please ensure that one professional referee is able to comment on the applicants academic ability and potential. • English language proficiency (ELP) (if applicable) <p>Degree requirements Coursework option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ The minimum course requirements are 11 one-term (0.50 unit weight) graduate courses, 2 block courses requiring two-weeks on campus (0.50 unit weight) and a practicum (1.50 unit weight). ○ Students will attend on-campus on two occasions for 2-week block courses. The first, HLTH 602A Foundations of Public Health, will occur at the start of the program and the second, HLTH 	<ul style="list-style-type: none"> ○ Students will be recruited as recent graduates from 4-year Bachelor of Science (BSc) or Bachelor of Arts (BA) programs in Health Studies and related disciplines, or alternatively as mature students holding a 4-year degree in a related discipline with relevant work experience in population and public health. Students with advanced professional degrees in recognized health disciplines (e.g. MD, DVM) are also eligible for admission. <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé <ul style="list-style-type: none"> ▪ Indicating past academic and professional experience. ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 2 ○ Type of references: <ul style="list-style-type: none"> ▪ <u>Academic or professional; at least 1 reference must be academic.</u> ▪ If applicants have been out of school for an extended period of time (>5 years) and are unable to supply an academic reference they may submit two professional references. Please ensure that one professional referee is able to comment on the applicants academic ability and potential. • English language proficiency (ELP) (if applicable) <p>Degree requirements Coursework option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ The minimum course requirements are 11 one-term (0.50 unit weight) graduate courses, 2 block courses requiring two-weeks on campus (0.50 unit weight) and a practicum (1.50 unit weight).

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>602B Capstone Integrative Seminar for Public Health, will bring students back together at the end of the program after completion of all coursework and the practicum:</p> <ul style="list-style-type: none"> ▪ The objective of HLTH 602A, the Foundations of Public Health course is to provide students with foundational knowledge of public health, orient the student to the philosophical and practical bases of public health, and to kindle the student's passion for public health as a career and as a societal activity. ▪ HLTH 602B, the final MPH capstone course, is a culminating integrated learning experience that provides a context for students to demonstrate their achievement of the foundational knowledge and core competencies of public health. On-campus workshops and preparation and presentation of a capstone project are required for the completion of this course. <p>○ Additional required courses are as follows:</p> <ul style="list-style-type: none"> ▪ HLTH 603 Health Policy in Public Health ▪ HLTH 604 Public Health and the Environment ▪ HLTH 605B Quantitative Methods and Analysis ▪ HLTH 606B Principles of Epidemiology for Public Health ▪ HLTH 607 Social, Cultural and Behavioural Aspects of Public Health I ▪ HLTH 608 Health and Risk Communication in Public Health ▪ HLTH 609 Management and Administration of Public Health Services ▪ HLTH 614 Foundations of Program Evaluation ▪ HLTH 617 Population Intervention for Disease Prevention and Health Promotion 	<ul style="list-style-type: none"> ○ Students will attend on-campus on two occasions for 2-week block courses. The first, HLTH 602A Foundations of Public Health, will occur at the start of the program and the second, HLTH 602B Capstone Integrative Seminar for Public Health, will bring students back together at the end of the program after completion of all coursework and the practicum: <ul style="list-style-type: none"> ▪ The objective of HLTH 602A, the Foundations of Public Health course is to provide students with foundational knowledge of public health, orient the student to the philosophical and practical bases of public health, and to kindle the student's passion for public health as a career and as a societal activity. ▪ HLTH 602B, the final MPH capstone course, is a culminating integrated learning experience that provides a context for students to demonstrate their achievement of the foundational knowledge and core competencies of public health. On-campus workshops and preparation and presentation of a capstone project are required for the completion of this course. ○ Additional required courses are as follows: <ul style="list-style-type: none"> ▪ HLTH 603 Health Policy in Public Health ▪ HLTH 604 Public Health and the Environment ▪ <u>One of: HLTH 605B Quantitative Methods and Analysis OR HLTH 605A Regression Models</u> ▪ <u>One of: HLTH 606B Principles of Epidemiology for Public Health OR HLTH 606A Epidemiological Methods</u> ▪ HLTH 607 Social, Cultural and Behavioural Aspects of Public Health I ▪ HLTH 608 Health and Risk Communication in Public Health

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ HLTH 640 Professional Experience Practicum ○ At a minimum, students must obtain an average of 75% or higher in aggregate on the courses presented in fulfillment of the degree requirements. Grades on all courses presented to fulfill the degree requirements must be 70% or higher. A grade below 70% in any course or failing to maintain an average of 75% will necessitate a review of the student's status by the School of Public Health and Health Systems (SPHHS) and may result in a student being required to complete additional coursework or being required to withdraw from the program. The School reserves the right to stipulate additional coursework if it is necessary for the student's preparation. ○ To graduate from the environmental health sciences concentration, a student is required to complete the required core courses plus HLTH 624 Environmental Toxicology in Public Health and HLTH 634 Environmental Epidemiology for Public Health. ○ MPH general degree students will be required to complete the required core courses as well as 2 elective HLTH courses. Graduate courses from other departments may be acceptable if approved by the SPHHS Professional Graduate Programs Committee. ○ Students admitted for a probationary year will be required to complete HLTH 605B Quantitative Methods and Analysis (fall term) and HLTH 606B Principles of Epidemiology for Public Health (winter term) with an average of at least 73%. If a student's average on these courses falls below 73% but not below 70%, their status will be reviewed by the SPHHS Professional Graduate Programs Committee. Normally a student will not continue on probationary status for more than two terms. <ul style="list-style-type: none"> • Link(s) to courses <ul style="list-style-type: none"> ○ Health Studies (HLTH) courses ○ Graduate course search 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ HLTH 609 Management and Administration of Public Health Services ▪ HLTH 617 Population Intervention for Disease Prevention and Health Promotion ▪ <u>HLTH 618 Research Tools for Public Health Practice</u> ▪ HLTH 640 Professional Experience Practicum ○ At a minimum, students must obtain an average of 75% or higher in aggregate on the courses presented in fulfillment of the degree requirements. Grades on all courses presented to fulfill the degree requirements must be 70% or higher. A grade below 70% in any course or failing to maintain an average of 75% will necessitate a review of the student's status by the School of Public Health and Health Systems (SPHHS) and may result in a student being required to complete additional coursework or being required to withdraw from the program. The School reserves the right to stipulate additional coursework if it is necessary for the student's preparation. ○ To graduate from the environmental health sciences concentration, a student is required to complete the required core courses plus HLTH 624 Environmental Toxicology in Public Health and HLTH 634 Environmental Epidemiology for Public Health. ○ MPH general degree students will be required to complete the required core courses as well as 2 elective HLTH courses. Graduate courses from other departments may be acceptable if approved by the SPHHS Professional Graduate Programs Committee. ○ Students admitted for a probationary year will be required to complete <u>HLTH 605A Regression Models (on-campus only) or 605B Quantitative Methods and Analysis (online, fall term) and HLTH 606A Epidemiological Methods (on-campus only) or HLTH 606B Principles of Epidemiology for Public Health (online, winter term)</u> with an average of at least 73%. If a student's average on

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> • Academic Integrity Workshop 	<p>these courses falls below 73% but not below 70%, their status will be reviewed by the SPHHS Professional Graduate Programs Committee. Normally a student will not continue on probationary status for more than two terms.</p> <ul style="list-style-type: none"> • Link(s) to courses <ul style="list-style-type: none"> ○ Health Studies (HLTH) courses ○ Graduate course search • Academic Integrity Workshop • <u>Midpoint Knowledge and Competency Assessment</u> <ul style="list-style-type: none"> ○ <u>In response to the Council on Education for Public Health (CEPH) Accreditation requirements, the MPH requires students to complete a program midpoint assessment to assess interim achievement of MPH foundational knowledge and competencies. Students will submit self-assessments that will be reviewed and assessed. This midpoint assessment is a mandatory requirement of the MPH program.</u>

How will students currently registered in the program be impacted by these changes?

The proposed changes will have minimal impact on current students. Any required courses for previous cohorts will remain in effect, or suitable alternatives to meet the program requirements for their year will be identified and communicated. Current students will have exposure to some tools/technology but engagement with these will be optional for those who started prior to Fall 2019. For the Fall 2019 cohort, they have been advised to prepare for a midpoint assessment and have been/will be asked to complete assignments throughout Fall 2019 and Winter 2020 course(s).

Department/School approval date (mm/dd/yy): 11/20/2019

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 01/30/2020

Faculty approval date (mm/dd/yy): 1/31/2020

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Applied Health Sciences

Program: Master of Social Work (MSW)

Program contact name(s): Dr. Andrea Daley

Form completed by: Dr. Andrea Daley

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the MSW course requirements along with some course titles (some course descriptions are also being updated in the course catalog). Minor changes to the course sequencing/scheduling are also being made as a result of the course requirement updates. Below is a summary of the changes to the course sequencing for the full-time and part-time streams:

Current and Proposed Course Schedules for Full-time (1-year) MSW

Term	Current Full-time MSW (1-year)	Proposed Full-time MSW (1-year)
<i>Fall 1</i>	SWK 600R (c) SWK 602R (c) SWK 604R (c) Elective option	SWK 600R (c) (SWK 601R (c) SWK 608R (c) Elective option
<i>Winter 1</i>	SWK 603R (c) SWK 605R (c) Elective option	SWK 602R (c) SWK 606R (c) Elective option
<i>Spring 1</i>	SWK 601R (c) Capstone Elective option	SWK 603R (c) Capstone Elective option

Current and Proposed Course Schedules for Part-time (2-year) MSW

Term	Current Part-time MSW (2-year)	Proposed Part-time MSW (2-year)
<i>Fall 1</i>	SWK 600R (c) SWK 602R (c) Elective option	SWK 600R (c) SWK 601R (c) Elective option
<i>Winter 1</i>	SWK 603R (c)	SWK 608R (c)
<i>Spring 1</i>	Elective option	Elective option
<i>Fall 2</i>	SWK 604R (c) Elective option	SWK 602R (c) Elective option
<i>Winter 2</i>	SWK 605R (c) Elective option	SWK 606R(c) Elective option
<i>Spring 2</i>	SWK 601R (c) Capstone Elective option	SWK 603R (c) Capstone Elective option

Is this a [major modification](#) to the program? No

Rationale for change(s):

In 2018-19, the School of Social Work undertook a major review of its Master of Social Work (MSW) curriculum. The review of the course content and assignments suggested some course drift since its introduction in 2012. As such, some of the course titles and descriptions have been revised to more accurately reflect the overall focus and learning objectives of the MSW Program, as well as shifts in terminology and concepts related to social work and health since the introduction of the courses in 2012. In addition, two new courses (one is the integration of key material from two inactivated courses) are proposed along with a minor change in the sequencing of courses. Please note, the MSW Program includes two streams: a full-time, one-year stream and a part-time, two-year stream; each are addressed in this document with respect to proposed changes to course sequencing. Notwithstanding these proposed changes, the total number of courses that constitute the MSW degree have not changed, there is not a substantial change in course content, and the complement of courses continue to meet the Program's learning objectives.

