

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 13 April 2021
 TIME: 12:00 noon – 2:00 p.m.
 PLACE: Teams – See meeting invitation or contact the secretary

Open Session

Item	Action
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*.....	Information
2. Approval of the 9 February 2021 Minutes* and Business Arising.....	UGC
3. Curricular Items for Approval & Information	
a. Arts*	
i. Bachelor of Sustainability and Financial Management (see attached report and Volume I and Volume II)*.....	1, 2 UGC; 3 SEN-regular
ii. Regular Report*.....	1, 2, 3, 5 UGC; 4 SEN-regular; 6 SEN-consent
b. Engineering*.....	1-4 UGC; 5 Information
c. Environment* (for items 4a, see attached and Volume I and Volume II , and, for item 4b, see attached and documents linked under 3ai above)...	1-3, 5 UGC; 4 SEN-regular
d. Science*.....	1, 2 UGC; 3 Information
4. Registrar’s Office	
a. Awards of Excellence*.....	SEN-consent
5. Academic Program Reviews	
a. Academic Program Reviews - Status.....	Information
b. Handling of Final Assessment Reports & Two-Year Progress Reports*..	Information
c. FAR Liberal Studies* (Reviewers: B. MacVicar, L. Ferries; Dept. Rep.: K. Acheson).....	UGC
d. FAR Medieval Studies* (Reviewers: C. Newell Kelly, B. Larson; Dept. Rep.: Steven Bednarski, David Porreca).....	UGC
e. FAR Sexuality, Marriage & Family* (Reviewers: M. Town, C.Vigna; Dept. Rep.: Kerry Lappin-Fortin).....	UGC
6. Other Business.....	
7. Next Meeting: Tuesday 11 May 2021, 12:00 to 2:00 p.m. via Teams	

*material attached/to be distributed**

“SEN-consent” to be recommended to Senate for approval (consent agenda)
 “SEN-regular” to be recommended to Senate for approval (regular agenda)
 “UGC” to be approved on behalf of Senate & sent to Senate for information

6 April 2021

Rebecca Wickens
 Associate 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 UNDERGRADUATE COUNCIL
Minutes of the 9 February 2021 Meeting
[in agenda order]

Present: Katherine Acheson, Veronica Austen, Monica Barra, Rachel Bruce, Kofi Campbell, Benoit Charbonneau, Victoria Chu, Martin Cooke, Vivian Dayeh, Daniel Davison, David DeVidi (chair), Jaskaran Dhillon, Leeann Ferries, Ariel Gans, Brendon Larson, Bruce MacVicar, Cathy Newell Kelly, Noor Parray, Jeremy Pittman, Francis Poulin, Megan Town, Cristina Vanin, Chris Vigna, Angela Wang-Lin, Rebecca Wickens (secretary), Richard Wikkerink

Resources: Jennifer Coghlin, Danielle Jeanneault, Amanda McKenzie, Alyssa Voigt

Guests: Mike Eden

Organization of Meeting: David DeVidi took the chair, and Rebecca Wickens acted as secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

1. DECLARATIONS OF CONFLICTS OF INTEREST

No conflicts of interest were declared.

2. APPROVAL OF THE 12 JANUARY 2021 MINUTES AND BUSINESS ARISING

The minutes were approved without formal motion. There was no business arising from the minutes.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Arts. Following a brief overview, there was a motion to approve the changes on behalf of Senate. Acheson and Campbell. Carried.

Environment. Larson took members through the course changes, course inactivations and minor modifications to two diplomas. In response to a question about the course inactivations, members heard that this content will now be covered by Indigenous entrepreneurship courses offered by St. Paul's. There was a motion to approve the proposed changes in attachments 1 and 2 on behalf of Senate and to receive attachment 3 for information. Larson and Barra. Carried.

4. REGISTRAR'S OFFICE

Spring Grade Submission Dates. Newell Kelly reported on temporary changes required to the grade submission dates for the Spring to address potential confusion around dates for classes normally offered online and classes offered online because of the pandemic.

Undergraduate Scholarships, Awards and Bursaries. Commenting on references to the Admission Information Form in the descriptions, Acheson indicated that it might be better to leave the details re: applications and assessment out of the descriptions to allow for different processes. Newell Kelly agreed to investigate making this change.