Proposed effective date: Term: Spring Year: 2021

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/applied-health-sciences/school-social-work-renison-university-college/master-social-work-msw>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Degree requirements</p> <p>Coursework option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ Required courses <ul style="list-style-type: none"> ▪ SWK 600R Diversity and Health (week-long, on-campus Summer Institute block course, in August at the beginning of the program) ▪ SWK 601R Health Policy (week-long, on-campus Summer Institute block course, in July or August (TBD) at the end of the program) ▪ SWK 602R Social Work Practice in Health ▪ SWK 603R Critical Exploration of Supervision and Leadership Roles for Social Worker ▪ SWK 604R Evaluation of Health and Human Service Programs ▪ SWK 605R Knowledge Mobilization and Evidence-Based Practice ○ Elective courses <ul style="list-style-type: none"> ▪ SWK 608R Health Issues and Ethics ▪ SWK 609R Social Work 	<p>Degree requirements</p> <p>Coursework option:</p> <ul style="list-style-type: none"> • Graduate Academic Integrity Module (Graduate AIM) • Courses <ul style="list-style-type: none"> ○ Required courses <ul style="list-style-type: none"> ▪ SWK 600R <u>Health, Equity & Social Justice</u> (week-long, on-campus Summer Institute block course, in August at the beginning of the program) ▪ SWK 601R Health Policy ▪ SWK 602R Social Work Practice in Health ▪ SWK 603R <u>Social Work Leadership in Health Care (week-long, on-campus Summer Institute block course, in July or August (TBD) at the end of the program)</u> ▪ <u>SWK 606R Advanced Social Work Research</u> ▪ <u>SWK 608R Health Issues and Ethics</u> ○ Students are required to take 2 <u>of the following</u> elective courses: <ul style="list-style-type: none"> ▪ SWK 609R <u>Clinical Practice in Mental Health & Addictions</u> ▪ <u>SWK 610R Substance Abuse and Chemical Dependency</u>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p style="text-align: center;">Practice in Mental Health</p> <ul style="list-style-type: none"> ▪ SWK 672R International-Context of Practice (Mexico)-Experimental Learning ▪ SWK 690R Special Topics in Social Work <ul style="list-style-type: none"> ○ Students are required to take 2 elective courses one of which must be either SWK 608R or SWK 609R. ○ Students must complete all credits at a minimum 75% overall average including the compulsory and elective credits required in order to graduate from the program. <ul style="list-style-type: none"> • Link(s) to courses <ul style="list-style-type: none"> ○ Social Work (SWK) courses ○ Graduate course search • Academic Integrity Workshop • Master's Seminar Presentation <ul style="list-style-type: none"> ○ The Master's Seminar Presentation (or Capstone) is graded credit/no-credit. • Master's Seminar <ul style="list-style-type: none"> ○ The Master's Seminar (or Integration Seminar) is graded credit/no-credit, students must obtain a passing credit. • Graduate Studies Practicum <ul style="list-style-type: none"> ○ The program includes a field education experience component of at least 462 hours (minimum of two 7-hour days per week) of supervised practice in an approved agency (normally other than the student's place of employment). ○ The Practicum is graded credit/no-credit, students must obtain a passing credit. 	<ul style="list-style-type: none"> ▪ SWK 653 Grief and Palliative Care in Social Work ▪ SWK 672R International Experience ▪ SWK 680R Critical Topics in Social Work and Health ▪ SWK 690R Special Topics in Social Work <ul style="list-style-type: none"> ○ Students cannot take BOTH SWK 609R: Clinical Practice in Mental Health & Addictions and SWK 610R: Substance Abuse and Chemical Dependency ○ Students must complete all <u>courses</u> with a minimum 75% overall average including the compulsory and elective <u>courses</u> required in order to graduate from the program. <ul style="list-style-type: none"> • Link(s) to courses <ul style="list-style-type: none"> ○ Social Work (SWK) courses ○ Graduate course search • Academic Integrity Workshop • Master's Seminar Presentation <ul style="list-style-type: none"> ○ The Master's Seminar Presentation (or Capstone) is graded credit/no-credit. • Master's Seminar <ul style="list-style-type: none"> ○ The Master's Seminar (or Integration Seminar) is graded credit/no-credit, students must obtain a passing credit. • Graduate Studies Practicum <ul style="list-style-type: none"> ○ The program includes a field education experience component of at least 462 hours (minimum of two 7-hour days per week) of supervised practice in an approved agency (normally other than the student's place of employment). ○ The Practicum is graded credit/no-credit, students must obtain a passing credit.

How will students currently registered in the program be impacted by these changes?

Full-time students will not be impacted by the changes given that the full-time program is a one-year program; they will begin the proposed new program structure in Fall 2021.

Part-time students who begin the existing MSW Program in Fall 2020 will complete the Program in its existing form. This will mean that Year 2 of the existing PT program will run simultaneously with Year 1 of the new PT program. What this will require is that in Spring 2022 we offer the existing version of SWK 601 (the final course now offered in the program in the summer institute format) to PT students in their second year of the program AND in Fall 2022 we offer the new online version of SWK 601 to PT students in their first year of the program.

Department/School approval date (mm/dd/yy): 06/19/2019

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 11/18/2019; Faculty approval date (mm/dd/yy)

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy): Senate approval date (mm/dd/yy) (if applicable):



M E M O

TO: Kathy Winter, Assistant University Secretary & Privacy Officer
Secretariat

FROM: S. Sivoththaman, Associate Dean, Graduate Studies
Faculty of Engineering

RE: Senate Graduate and Research Council Agenda

DATE: January 27, 2020

Please place the following motion forward for approval at the next meeting of SGRC. These motions were approved by EFC on December 17, 2019.

1. The department of **Electrical and Computer Engineering** would like to make the following calendar changes:
 - a. Add/Remove to the list of Core Courses for PhD and MASc (see motion for list of courses)
 - b. Update the Doctor of Philosophy (PhD) in Electrical and Computer Engineering minimum admission requirements wording to include Master of Engineering

Rationale for Request:

- a. Over the last two terms each research area was met with individually to discuss their course offerings, list of core courses and regular versus non-regular courses. They were given the opportunity to adjust the list of core courses in necessary. The above additions/removals were the outcome of these meetings
- b. With a growing number of qualified Master of Engineering students graduating from our programs, it has been recommended that the faculty members have the option of accepting these students into the PhD program. Currently, faculty members are allowed to accept MEng students; however, they are required to write a memo justifying why the student is qualified for the PhD program, having had no prior research experience. This may deter the faculty from accepting qualified MEng students into the PhD program. MEng students in ECE often have excellent overall averages, they undertake a significant level of advanced coursework (8 courses), have the option of taking ECE 699 (a supervised research project course) and from Fall 2019, MEng students also have the option to “specialize” in certain research areas. In view of this, MEng students are an excellent cohort of PhD applicants who have gone through the UW academic program already. It is proposed that MEng students admitted to the PhD Program will be at par

with MAsc students joining the PhD program. It is important to note that while a memo of support will no longer be requested, GSPA will require confirmation that the applicant demonstrates advance research ability. Rationale can be added to the application system as the file is being reviewed and processed. Accordingly, changing the wording of our admission requirements to be more inclusive, will encourage more MEng students to apply to the PhD program and enable faculty members to accept them without additional procedures.

2. The department of **Management Sciences** would like to make the following calendar changes:
 - a. Updating the admission requirements to reflect the correct progress for entry into the co-op program for:
 - i. Master of Applied Science (MAsc) Co-op Program
 - ii. Master of Management Science (MMSc) – Co-op Program
 - b. Updating the type of references required for admission for MMSc – Management of Technology Program
 - c. Updating the number of references and type of references required for admission for MMSc

Rationale for Request:

- a. The MAsc, MMSc in Management Sciences – Co-operative Program is a transfer entry co-op program (not direct entry), students must be enrolled in the regular MAsc, MMSc in MSCI program in order for them to apply to transfer into the co-op program. The admission requirements content in the GSAC is being updated to reflect the correct process for entry into the co-op program.
- b. Change reference types to increase flexibility for applicants who have been away from school for a long time and have difficulty obtaining meaningful academic references
- c. Reduce number of references from 3 to 2 to be consistent with the Master of Management Sciences (MMSc) – Management of Technology Program. Change reference types to increase flexibility for applicants who have been away from school for a long time and have difficulty obtaining meaningful academic references

Your attention to these matters is kindly appreciated.

SS/la

Siva Sivoththaman



Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies Office.

Faculty: Engineering

Program: Doctor of Philosophy (PhD) in Electrical and Computer Engineering and Master of Applied Science (MAsc) in Electrical and Computer Engineering

Program contact name(s): Jessica Rossi

Form completed by: Jessica Rossi

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

- 1) Add/Remove to the list of Core Courses for the following research areas:

Course	Add as Core Course for the Following Research Areas
ECE 613: Image Processing and Visual Communication	<ul style="list-style-type: none"> Wireless Communication Communications & Information Systems
ECE657A: Data and Knowledge Modelling & Analysis	<ul style="list-style-type: none"> Computer Software
ECE760-T11/ ECE765: Power System Protection and Relaying	<ul style="list-style-type: none"> Power and Energy Systems
ECE607: Fundamentals of Ultrasonics	<ul style="list-style-type: none"> Biomedical Engineering
ECE609: Engineering Analysis of Living Cells	<ul style="list-style-type: none"> Biomedical Engineering

Course	Remove as Core Course from the Following Research Areas
<i>ECE 676: Quantum Information Processing Devices</i>	<i>Antennas, Microwaves and Wave Optics</i>
<i>ECE677: Quantum Electronics and Photonics</i>	<i>Antennas, Microwaves and Wave Optics</i>
<i>ECE671: Microwave and RF Engineering</i>	<i>Silicon Devices and Integrated Circuits</i>

- 2) *Editorial updates to the way that cross-listed and alternate courses are referenced in the list of Core Courses.*

Is this a [major modification](#) to the program? No

Rationale for change(s):

- 1) Over the last two terms each research area was met with individually to discuss their course offerings, list of core courses and regular versus non-regular courses. They were given the opportunity to adjust the list of core courses if necessary. The above additions/removals were the outcome of these meetings.
- 2) To provide better clarity in identifying the courses that are cross-listed or include an alternate course.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/doctor-philosophy-phd-electrical-and-computer-engineering>

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/master-applied-science-masc-electrical-and-computer-engineering>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Core courses:</p> <ul style="list-style-type: none"> ▪ Antennas, Microwaves, and Wave Optics <ul style="list-style-type: none"> ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering ▪ ECE 672 Optoelectronic Devices ▪ ECE 675 Radiation and Propagation of Electromagnetic Fields ▪ ECE 676 (QIC 750) Quantum Information Processing Devices ▪ ECE 677 (QIC 885) Quantum Electronics and Photonics ▪ Biomedical <ul style="list-style-type: none"> ▪ ECE 601 Foundations of Biology in Engineering ▪ ECE 608 Quantitative Methods in Biomedical Engineering ▪ Circuits and Systems <ul style="list-style-type: none"> ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 637 Digital Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering 	<p>Core courses:</p> <ul style="list-style-type: none"> ▪ Antennas, Microwaves, and Wave Optics <ul style="list-style-type: none"> ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering ▪ ECE 672 Optoelectronic Devices ▪ ECE 675 Radiation and Propagation of Electromagnetic Fields ▪ — ▪ Biomedical <ul style="list-style-type: none"> ▪ ECE 601 Foundations of Biology in Engineering ▪ ECE 608 Quantitative Methods in Biomedical Engineering ▪ <u>ECE 607 Fundamentals of Ultrasonics</u> ▪ <u>ECE 609 Engineering Analysis of Living Cells</u> ▪ Circuits and Systems <ul style="list-style-type: none"> ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 637 Digital Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ Communications and Information Systems <ul style="list-style-type: none"> ▪ ECE 602 Introduction to Optimization or CO 602 Fundamentals of Optimization ▪ ECE 603 Statistical Signal Processing ▪ ECE 604 Stochastic Processes ▪ ECE 610 Broadband Communication Networks ▪ ECE 611 Digital Communications ▪ ECE 612 Information Theory ▪ Computer Hardware <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design ▪ ECE 621 Computer Organization ▪ ECE 627 Register-transfer-level Digital Systems ▪ ECE 637 Digital Integrated Circuits ▪ Computer Software <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design and Analysis ▪ ECE 650 Methods and Tools for Software Engineering <ul style="list-style-type: none"> ▪ ECE 652 Methods and Principles of Safety-critical Embedded Software ▪ ECE 653 Software Testing, Quality Assurance and Maintenance ▪ ECE 654 Software Reliability Engineering ▪ ECE 656 Database Systems ▪ Nanotechnology <ul style="list-style-type: none"> ▪ ECE 630 Physics and Models of Semiconductor Devices ▪ ECE 633 Nanoelectronics ▪ ECE 634 Organic Electronics ▪ ECE 635 Fabrication in the Nanoscale: Principles, Technology and Applications ▪ ECE 672 Optoelectronic Devices ▪ PAMI - Pattern Analysis and Machine Intelligence <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design and Analysis ▪ ECE 613 Image Processing and Visual Communication ▪ ECE 657 Tools of Intelligent Systems Design ▪ ECE 657A Data and Knowledge Modelling and Analysis ▪ ECE 659 Intelligent Sensors and Sensor Networks 	<ul style="list-style-type: none"> ▪ Communications and Information Systems <ul style="list-style-type: none"> ▪ ECE 602 Introduction to Optimization or CO 602 Fundamentals of Optimization (<u>cross-listed with CM 740 and CS 795</u>) ▪ ECE 603 Statistical Signal Processing ▪ ECE 604 Stochastic Processes ▪ ECE 610 Broadband Communication Networks ▪ ECE 611 Digital Communications ▪ ECE 612 Information Theory ▪ <u>ECE 613 Image Processing and Visual Communication</u> ▪ Computer Hardware <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design ▪ ECE 621 Computer Organization ▪ ECE 627 Register-transfer-level Digital Systems ▪ ECE 637 Digital Integrated Circuits ▪ Computer Software <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design and Analysis ▪ ECE 652 Methods and Principles of Safety-critical Embedded Software ▪ ECE 653 Software Testing, Quality Assurance and Maintenance ▪ ECE 654 Software Reliability Engineering ▪ ECE 656 Database Systems ▪ <u>ECE 657A Data and Knowledge Modelling and Analysis</u> ▪ Nanotechnology <ul style="list-style-type: none"> ▪ ECE 630 Physics and Models of Semiconductor Devices ▪ ECE 633 Nanoelectronics ▪ ECE 634 Organic Electronics ▪ ECE 635 Fabrication in the Nanoscale: Principles, Technology and Applications ▪ ECE 672 Optoelectronic Devices ▪ PAMI - Pattern Analysis and Machine Intelligence <ul style="list-style-type: none"> ▪ ECE 606 Algorithm Design and Analysis ▪ ECE 613 Image Processing and Visual Communication ▪ ECE 657 Tools of Intelligent Systems Design

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ Power and Energy Systems <ul style="list-style-type: none"> ▪ ECE 662 Power Systems Analysis and Control ▪ ECE 663 Energy Processing ▪ ECE 665 High Voltage Engineering Applications ▪ ECE 666 Power Systems Operation ▪ ECE 668 Distribution System Engineering ▪ Quantum Information <ul style="list-style-type: none"> ▪ QIC 710 Quantum Information Processing ▪ ECE 677(QIC 885) Quantum Electronics and Photonics ▪ ECE 676 (QIC 750) Quantum Information Processing Devices ▪ Silicon Devices and Integrated Circuits <ul style="list-style-type: none"> ▪ ECE 630 Physics and Models of Semiconductor Devices ▪ ECE 631 Microelectronic Processing Technology ▪ ECE 634 Organic Electronics ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering ▪ ECE 672 Optoelectronic Devices ▪ Systems and Controls <ul style="list-style-type: none"> ▪ ECE 602 (CO 602) Introduction to Optimization ▪ ECE 604 (STAT 901) Stochastic Processes ▪ ECE 682 Multivariable Control Systems ▪ ECE 686 Filtering and Control of Stochastic Linear Systems ▪ ECE 688 Nonlinear Systems ▪ VLSI - Very Large Scale Integration <ul style="list-style-type: none"> ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 637 Digital Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering ▪ Wireless Communication <ul style="list-style-type: none"> ▪ ECE 602 Introduction to Optimization 	<ul style="list-style-type: none"> ▪ ECE 657A Data and Knowledge Modelling and Analysis ▪ ECE 659 Intelligent Sensors and Sensor Networks ▪ Power and Energy Systems <ul style="list-style-type: none"> ▪ ECE 662 Power Systems Analysis and Control ▪ ECE 663 Energy Processing ▪ ECE 665 High Voltage Engineering Applications ▪ ECE 666 Power Systems Operation ▪ ECE 668 Distribution System Engineering ▪ <u>ECE 760 Special Topics in Power Systems and High Voltage Engineering (topic 11 Power System Protection and Relaying) or ECE 765 Power System Protection and Relaying</u> ▪ Quantum Information <ul style="list-style-type: none"> ▪ QIC 710 Quantum Information Processing ▪ ECE 677 Quantum Electronics and Photonics (<u>cross-listed with QIC 885</u>) ▪ ECE 676 Quantum Information Processing Devices (<u>cross-listed with QIC 750</u>) ▪ Silicon Devices and Integrated Circuits <ul style="list-style-type: none"> ▪ ECE 630 Physics and Models of Semiconductor Devices ▪ ECE 631 Microelectronic Processing Technology ▪ ECE 634 Organic Electronics ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ _____ ▪ ECE 672 Optoelectronic Devices ▪ Systems and Controls <ul style="list-style-type: none"> ▪ ECE 602 Introduction to Optimization <u>or CO 602 Fundamentals of Optimization (cross-listed with CM 740 and CS 795)</u> ▪ ECE 604 Stochastic Processes or STAT 901 Theory of Probability 1 ▪ ECE 682 Multivariable Control Systems

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ▪ ECE 603 Statistical Signal Processing ▪ ECE 604 Stochastic Processes ▪ ECE 610 Broadband Communication Networks ▪ ECE 611 Digital Communications ▪ ECE 612 Information Theory 	<ul style="list-style-type: none"> ▪ ECE 686 Filtering and Control of Stochastic Linear Systems ▪ ECE 688 Nonlinear Systems ▪ VLSI - Very Large Scale Integration <ul style="list-style-type: none"> ▪ ECE 636 Advanced Analog Integrated Circuits ▪ ECE 637 Digital Integrated Circuits ▪ ECE 642 Radio Frequency Integrated Circuit Design ▪ ECE 671 Microwave and RF Engineering ▪ Wireless Communication <ul style="list-style-type: none"> ▪ ECE 602 Introduction to Optimization <u>or CO 602 Fundamentals of Optimization (cross-listed with CM 740 and CS 795)</u> ▪ ECE 603 Statistical Signal Processing ▪ ECE 604 Stochastic Processes ▪ ECE 610 Broadband Communication Networks ▪ ECE 611 Digital Communications ▪ ECE 612 Information Theory ▪ <u>ECE 613 Image Processing and Visual Communication</u>

How will students currently registered in the program be impacted by these changes?

Students currently registered in the programs will not be impacted by these changes. The courses which are removed from core course list, will not apply to current students who have already taken them. For those students, such courses will still be counted as core course.

Departmental approval date (mm/dd/yy): 09/20/19

Reviewed by GSO (for GSO use only) date (mm/dd/yy): 01/17/2020

Faculty approval date (mm/dd/yy):

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs.

Faculty: Engineering

Program: 1) Doctor of Philosophy (PhD) in Electrical and Computer Engineering
2) Doctor of Philosophy (PhD) in Electrical and Computer Engineering - Nanotechnology
3) Doctor of Philosophy (PhD) in Electrical and Computer Engineering - Quantum Information

Program contact name(s): Jessica Rossi

Form completed by: Jessica Rossi

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Update the Doctor of Philosophy (PhD) in Electrical and Computer Engineering minimum admission requirements wording to include Master of Engineering.