5. ACADEMIC PROGRAM REVIEWS

Revised Process for Approving FARs and Two-Year Reports. Members heard: drivers for the proposed changes; comparison of current to proposed process; the intent to improve efficiency but maintain quality. Members asked clarifying questions around the vetting process before the reports are presented to council. Following discussion, members heard that reports in process will be completed under the current process and future reports will go forward under the new process.

Academic Program Reviews – Status. This item was received for information.

Handling of Final Assessment Reports & Two-Year Progress Reports. This item was received for information.

Two-Year Report – Mathematics/Teaching. Vanin reported that most of the questions were related to the pandemic's impact on timelines, and the report addresses the questions appropriately. In response to a question re: the recommendation to add a second MTHEL course, members heard that resource and scheduling concerns are obstacles and alternatives are being considered. Following discussion there was a motion to approve the report on behalf of Senate. Vanin and Poulin. Carried with one abstention.

6. UNIVERSITY COMMUNICATION OUTCOMES – APPROVAL PROCESS

DeVidi took members through the background and documents distributed with the agenda. Members commented on the importance of the initiative and appreciation for the work to date by those involved in providing communications courses and supporting this initiative. There was a motion to endorse the development of calendar language that reflects the Undergraduate Communications Outcomes (UCO) as an institutional academic priority and that such language be brought forward for approval through appropriate academic channels; and endorse the implementation of a process for reviewing and approving new or revised UCO curricular items, substantially as outlined in the memo distributed with the agenda. Charbonneau and Ferries. Carried. Members heard that this will go to the next meeting of Senate for endorsement.

7. OTHER BUSINESS.

There was no further business.

8. NEXT MEETING

The next meeting is 9 March 2021, 12:00 noon – 2:00 p.m. via Teams. [Note: the March meeting was cancelled. The next meeting is 13 April 2021, 12 noon – 2:00 p.m.]

5 April 2021

Rebecca Wickens
Associate University Secretary

FACULTY OF ARTS

Curricular items approved:

January 14, 2021 (Undergraduate Affairs Group)

January 26, 2021 (Arts Faculty Council)

REPORT TO SENATE UNDERGRADUATE COUNCIL

April 13, 2021

- 1. **NEW COURSES** [for approval]
 - 1.1. Sustainability and Financial Management - SFM

- 2. **COURSE CHANGES** [for approval]
 - 2.1. Accounting and Financial Management - AFM

- 3. **NEW ACADEMIC PROGRAMS / PLANS** [for approval]
 - 3.1. Bachelor of Sustainability and Financial Management (BSFM)
 - 3.1.1. BSFM Plan Requirements

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NEW COURSES (for approval)

Interdisciplinary Studies

Effective 01-SEP-2022

SFM 101 (0.50) LEC, TST, TUT Introduction to Sustainability and Financial Management

Introduction to foundational concepts in sustainability through an exploration of the interaction between business, society, and the natural environment from multiple perspectives. The course will emphasize ways to mobilize inclusive blended knowledge for sustainability and innovation.

Requisites : Prereq: Sustainability and Financial Management students. Antireq: ENBUS 102

Rationale : This course will provide an introduction to fundamental concepts of sustainability in the context of financial management, concepts that will be increasingly relevant and important in financial management activities.

Effective 01-SEP-2022

SFM 102 (0.50) LEC, TST, TUT Sustainability Economics

This course provides an introduction to the basic concepts and tools of microeconomics and macroeconomics from the perspective of economic approaches to the environment.

Requisites : Prereq: Sustainability and Financial Management students. Antireq: ECON 100/COMM 103, ECON 101, ECON 102, ENVS 220

Rationale : This introduction to fundamental concepts economics (both microeconomics and macroeconomics) provides students with a relevant foundation to engage and consider economic approaches to the environment and sustainability.

Effective 01-SEP-2022

SFM 201 (0.50) LEC, TST, TUT Social Issues in Sustainability

This course is an examination of a variety of social issues in sustainability. Foundational topics include human rights, labour, gender equality, children's rights, education, and diversity and engagement of Black, Indigenous, and People of Colour (BIPOC) communities.

Requisites : Prereq: SFM 101; Sustainability and Financial Management students

Rationale : This course will provide a necessary introduction to social considerations that arise when considering sustainability.

Effective 01-SEP-2022

SFM 301 (0.50) LEC, TST, TUT Enterprise Carbon Accounting

This course is an exploration of carbon markets and regulations. It investigates best practices in greenhouse gas measurement and management in the focal firm and across

the supply chain, including greenhouse gas information management system, verification and auditing processes, and strategies for emission reductions target setting.