Is this a [major modification](#) to the program? No

Rationale for change(s):

With a growing number of qualified Master of Engineering students graduating from our programs, it has been recommended that the faculty members have the option of accepting these students into the PhD program. Currently, faculty members are allowed to accept MEng students; however, they are required to write a memo justifying why the student is qualified for the PhD program, having had no prior research experience. This may deter the faculty from accepting qualified MEng students into the PhD program.

MEng students in ECE often have excellent overall averages, they undertake a significant level of advanced coursework (8 courses), have the option of taking ECE 699 (a supervised research project course) and from Fall 2019, MEng students also have the option to “specialize” in certain research areas. In view of this, MEng students are an excellent cohort of PhD applicants who have gone through the UW academic program already. It is proposed that MEng students admitted to the PhD Program will be at par with MASc students joining the PhD program,

It is important to note that while a memo of support will no longer be requested, GSPA will require confirmation that the applicant demonstrates advance research ability. Rationale can be added to the application system as the file is being reviewed and processed.

Accordingly, changing the wording of our admission requirements to be more inclusive, will encourage more MEng students to apply to the PhD program and enable faculty members to accept them without additional procedures.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/doctor-philosophy-phd-electrical-and-computer-engineering>

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/doctor-philosophy-phd-electrical-and-computer-engineering-nanotechnology>

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-electrical-and-computer-engineering/doctor-philosophy-phd-electrical-and-computer-engineering-quantum-information>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Admission to the program is based upon the student's academic record and evidence of ability to pursue independent research. ○ Normally a Master of Applied Science (MAsc)-degree from the University of Waterloo or an equivalent degree in engineering, applied science, or mathematics from a university of recognized standing with an 83% average. ○ At the time of admission, each student must have a faculty supervisor who has endorsed the recommendation for admission. • Application materials <ul style="list-style-type: none"> ○ Résumé ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 3 ○ Type of references: at least 2 academic • English language proficiency (ELP) (if applicable) 	<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ Admission to the program is based upon the student's academic record and evidence of ability to pursue independent research. ○ <u>Normally an overall standing equivalent to 83% in either a relevant thesis-based Master's degree or a University of Waterloo Master of Engineering (MEng) degree that includes a completed ECE 699 – Master of Engineering Project course</u> ○ At the time of admission, each student must have a faculty supervisor who has endorsed the recommendation for admission. • Application materials <ul style="list-style-type: none"> ○ Résumé ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 3 ○ Type of references: at least 2 academic • English language proficiency (ELP) (if applicable)

How will students currently registered in the program be impacted by these changes?

Students currently registered in the program will not be impacted by this change.

Departmental approval date (mm/dd/yy): 05/17/19

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 08/22/2019

Faculty approval date (mm/dd/yy):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Engineering

Program: Master of Applied Science (MASc) in Management Sciences - Co-operative Program

Program contact name(s): Rob Duimering, Lisa Hendel

Form completed by: Rob Duimering, Lisa Hendel

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the admission requirements to reflect the correct process for entry into the co-op program.

Is this a [major modification](#) to the program? No

Rationale for change(s):

The MASc in Management Sciences - Co-operative Program is a transfer entry co-op program (not direct entry), students must be enrolled in the regular MASc in Management Sciences program in order for them to apply to transfer into the co-op program. The admission requirements content in the GSAC is being updated to reflect the correct process for entry into the co-op program.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-management-sciences/master-applied-science-masc-management-sciences-co-operative-program>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ Fall • Delivery mode <ul style="list-style-type: none"> ○ On-campus • Program type <ul style="list-style-type: none"> ○ Co-operative ○ Master's ○ Research 	<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ○ <u>Winter</u> • Delivery mode <ul style="list-style-type: none"> ○ On-campus • Program type <ul style="list-style-type: none"> ○ Co-operative ○ Master's ○ Research

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> • Registration option(s) <ul style="list-style-type: none"> ○ Full-time ○ Part-time • Study option(s) <ul style="list-style-type: none"> ○ Thesis <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ The Department of Management Sciences requires either (i) a 75% overall standing in the last two years, or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent; or (ii) a 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent, as the minimum requirement for admission to a Master's program for applicants educated at a Canadian institution. A 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent is the minimum requirement for admission to a Master's program for applicants educated outside of Canada. ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" – a one page statement addressing their academic background, area of research interest, proposed research studies. ○ Applicants who fall slightly below the minimum academic requirements may be considered for admission as transitional or probationary students. • Application materials- <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References- <ul style="list-style-type: none"> ○ Number of references: 3 ○ Type of references: if the applicant has been working for several years, 1 business reference will be accepted along with 2 academic references. 	<ul style="list-style-type: none"> • Registration option(s) <ul style="list-style-type: none"> ○ Full-time • Study option(s) <ul style="list-style-type: none"> ○ Thesis <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ <u>Students in the MASC in Management Sciences program can apply to transfer into the MASC in Management Sciences Co-operative Program after completing at least one academic term. Admission will be decided based on the student's progress to date, and is subject to approval by the student's research supervisor and the Department Associate Chair for Graduate Studies.</u>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> • English language proficiency (ELP) (if applicable) 	

How will students currently registered in the program be impacted by these changes?

Current students will not be impacted by these changes.

Department/School approval date (mm/dd/yy): 11/13/2019
Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 11/13/2019
Faculty approval date (mm/dd/yy):
Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):
Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Engineering

Program: Master of Management Sciences (MMSc) - Co-operative Program

Program contact name(s): Rob Duimering, Lisa Hendel

Form completed by: Rob Duimering, Lisa Hendel

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the admission requirements to reflect the correct process for entry into the co-op program.

Is this a [major modification](#) to the program? No

Rationale for change(s):

The MMSc - Co-operative Program is a transfer entry co-op program (not direct entry), students must be enrolled in the regular MMSc program in order for them to apply to transfer into the co-op program. The admission requirements content in the GSAC is being updated to reflect the correct process for entry into the co-op program.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-management-sciences/master-management-sciences-mmsc-co-operative-program>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ◦ Fall • Delivery mode <ul style="list-style-type: none"> ◦ On-campus • Program type <ul style="list-style-type: none"> ◦ Co-operative ◦ Master's ◦ Professional 	<p>Program information</p> <ul style="list-style-type: none"> • Admit term(s) <ul style="list-style-type: none"> ◦ <u>Winter</u> • Delivery mode <ul style="list-style-type: none"> ◦ On-campus • Program type <ul style="list-style-type: none"> ◦ Co-operative ◦ Master's ◦ Professional

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> • Registration option(s) <ul style="list-style-type: none"> ○ Full-time ○ Part-time • Study option(s) <ul style="list-style-type: none"> ○ Coursework <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ The Department of Management Sciences requires either (i) a 75% overall standing in the last two years, or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent; or (ii) a 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent, as the minimum requirement for admission to a Master's program for applicants educated at a Canadian institution. A 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent is the minimum requirement for admission to a Master's program for applicants educated outside of Canada. ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" – a one page statement addressing their academic background and future goals. ○ Applicants who fall slightly below the minimum academic requirements may be considered for admission as transitional or probationary students. • Application materials- <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References- <ul style="list-style-type: none"> ○ Number of references: 3 ○ Type of references: if the applicant has been working for several years, 1 business reference will be accepted along with 2 academic references. • English language proficiency (ELP) (if applicable) 	<ul style="list-style-type: none"> • Registration option(s) <ul style="list-style-type: none"> ○ Full-time • Study option(s) <ul style="list-style-type: none"> ○ Coursework <p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ <u>Students in the MSc program can apply to transfer into the MSc Co-operative Program after completing at least one academic term. Admission will be decided based on the student's progress to date, and is subject to approval by the Department Associate Chair for Graduate Studies.</u>

How will students currently registered in the program be impacted by these changes?

Current students will not be impacted by these changes.

Department/School approval date (mm/dd/yy): 11/13/2019

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 11/13/2019

Faculty approval date (mm/dd/yy):

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Engineering

Program: Master of Management Sciences (MMSc) - Management of Technology

Program contact name(s): Rob Duimering, Lisa Hendel

Form completed by: Rob Duimering, Lisa Hendel

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the type of references required for admission.

Is this a [major modification](#) to the program? No

Rationale for change(s):

Change reference types to increase flexibility for applicants who have been away from school for a long time and have difficulty obtaining meaningful academic references.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-management-sciences/master-management-sciences-mmsc-management-technology>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ An Honours Bachelor's degree (or equivalent) with a minimum 75% standing in the last two years. ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" - a one page statement addressing their academic background and future goals. ○ Applicants who fall slightly below the minimum academic requirements may 	<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ An Honours Bachelor's degree (or equivalent) with a minimum 75% standing in the last two years. ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" - a one page statement addressing their academic background and future goals. ○ Applicants who fall slightly below the minimum academic requirements may

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>be considered for admission as conditional or probationary students.</p> <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 2 ○ Type of references: at least 1 <u>academic</u> • <u>English language proficiency (ELP)</u> (if applicable) 	<p>be considered for admission as conditional or probationary students.</p> <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: 2 ○ Type of references: <u>academic (preferred) or professional</u> • <u>English language proficiency (ELP)</u> (if applicable)

How will applicants to the program be impacted by these changes?

This will help applicants to get more current and relevant references.

Department/School approval date (mm/dd/yy): 11/13/2019

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 11/13/2019

Faculty approval date (mm/dd/yy):

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Prior to form submission, review the [content revision instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Engineering

Program: Master of Management Sciences (MMSc)

Program contact name(s): Rob Duimering, Lisa Hendel

Form completed by: Rob Duimering, Lisa Hendel

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the SGRC Course/Milestone-New/Revision/Inactivation form ([PC docx version](#) or [MAC docx version](#)).

Updating the number of references and type of references required for admission.

Is this a [major modification](#) to the program? No

Rationale for change(s):

Reduce number of references from 3 to 2 be consistent with the Master of Management Sciences (MMSc)-Management of Technology program. Change reference types to increase flexibility for applicants who have been away from school for a long time and have difficulty obtaining meaningful academic references.

Proposed effective date: Term: Spring Year: 2020

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/graduate-studies-academic-calendar/engineering/department-management-sciences/master-management-sciences-mmsc>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ The Department of Management Sciences requires either (i) a 75% overall standing in the last two years, or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent; or (ii) a 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent, as the minimum requirement for admission to a Master's program for applicants educated at a 	<p>Admission requirements</p> <ul style="list-style-type: none"> • Minimum requirements <ul style="list-style-type: none"> ○ The Department of Management Sciences requires either (i) a 75% overall standing in the last two years, or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent; or (ii) a 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent, as the minimum requirement for admission to a Master's program for applicants educated at a

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Canadian institution. A 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent is the minimum requirement for admission to a Master's program for applicants educated outside of Canada.</p> <ul style="list-style-type: none"> ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" - a one page statement addressing their academic background and future goals. ○ Applicants who fall slightly below the minimum academic requirements may be considered for admission as transitional or probationary students. <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: <u>3</u> ○ Type of references: if the applicant has been working for several years, 1 business reference will be accepted along with 2 academic references. • <u>English language proficiency (ELP)</u> (if applicable) 	<p>Canadian institution. A 75% overall standing or equivalent, in a relevant four-year Honours Bachelor's degree or equivalent is the minimum requirement for admission to a Master's program for applicants educated outside of Canada.</p> <ul style="list-style-type: none"> ○ Background in quantitative methods (e.g., Calculus, Linear Algebra, Probability and Statistics). ○ All applicants must submit a "Statement of Purpose" - a one page statement addressing their academic background and future goals. ○ Applicants who fall slightly below the minimum academic requirements may be considered for admission as transitional or probationary students. <ul style="list-style-type: none"> • Application materials <ul style="list-style-type: none"> ○ Résumé/Curriculum vitae ○ Supplementary information form ○ Transcript(s) • References <ul style="list-style-type: none"> ○ Number of references: <u>2</u> ○ Type of references: <u>academic (preferred) or professional</u> • <u>English language proficiency (ELP)</u> (if applicable)

How will applicants to the program be impacted by these changes?

This will help applicants to get more current and relevant references.

Department/School approval date (mm/dd/yy): 11/13/2019

Reviewed by GSPA (for GSPA use only) date (mm/dd/yy): 11/13/2019

Faculty approval date (mm/dd/yy):

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Senate approval date (mm/dd/yy) (if applicable):

Memorandum

To: Members
Senate Graduate and Research Council

From: Julie Joza
Director, Research Ethics

Date: February 10, 2020

Subject: Updates to terms of reference for the Research Ethics Committees

The following is information for consideration by the Senate Graduate and Research Council. This memo outlines proposed changes the research ethics committees would like to request be made to their terms of reference. This memo is for both the Clinical Research Ethics Committee (CREC) and the Human Research Ethics Committee (HREC). See attached revisions.

The most notable change to the terms of reference for both CREC and HREC is that the members would like to revise their name to replace “Committee” with “Board”. This change would mean Waterloo is better aligned with the standard naming convention used within Canada. Most research ethics committees are research ethics board (REBs) in Canada.

Further updates are being presented to revise both terms of reference to reflect changes in research ethics staff position titles, to be more gender inclusive in membership, ensure consistency in the use of language across both terms of reference, and to improve the readability of the terms by using clearer and concise language for members.

The membership of CREC is also being expanded to include a member with expertise in statistical methodologies. This position was not required previously as former CREC Chair, Dr. Andrea Edginton PhD, Associate Professor, School of Pharmacy provided expertise in this area. As Dr. Edginton is no longer on the committee, the members want to ensure they have the appropriate expertise around the table, thus, a new member position is required.

The membership of CREC is further being expanded to include a graduate student or postdoctoral fellow. This was felt to be important as academic trainees make up a high proportion of both participants and researchers at Waterloo. This new position will help ensure this point of view is taken into consideration during the ethics review process.

UNIVERSITY OF WATERLOO
CLINICAL RESEARCH ETHICS ~~BOARD~~

TERMS OF REFERENCE

A. Statement of Institutional Authority for Research Ethics Boards

The University of Waterloo has two Research Ethics Boards (REBs): the Clinical Research Ethics ~~Board~~ and the Human Research Ethics ~~Board~~. As constituted sub-committees of the University of Waterloo's Senate Graduate and Research Council, both of the University of Waterloo's REBs are established and empowered under the authority of the University of Waterloo Senate.

B. Mandate and Accountability of the Research Ethics Boards

The REBs' mandate, on behalf of the University, is to protect the rights and welfare of human participants who take part in research conducted under the auspices of the University. The University of Waterloo's REBs review such research to ensure that it meets ethical principles and that it complies with all applicable regulations, guidelines and standards pertaining to human participant protection. These include but are not limited to the University of Waterloo's Statement on Human Research; its Guidelines for Research with Human Participants (Guidelines) and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd edition (TCPS 2). For clinical trials, the REBs follow Health Canada's Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University of Waterloo's REBs also operate under applicable laws and regulations of the Province of Ontario and of Canada.

The University of Waterloo requires that all research involving humans or human biological materials conducted in its jurisdiction or under its auspices, undergo ethics review and clearance by one of its two REBs prior to initiation of any research related activities, including recruitment and screening activities.

The Clinical Research Ethics ~~Board~~ (CREB) has jurisdiction over clinical trials research (i.e., involving a drug or natural health product or is medical device testing) conducted under the auspices of the University of Waterloo, research involving a "controlled act" as defined under the Regulated Health Professionals Act of Ontario, 1991, and other research activities as defined under approved standard operating procedures. The Human Research Ethics ~~Board~~ (HREB) has jurisdiction over all other research involving humans with which the University is affiliated.

C. Membership of the CREB

Membership shall be consistent with the requirements for REB composition specified in Article 6.4. of the TCPS 2 and ICH Good Clinical Practice: Consolidated Guideline. All ~~REB~~ members shall be competent to judge the ethical acceptability of research ethics applications they review. In accordance with Article 6.3 and Chapter 8 of the TCPS 2, in the interest of fostering a collaborative spirit and appropriate levels of information sharing between both ~~REBs~~, and to facilitate timely and effective reviews for researchers, members of CREB may be required to serve as reviewers, in either a delegated or ad-hoc sub-committee capacity, for applications

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made to HREB, if, in the judgment of the Chair of HREB, the application requires expertise which the CREB member has been judged to possess. To fulfill the mandate of the Board, the membership will be comprised of both voting and non-voting members.

The CREB shall consist of a minimum of 10 voting members:

- three faculty members including
 - o one faculty member with expertise in vision science from Optometry
 - o one faculty member with expertise in Pharmacology or Immunology/Toxicology from Pharmacy
 - o one faculty member with expertise in the science of human movement from Kinesiology,
- two clinical physicians knowledgeable about clinical trials research
- one lawyer preferably knowledgeable about clinical trials research and privacy
- one member knowledgeable in ethics/bioethics
- one community member who has no affiliation with the institution
- one member that is a student or post-doctoral fellow preferably with experience in the conduct of research with humans
- one member with expertise in statistical methodologies

The committee must reflect gender diversity, including at minimum both men and women.

Non-voting members of the Board act as resource support, offer expertise and assistance on matters under consideration by the Board, and share information as needed¹. The following additional members are ex-officio (non-voting):

- Director, Research Ethics
- Senior Manager / Manager, Research Ethics
- Research Ethics Advisor(s), Research Ethics

An alternate community member and an alternate student member may be sought to ensure these positions are represented on the Board at each meeting, whenever possible.

D. Terms of Office for the CREB

1. Following consultation with the respective Faculty Deans and Department Chairs/School Directors and the CREB Chair, the Director will nominate members of the CREB.
2. The Senate Graduate and Research Council shall appoint members of CREB.
3. The Vice-President Research and International will nominate the Chair and Vice Chair from the CREB membership. The Chair will have a minimum of one year prior experience as a member of the CREB. An additional member may be appointed from the same area of expertise as the Chair. The Vice Chair may discharge the responsibilities of the Chair when the Chair is unable to do so, discharge responsibilities assigned by the Chair and assist in the overall operation of the REB, as requested.

¹ TCPS 2, Article 6.4 stipulates "where research ethics administration staff have the requisite experience, expertise and knowledge comparable to what is expected of REB members, institutions may appoint them (based on written policies and procedures of the institution) to serve as non-voting members on the REB.

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4. Members of the CREB, except the ex-officio members, will serve for a three-year term when possible, normally renewable once. Terms will be overlapping to preserve experience and continuity of function.

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E. Meetings of the CREB

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1. The CREB normally will meet face to face eleven times per year. In the absence of any business, meetings may be cancelled by the Manager (or delegate) in consultation with the Chair.

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2. Additional meetings of the CREB, or of a sub-committee of its members, may be called by the Manager in consultation with the Chair, as necessary.

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3. Each meeting will require the involvement of a quorum defined as half the total voting membership plus one. Quorum must also meet membership criteria specified by relevant research ethics guidelines and regulations. Every effort will be made to ensure that each meeting includes the community member.

4. Members shall normally attend CREB meetings with at least 70% attendance per year. When unexpected circumstances arise that prevent a regular member from attending a CREB meeting in person, arrangements will be made where feasible with the member to participate through use of technology (e.g., telephone or video link). In cases where a regular member cannot attend CREB meetings for a protracted period (e.g., during a 6 month's sabbatical), a substitute member from the same discipline may be appointed to serve during the regular member's absence.

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5. Members shall notify the Manager of an anticipated absence at least one day prior to a meeting. Members who cannot attend a meeting are expected to provide written comments on each of the protocols under review at the respective meeting. This information is provided to other members of the CREB and becomes part of the discussion and meeting minutes.

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6. At the outset of each meeting, members shall declare any real, perceived or potential conflict(s) of interest related to the applications under review. Examples of conflicts of interest include but are not limited to applications on which they are listed as Principal Investigator (PI) or co-investigator; current or past research collaborations with investigators listed on the application; applications on which students they supervise are listed. Other members of the CREB will decide whether the member with the conflict of interest should recuse themselves from related discussions.

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7. The CREB will reach its decisions concerning the ethical acceptability of research that is undergoing ethics review through a process of open discussion and consensus. When members are unable to reach consensus, a vote of the quorum present may be taken and recorded.

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8. The CREB's deliberations and decisions will be documented in comprehensive, confidential minutes that are securely maintained. The Research Ethics Advisor, shall serve as secretary to the CREB.

9. Detailed written feedback from the CREB, including its decision on the ethical acceptability of the research shall be communicated to the researcher(s) by the Manager following consultation with the Chair, CREB, in an efficient and timely manner according to standard operating procedures. Feedback is based on minutes of discussion of the research project.

10. The CREB may, where appropriate, request that the PI or his/her designate attend a meeting to provide further information about and/or to discuss his/her research. The CREB will also accommodate reasonable requests from a PI to attend a meeting to participate in discussions about their research.

11. The CREB may seek the confidential opinion or advice of an ad hoc advisor/reviewer from among University of Waterloo faculty or from a confidential external consultant on a particular application to ensure it has the necessary background information and knowledge to review the ethical acceptability of the application.

F. Responsibilities and Mandates of the CREB

1. To ensure that all research under CREB jurisdiction, involving human participants conducted by students, staff and faculty affiliated with the University of Waterloo, and all clinical trials research conducted at Waterloo by unaffiliated students, staff and faculty researchers, undergo ethics review and clearance prior to being conducted. This research may be conducted on- or off-campus and may be funded or unfunded.

2. To review the ethical acceptability of all research projects, under CREB jurisdiction, involving human participants on behalf of the institution including, but not limited to, those that:

- may pose greater than minimal risk to participants (i.e., physiological, psychological, economic, social, or other);
- involve recruitment of persons who may be vulnerable as research participants in the context of a specific study, and/or cannot legally give free and informed consent
- include ethically sensitive issues, topics and/or procedures; and
- stipulate full REB review as required by certain granting agencies.

The CREB may grant clearance, propose modifications, disapprove, or terminate proposed or ongoing research conducted within the jurisdiction of the University or under its auspices to ensure that a proportionate review of risks and benefits has occurred in accordance with the ethical framework proposed under the TCPS 2.

G. Delegation of CREB Authority Related to Ethics Review and Clearance

The CREB delegates to the Director, Senior Manager / Manager, and Research Ethics Advisor(s), by virtue of their membership on the CREB, and according to standard operating procedures, authority to conduct:

1. Initial ethics review and clearance of research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.

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2. Ethics review and clearance of modifications to ongoing research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.
3. Annual ethics review and clearance of all research under its jurisdiction that continues beyond one year.
4. Ethics review and clearance of all revised materials and related documents associated with the ethics review feedback process involving minimal and greater than minimal risk research that have been categorized as requiring a review by a sub-committee of the CREB or the full CREB.

H. Delegation of CREB Responsibility for Record Keeping and Research Ethics Education

The CREB ensures with assistance of Research Ethics Staff that:

1. CREB members are provided with opportunities for research ethics education during their tenure on the CREB, beginning with a new member orientation session.
2. Comprehensive, accurate records (i.e., paper and electronic) of the initial and continuing (i.e., modifications, annual) ethics review and clearance processes are securely maintained for all research under its jurisdiction. This includes all revised materials associated with initial and continuing ethics review.
3. CREB meeting dates and submission deadlines are easily accessible by researchers through information posted on the Research Ethics website.
4. CREB members receive a monthly report is received on minimal risk research that has undergone ethics review and clearance through the delegated ethics review process by the Research Ethics staff.
5. Timely information and regular reports are received on any unanticipated issues (events) that have occurred in association with research under its jurisdiction.
6. University of Waterloo guidelines, procedures and sample materials related to the conduct of research with humans are reviewed and updated on a regular basis (e.g., annually) to ensure that they remain current in an evolving research ethics environment.
7. Educational activities (e.g., in-class presentations, seminars and workshops) are provided to University of Waterloo students, faculty and staff involved in research with human participants.
8. Legal or other advice is sought, as required, on matters related to the protection of human participants in research.
9. Timely information on guidelines, procedures, and other matters related to the conduct of research with human participants is provided to the CREB, as well as student, staff and faculty researchers who conduct research with humans.

G. Reconsideration and Appeal of CREB Decisions

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1. Reconsideration Process

A Principal Investigator (PI) may make a written request for reconsideration of a CREB decision when ethics clearance is not granted, or when ethics clearance is conditional on revisions that the PI believes may jeopardize the feasibility or integrity of the research. In consultation with the Chair, the Director (or delegate) will refer such a request, including documentation and supporting materials received for reconsideration from the PI, to other members of the CREB for discussion at its next meeting. The CREB will review the written documents, and where appropriate, will request an informal meeting with the PI (or their designate). Following consideration of all additional information (verbal and written), the CREB will reach a final decision with respect to its position on the original decision. Every attempt will be made, in consultation with the PI to reach a resolution by this informal route.

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2. Appeal Process

In the event the matter cannot be resolved through a reconsideration or informal process, the institution shall provide the PI with prompt access to an established appeal process through which the PI may appeal the CREB's decision. An appeal can be requested for procedural or substantive reasons. An appeal committee shall be appointed through the same authority that established the REB, ensuring that members of the appeal committee will have expertise and knowledge to be able to competently judge the ethical acceptability of the research ethics application under review. Members of the CREB whose decision is under appeal shall not serve on the appeal committee. The appeal committee will act impartially in its review of documentation provided by the CREB and the PI (or designate), and will consult with others as required, including but not limited to, members of the CREB and the PI (or designate). The appeal committee will issue a written report with its decision on the matter with copies to the PI and CREB. It may approve, reject or request modifications to the research proposal. The appeal committee's decision will be final.

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Approved Senate Graduate & Research Council, February 2009;
Revised CREC Oct. 2011; approved Senate Graduate & Research Council, Nov. 14, 2011
Revised CREC August 2012, approved Senate Graduate & Research Council, Sept. 10, 2012
Revised ORE August 2013; approved Senate Graduate & Research Council, September 9, 2013;
Revised ORE August 2016; approved Senate Graduate & Research Council, September 12, 2016
Revised CREC December 2019:

UNIVERSITY OF WATERLOO
HUMAN RESEARCH ETHICS BOARD

TERMS OF REFERENCE

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A. Statement of Institutional Authority for Research Ethics Boards

The University of Waterloo has two Research Ethics Boards (REBs): the Human Research Ethics Board and the Clinical Research Ethics Board. As constituted sub-committees of the University of Waterloo's Senate Graduate and Research Council, both of the University of Waterloo's REBs are established and empowered under the authority of the University of Waterloo Senate.

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B. Mandate and Accountability of the Research Ethics Boards

The REBs' mandate, on behalf of the University, is to protect the rights and welfare of human participants who take part in research conducted under the auspices of the University. The University of Waterloo's REBs review such research to ensure that it meets ethical principles and that it complies with all applicable regulations, guidelines and standards pertaining to human participant protection. These include but are not limited to the University of Waterloo's Statement on Human Research; its Guidelines for Research with Human Participants (Guidelines) and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd edition (TCPS 2). For clinical trials, the REBs follow Health Canada's Food and Drugs Act, the International Conference on Harmonization (ICH) Good Clinical Practice: Consolidated Guideline, and where applicable, U.S. federal regulations. The University of Waterloo's REBs also operate under applicable laws and regulations of the Province of Ontario and of Canada.

The University of Waterloo requires that all research involving humans or human biological materials conducted in its jurisdiction or under its auspices, undergo ethics review and clearance by one of its two REBs prior to initiation of any research related activities, including recruitment and screening activities.

The Human Research Ethics Board (HREB) has jurisdiction over research involving humans conducted under the auspices of the University of Waterloo with the exception of research that is reviewed by the Clinical Research Ethics Board (CREB). CREB has jurisdiction over clinical trials research (i.e., involving a drug or natural health product or medical device testing), research involving a "controlled act" as defined under the Regulated Health Professionals Act of Ontario, 1991, and other research activities as defined under approved standard operating procedures.

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C. Membership of the HREB

Membership shall be consistent with the requirements for REB composition specified in Article 6.4. of the TCPS 2 and ICH Good Clinical Practice: Consolidated Guideline. All Committee members shall be competent to judge the ethical acceptability of research ethics applications they review. Members of HREB may be required to serve as reviewers, in either a delegated or an ad-hoc sub-committee capacity for applications made to CREB. This is in accordance with Article 6.3 and Chapter 8 of the TCPS 2, encouraging collaboration and information sharing between both REBs, and facilitating timely and effective reviews for researchers. The CREB

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chair will determine if the application requires expertise that the HREB member has been judged to possess.

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To fulfill the mandate of the Board, the membership will be comprised of both voting and non-voting members.

The HREB shall consist of a minimum of 12 voting members.

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- six faculty members including:
 - one member with expertise in clinical psychology
 - one member with expertise in the science of human movement
 - one member with expertise in the methods or processes used in engineering/technology research for the conduct of research with humans
 - one member with expertise in statistical methodologies
 - one member with expertise in qualitative methodologies
 - Chair of the Delegated Ethics Review Committee (DERC)¹ from the Department of Psychology (ex-officio)
- one member who is knowledgeable in the relevant law and privacy
- two graduate students preferably with experience in the conduct of research with humans
- two members of the community who have no affiliation with the institution
- Medical Director, University of Waterloo Health Services (ex-officio)

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The committee must reflect gender diversity, including at minimum both men and women.

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Non-voting members of the Board act as resource support, offer expertise and assistance on matters under consideration by the Board, and share information as needed². The following additional members are ex-officio, non-voting:

- Director, Research Ethics, Senior Manager/Manager, Research Ethics
- Research Ethics Advisor(s)
- Research Experiences Group (REG) Coordinator and Ethics Administrator for DERC

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Faculty members of DERC also serve on HREB as alternate members. When serving as an alternate member they may vote and count in quorum.

D. Terms of Office of the HREB

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1. Following consultation with the respective Faculty Deans and Department Chairs/School Directors and the HREB Chair, the Director will nominate members of the HREB.
2. The Senate Graduate and Research Council shall appoint members of HREB.

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¹ DERC (Psychology) operates under the auspices of HREB with the sole purpose of conducting delegated reviews within Psychology under the Delegated Ethical Review Committee (Psychology) terms of reference.

² TCPS 2, Article 6.4 stipulates "where research ethics administration staff have the requisite experience, expertise and knowledge comparable to what is expected of REB members, institutions may appoint them (based on written policies and procedures of the institution) to serve as non-voting members on the REB.

3. The Vice-President Research and International will nominate the Chair and Vice Chair from the HREB membership. The Chair will have a minimum of one year prior experience as a member of the HREB. An additional member may be appointed from the same area of expertise as the Chair. The Vice Chair may discharge the responsibilities of the Chair when the Chair is unable to do so, discharge responsibilities assigned by the Chair, and assist in the overall operation of the REB, as requested.

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4. Members of the HREB, except ex-officio members, will serve for a three-year term, when possible, normally renewable once. Terms will be overlapping to preserve experience and continuity of function.

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E. Meetings of the HREB

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1. The HREB normally will meet face to face eleven times per year. In the absence of any business, meetings may be cancelled by the Manager in consultation with the Chair.

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2. Additional meetings of the HREB, or of a sub-committee of its members, may be called by the Manager in consultation with the Chair, as necessary.

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3. Each meeting will require the involvement of a quorum defined as half the total voting membership plus one. Quorum must also meet membership criteria specified by relevant research ethics guidelines and regulations. Every effort will be made to ensure that each meeting includes at least one community member.

4. Members shall normally attend HREB meetings with at least 70% attendance per year. When unexpected circumstances arise that prevent a regular member from attending an HREB meeting in person, arrangements will be made where feasible with the member to participate through use of technology (e.g., telephone or video link). In cases where a regular member cannot attend HREB meetings for a protracted period (e.g., during a 6 month's sabbatical), a substitute member from the same discipline may be appointed to serve during the regular member's absence.

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5. Members shall notify the Manager of an anticipated absence at least one day prior to a meeting. Members who cannot attend a meeting are expected to provide written comments for each of the protocols under review at the respective meeting. This information is provided to other members of the HREB, and becomes part of the discussion and meeting minutes.

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6. At the outset of each meeting, members shall declare any real, perceived or potential conflict(s) of interest related to the applications under review. Examples of conflicts of interest include but are not limited to applications on which they are listed as principal investigator or co-investigator; current or past research collaborations with investigators listed on the application; applications on which students they supervise are listed. Other members of the HREB will decide whether the member with the conflict of interest should recuse themselves from related discussions.

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7. The HREB will reach its decisions concerning the ethical acceptability of research that is undergoing ethics review through a process of open discussion and consensus. When members are unable to reach consensus a vote of the quorum present will be taken and recorded.

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8. The HREB's deliberations and decisions will be documented in comprehensive, confidential minutes that are securely maintained. The Research Ethics Advisor, shall serve as secretary to the HREB.

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9. Detailed written feedback from the HREB including its decision on the ethical acceptability of the research shall be communicated to the researcher(s) by the Manager, following consultation with the Chair, HREB, in an efficient and timely manner according to standard operating procedures. Feedback is based on minutes of discussion of the research project.

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10. The HREB may, where appropriate, request that the Principal Investigator (PI) or his/her designate attend a meeting to provide further information about and/or to discuss his/her research. The HREB will also accommodate reasonable requests from a PI to attend a meeting to participate in discussions about their research.

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11. The HREB may seek the confidential opinion or advice of an ad hoc advisor/reviewer from among University of Waterloo faculty or from a confidential external consultant on a particular application to ensure it has the necessary background information and knowledge to review the ethical acceptability of the application.

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F. Responsibilities and Mandates of the HREB

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1. To ensure that all research under HREB jurisdiction or teaching projects involving human participants and conducted by students, staff and faculty affiliated with the University of Waterloo, and all research conducted at Waterloo by unaffiliated students, staff and faculty researchers, undergo ethics review and clearance prior to being conducted. These activities may be conducted on- or off-campus and may be funded or unfunded.

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2. To review the ethical acceptability of all research projects, under HREB jurisdiction, involving human participants on behalf of the institution including, but not limited to, those that

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- may pose greater than minimal risk to participants (i.e., physiological, psychological, economic, social, or other);
- involve recruitment of persons who may be vulnerable as research participants in the context of a specific study, and/or cannot legally give free and informed consent
- include ethically sensitive issues, topics and/or procedures; and
- stipulate full REB review as required by certain granting agencies.

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The HREB may grant ethics clearance, propose modifications, disapprove, or terminate proposed or ongoing research conducted within the jurisdiction of the University or under its auspices to ensure that a proportionate review of risks and benefits has occurred in accordance with the ethical framework proposed under the TCPS 2.

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G. Delegation of HREB Authority Related to Ethics Review and Clearance

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The HREB delegates to the Director and Senior Manager/Manager, and Research Ethics Advisor(s), by virtue of their membership on the HREB, and according to Standard Operating Procedures, authority to conduct:

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1. Initial ethics review and clearance of research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.
2. Ethics review and clearance of modifications to ongoing research under its jurisdiction that poses minimal risk to research participants, and includes provision of comprehensive and timely written feedback.
3. Annual ethics review and clearance of research under its jurisdiction that continues beyond one year.
4. Ethics review and clearance of all revised materials and related documents associated with the ethics review feedback process involving minimal and greater than minimal risk research with the exception of applications that have been categorized as requiring a review by a sub-committee of the HREB, or the full HREB.

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H. Delegation of HREB Responsibility for Record Keeping and Research Ethics Education

The HREB ensures with assistance of Research Ethics Staff that:

1. HREB members are provided with opportunities for research ethics education during their tenure on the HREB, beginning with a new member orientation session.
2. Comprehensive, accurate records (i.e., paper and electronic) of the initial and continuing (i.e., modifications, annual) ethics review and clearance processes are securely maintained for all research under its jurisdiction. This includes all revised materials associated with initial and continuing ethics review.
3. HREB meeting dates and submission deadlines are easily accessible by researchers through information posted on the Research Ethics website.
4. HREB members receive a monthly report on minimal risk research that has undergone ethics review and clearance through the delegated ethics review process by the Research Ethics Staff.
5. Timely information and regular reports are received on any unanticipated issues (events) that have occurred in association with research under its jurisdiction.
6. University of Waterloo guidelines, procedures and sample materials related to the conduct of research with humans are reviewed and updated on a regular basis (e.g., annually) to ensure that they remain current in an evolving research ethics environment.
7. Educational activities (e.g., in-class presentations, seminars and workshops) are provided to University of Waterloo students, faculty and staff involved in research with human participants.
8. Legal or other advice is sought, as required, on matters related to the protection of human participants in research.

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9. Timely information on guidelines, procedures, and other matters related to the conduct of research with human participants is provided to the HREB, as well as student, staff and faculty researchers who conduct research with humans.

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10. Reconsideration and Appeal of HREB Decisions

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1. Reconsideration Process

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A Principal Investigator (PI) may make a written request for reconsideration of an HREB decision when ethics clearance is not granted, or when ethics clearance is conditional on revisions that the PI believes may jeopardize the feasibility or integrity of the research. In consultation with the Chair, the Director (or delegate) will refer such a request, including documentation and supporting materials received for reconsideration from the PI, to other members of the HREB for discussion at its next meeting. The HREB will review the written documents, and where appropriate, will request an informal meeting with the PI (or their designate). Following consideration of all additional information (verbal and written), the HREB will reach a final decision with respect to its position on the original decision. Every attempt will be made in consultation with the PI to reach a resolution by this informal route.

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2. Appeal Process

In the event the matter cannot be resolved through a reconsideration or informal process, the institution shall provide the PI with prompt access to an established appeal process through which the PI may appeal the HREB's decision. An appeal can be requested for procedural or substantive reasons. An appeal committee shall be appointed through the same authority that established the REB, ensuring that members of the appeal committee will have expertise and knowledge to be able to competently judge the ethical acceptability of the research ethics application under review. Members of the HREB whose decision is under appeal shall not serve on the appeal committee. The appeal committee will act impartially in its review of documentation provided by the HREB and the PI (or designate), and will consult with others as required, including but not limited to, members of the HREB and the PI (or designate). The appeal committee will issue a written report with its decision on the matter with copies to the PI and HREB. It may approve, reject or request modifications to the research proposal. The appeal committee's decision will be final.

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Original Approval, Senate Research Council, September 14, 1989

Revised May 1999; approved Senate Research Council June 10, 1999

Revised May 2000; approved Senate Research Council May 29, 2000

Revised Feb. 2005; approved Senate Graduate & Research Council, May 11, 2005

Revised Feb. 2006; approved Senate Graduate & Research Council, Feb. 27, 2006

Revised Oct. 2011; approved Senate Graduate & Research Council, Nov. 14, 2011

Revised August, 2012; approved Senate Graduate & Research Council, September 10, 2012

Revised January 2014; approved Senate Graduate & Research Council, April 2014

Revised October 2016; Approved Senate Graduate Research Council, November, 2016

Revised December 2019;

Memorandum

To: Members
Senate Graduate and Research Council

From: Julie Joza
Director, Research Ethics

Date: February 10, 2020

Subject: Membership on Waterloo's Research Ethics Boards

The following is information for consideration by the Senate Graduate and Research Council. This memo outlines two members seeking appointment on the Clinical Research Ethics Board (CREB) and one member seeking appointment on the Human Research Ethics Board (HREB).

Clinical Research Ethics Board (CREB):

Dr. Martin Lysy, PhD, Associate Professor, Department of Statistics and Actuarial Science and Director, Statistical Consulting and Collaborative Research Unit will begin a 3-year term on CREB starting March 1, 2020 and continuing through to April 30, 2023. Dr. Lysy will be filling a new position created on CREB for a member with expertise in statistical methodologies.

Ms. Olivia Tong, MEng, Graduate Student in Systems Design Engineering will begin a 3-year term on CREB starting March 1, 2020 and continuing through to April 30, 2023. Ms. Tong will be filling a new position created on CREB for a member that is a graduate student or postdoctoral fellow.

Human Research Ethics Committee (HREB):

Dr. Sean Peterson, PhD, PEng, Associate Professor, Department of Mechanical and Mechatronics Engineering will serve 6 months on HREB from February 1 to June 30, 2020, while Dr. Jennifer Boger, Systems Design Engineering is on sabbatical. During this time, Dr. Peterson will act as the member with expertise in the methods or processes used in engineering/technology research for the conduct of research with humans.

November 13, 2019

Attn: Clinical Research Ethics Committee
Office of Research
University of Waterloo
Waterloo, Ontario

Dear Members of the Clinical Research Ethics Committee:

I am writing to express my interest in serving on the Committee starting in January 2020.

I received my PhD in statistics from Harvard University in 2012 and have been faculty member since then at the University of Waterloo. Since 2017, I have been Director of the University's *Statistical Consulting and Collaborative Research Unit*, through which I have gained a considerable appreciation for the importance of conducting academic research in a transparent, responsible, and respectful manner. I am keen in this respect to develop better practices for myself, to then lead my student research and consulting assistants by example. Moreover, I wish for the ethical conduct of the SCCRU to be absolutely beyond reproach. For these reasons, I am very interested to join you and learn from you on the Clinical Research Ethics Committee.

Respectfully Yours,



Martin Lysy, Ph.D.
Associate Professor of Statistics
Director, Statistical Consulting and Collaborative Research Unit
Department of Statistics and Actuarial Science
University of Waterloo

Curriculum Vitae can be found here



Statement of Interest for a position on the Clinical Research Ethics Committee

I am a first-year PhD student in Systems Design Engineering at University of Waterloo. I have research experiences in both wet and dry laboratories, and human subject studies. As an undergraduate research assistant, I collected data with electroencephalography from autistic individuals. For my undergraduate thesis project, I conducted experiments in older adults with a history of falls using functional near-infrared spectroscopy. For my Masters project, I have developed a dual colour 3d surface imaging (3D-SI) system that could help researchers and clinicians to better understand breast morphology and volumes in different body positions. As part of the development, I tested the 3D-SI system on breast phantom, then I validated the system on healthy women and women scheduled for breast surgeries. My diverse research experiences with human subject studies prepared me well to take the position in the human research ethics committee. I am confident that I am a good candidate.

Curriculum Vitae can be found [here](#)

January 7, 2020

Re: Expression of Interest to Join Human Research Ethics Committee

With this memo I would like to formally express my interest serving on the Human Research Ethics Committee (HREC). I am currently an Associate Professor in the Mechanical and Mechatronics Engineering Department, having joined the university in 2009. My primary expertise is fluid dynamics with an emphasis on biological systems, including development and exploration of the efficacy of a lower limb compression device, cardiovascular flow physics and blood pressure estimation technologies, and human phonation. I have developed expertise in experimental methods and measurement, sensor and algorithm design, and engineering mechanics.

I have interfaced with the committee from the perspective of a researcher working on projects with human participants for the past several years. As such, my perspective of research projects on campus involving human subjects is limited to my own work and that of close colleagues. It would benefit me professionally to experience the HREC from “the inside” in terms of broadening my exposure to research projects (and researchers) on campus and in preparation of future applications.

I have read the HREC terms of reference and understand the requirements of committee membership. I appreciate the opportunity to participate and am happy to provide any additional information that may be required.

Sincerely,

A handwritten signature in blue ink that reads "Sean Peterson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sean D. Peterson, Ph.D., P.Eng.

Curriculum Vitae can be found [here](#)



January 6, 2020

TO: Kathy Winter, Assistant University Secretary and Privacy Officer, Senate Graduate and Research Council

FROM: Heidi Mussar, Associate Director, Graduate Financial Aid & Awards

RE: **Agenda items for Senate Graduate & Research Council – January 2020**

Items for Approval

a) Maks Wulkan Graduate Scholarship – trust

A scholarship, valued at \$50,000, will be provided to one graduate student registered full time in a doctoral program in the Faculty of Engineering. The scholarship will be paid to the student annually in increments of \$10,000 each year for five years as long as they remain registered. Selection is based on academic excellence (minimum cumulative average of 80% or equivalent) in their current or most recently completed graduate program) combined with an interest in molecular beam epitaxy or human-factors engineering.

Preference will be given to students who do not concurrently hold a major scholarship exceeding \$3,000 per term. This funding must be awarded in addition to the minimum funding the student may already be receiving.

The Faculty of Engineering will identify candidates based on their application for admission to the program.

This fund is made possible by a donation from Maks Wulkan.

b) Master of Mathematics for Teachers (MMT) Indigenous Scholarship – operating

Up to five scholarships, each valued at a maximum of \$15,000, will be awarded annually to students entering into the Master of Mathematics for Teachers (MMT) program at the University of Waterloo. In order to be considered for the scholarship, candidates must be active mathematics teachers, demonstrate a strong connection to an Indigenous community, and show an ability to impact Indigenous students. Preference will be given to Indigenous candidates. Each scholarship is designed to cover the full cost of tuition while the student is registered in the MMT program. Candidates interested in being considered for the scholarship must apply for both admission to the program and for the scholarship by May 1. Scholarship application forms are available on the MMT website.

Items for Information

c) Waterloo Environment Students Endowment Foundation (WESEF) Award - trust

Originally approved at SG&RC in April 2011 as a three year pledge from 2011 to 2013, this award is being extended through a pledge from 2019 to 2023, totalling \$5,000.

The same terms apply where one award, valued at \$1,000 may be awarded annually to a full time undergraduate or graduate student in the Faculty of Environment at the University of Waterloo who has made a tangible difference in the quality of education and student life within

the Faculty of Environment, with special consideration being given to those applicants who have contributed to a successful WESEF proposal.

An application form will be available on the WESEF website, outlining the criteria that the WESEF Board will use to make their annual selection.

This fund is made possible by an annual donation from WESEF.

d) Stieber Family Graduate Scholarship in German Studies – trust

Originally approved at SG&RC in January 2016 as a pledge from 2015 to 2018, the award is being renewed with annual pledges from Dec 2019 to May 2022. The new gift will total \$20,000.

The same award description remains unchanged:

An award valued at \$5,000 will be provided to a student entering year one of the Intercultural German Studies Program, the regular German MA or the German PhD program in the department of Germanic and Slavic Studies in the Faculty of Arts. Recipients will be selected based on academic excellence (min. 80% overall average in their last degree) and should have a good knowledge of German language and an interest in expanding knowledge of German-speaking countries and engaging in cultural transfer. An award application is not required; selection will be made based on the student's application for admission to the graduate program. This fund is made possible by a generous donation from the Stieber Family.

e) Brian M. Jessop Graduate Scholarship in Fisheries Science – endowment

Originally approved at SG&RC in September 2019, a request was made to add an eligibility criterion: students must not be concurrently receiving a major scholarship (e.g., tri-agency). The rest of the criteria and the award description remain the same.



January 27, 2020

TO: Kathy Winter, Assistant University Secretary and Privacy Officer, Senate Graduate and Research Council

FROM: Heidi Mussar, Associate Director, Graduate Financial Aid & Awards

RE: **Agenda items for Senate Graduate & Research Council – February 2020**

Items for Approval

a) Kris Bajaj Memorial Scholarship – endowment

An award, valued at \$1,500, will be awarded annually to a graduate student registered full time in the first year of a master's program in the Faculty of Engineering. Candidates must be in good academic standing and be conducting research on sustainability. Preference will be given to international students. The Associate Dean, Graduate Studies in the Faculty of Engineering will select a recipient annually in the Winter term based on the student's application for admission to the program.

Preference will be given to students who do not currently hold external funding; this funding is awarded in addition to the funding the student may already be receiving from Waterloo.

This scholarship has been established by a donation from Sandeep and Anuja Bajaj in memory of their father and recognized engineer Krishan K. Bajaj "Kris". Kris Bajaj was a recognized industry leader in his field as a Professional Engineering in Canada for over 30 years. He dedicated himself to helping new immigrants in his community integrate into Canada and become productive citizens through his positive guidance and support.

Gift from donor is \$25,000. This gift will be combined with general gifts received by the Faculty of Engineering in order to create an endowment totaling \$50,000.

b) Mary R. Hardy Graduate Award in Actuarial Science – endowment

An award valued at \$1,500 will be awarded annually to a graduate student registered full time in the first year of the Master of Actuarial Science program in the Department of Statistics & Actuarial Science in the Faculty of Mathematics. Selection is based on academic achievement (minimum 80% cumulative average in previously completed postsecondary degree). Preference will be given to students who have a passion and belief in serving the public good as demonstrated through community service and volunteerism. The Department of Statistics & Actuarial Science will select a recipient annually in the Winter term based on an interview of eligible candidates. This fund is made possible by donations from friends of the Master of Actuarial Science Program on the 10th anniversary of the program in honour of its founder, Professor Mary Hardy.

Endowment fund = ~\$50k

Items for Information

c) Hira and Kamal Ahuja International Graduate Scholarship – endowment

The terms of the award originally approved in June 2010 and then amended in May 2014 and June 2017 are again being amended. Below are the highlighted changes:

- Award value
 - No longer needs to be matched 1:1 by the supervisor
 - the goal is to provide at least one award valued at up to \$10,000. The value and/or number of awards may change from year to year. This award will be in addition to the guaranteed funding in the student's offer of admission.
- Eligibility
 - Now identifying specific institutions from where a student must have graduated
 - international students who hold a valid Canadian study permit and have graduated from any of the following IITs – Delhi, Mumbai, Ropar, Roorkee, Kanpur, and Kharagpur. If an eligible candidate from IIT is not available, students from all NIITs in India will be considered.
 - Permanent resident of Canada who has graduated from IIT or NIIT

d) Hira and Renu Ahuja International Graduate Scholarship – endowment

The terms of the award originally approved in May 2014 and then amended in June 2017 are again being amended. Below are the highlighted changes:

- Award value
 - No longer needs to be matched 1:1 by the supervisor
 - the goal is to provide at least one award valued at up to \$10,000. The value and/or number of awards may change from year to year. This award will be in addition to the guaranteed funding in the student's offer of admission.
- Eligibility
 - Now identifying specific institutions from where a student must have graduated
 - international students who hold a valid Canadian study permit and have graduated from any of the following IITs – Delhi, Mumbai, Ropar, Roorkee, Kanpur, and Kharagpur. If an eligible candidate from IIT is not available, students from all NIITs in India will be considered.
 - Permanent resident of Canada who has graduated from IIT or NIIT

e) Lalit Chugh and Hira Ahuja International Graduate Scholarship – endowment

The terms of the award originally approved in May 2014 and then amended in June 2017 are again being amended. Below are the highlighted changes:

- Award value
 - No longer needs to be matched 1:1 by the supervisor
 - the goal is to provide at least one award valued at up to \$10,000. The value and/or number of awards may change from year to year. This award will be in addition to the guaranteed funding in the student's offer of admission.
- Eligibility
 - Now identifying specific institutions from where a student must have graduated
 - international students who hold a valid Canadian study permit and have graduated from any of the following IITs – Delhi, Mumbai, Ropar, Roorkee, Kanpur, and Kharagpur. If an eligible candidate from IIT is not available, students from all NIITs in India will be considered.
 - Permanent resident of Canada who has graduated from IIT or NIIT

f) Catherine Booth and Michael Kirk Graduate Award – endowment

The terms of the award originally approved in January 2019 are being amended. Below are the highlighted changes:

- Eligibility & Selection
 - now indicates that the award is available to students with a minimum cumulative average of 80% in their current program at Waterloo as opposed to having a minimum overall average of 80% over the last two full-time academic years
 - the award will be given out in the winter term as opposed to the fall term