Requisites : Prereq: Level at least 3A Sustainability and Financial Management students
Rationale : Carbon pricing is a relevant sustainability concept that has been incorporated as government policy in different political settings. The course introduces students to the concept of carbon pricing in both a regulatory and financial management context.

Effective 01-SEP-2022

SFM 309 (0.50) LEC, TST, TUT Sustainability and Business Ethics

This course focuses jointly on business ethics and the ethics of sustainability. Ethical issues commonly encountered by finance and accounting professionals are explored. Ethical issues regarding the compatibility of commercial activity and sustainability are also examined with a particular lens on the role of corporate governance, culture, and social responsibility.

Requisites : Prereq: Level at least 3A Accounting and Financial Management or Sustainability and Financial Management students. Antireq: AFM 311
Rationale : This course will provide an introduction to business ethics significantly incorporating discussions of sustainability, and related ethical considerations, while focusing on the finance and accounting context.

Effective 01-SEP-2022

SFM 310 (0.50) LEC, TST, TUT Sustainability in Capital Markets

This course examines financial market tools, processes, and institutions which influence the environmental and the channels by which they can be utilized to promote sustainable and socially responsible long-term growth.

Requisites : Prereq: AFM 272 or AFM 273. Antireq: ENBUS 310
Rationale : Sustainability is an increasingly relevant concept in investment management. This course will provide students with an introduction to the concept of how sustainability is incorporated in the finance context.

Effective 01-SEP-2022

SFM 311 (0.50) LEC, TST, TUT Social Regulation and Policy

Social policy regulation and policy identifies acceptable and unacceptable activities by governments, business, and society. This course examines the formal and informal policies, laws, regulations, and norms that act to restrict practices that threaten to undermine social welfare and the equitable distribution of benefits. Topics include governmental laws and regulations, tax policy, corporate social responsibility and accountability, social license, and the role of mass media.

Requisites : Prereq: SFM 310 or ENBUS 310; Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management

students
Rationale : Understanding the impact that existing social norms and formal laws have on societal welfare is important to understanding sustainability and inequitable distribution of social and economic resources.

Effective 01-SEP-2022

SFM 401 (0.50) LEC, TST, TUT Social and Human Capital Accounting

This course examines approaches and methodologies used by firms to understand and measure the value added by social and human capital, to assess positive and negative impacts, and to provide information for decision-making that informs and influences external and internal stakeholders.

Requisites : Prereq: Level at least 4A Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management students

Rationale : Non-financial accounting concepts are increasingly being incorporated into the work done by professional services firms in order to provide a fuller understanding of the impact, and health, of a firm. This course provides an introduction to some of those approaches and methodologies currently in use to address social and human capital allocations and impacts.

Effective 01-SEP-2022

SFM 402 (0.50) LEC, TST, TUT Sustainability Accounting

This course examines approaches and methodologies used by firms to understand and measure natural capital, to assess positive and negative impacts on natural resources, and to provide information for decision-making that informs and influences external and internal stakeholders.

Requisites : Prereq: Level at least 4A Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management students

Rationale : Non-financial accounting concepts are increasingly being incorporated into the work done by professional services firms in order to provide a fuller understanding of the impact, and health, of a firm. This course provides an introduction to some of those approaches and methodologies currently in use to address natural resource allocations and impacts.

Effective 01-SEP-2022

SFM 403 (0.50) LEC, TST, TUT Integrated Planning, Reporting, and Risk Management for Sustainability

This capstone course will review channels by which social, human, natural, and financial capital feed into strategic planning and environmental risk management. Students examine effective and ineffective attempts to embed an understanding of the interdependency among social, human, sustainability, and financial factors and complete a project critically analyzing the planning, reporting, and/or risk management practices of a firm.

Requisites : Prereq: SFM 401, SFM 402; Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management students

Rationale : The course provides an opportunity for students to integrate content across courses taken as part of the Corporate Sustainability Specialization in a manner that is reflective of post-graduate context.

Effective 01-SEP-2022

SFM 411 (0.50) LEC, TST, TUT Sustainability Regulation and Policy

This course examines the impact of sustainability regulation and policy on the natural environment including impact assessments, conservation/resource management plans, pollution and waste licensing, and tax policy from the perspective of multiple stakeholders, including governments, businesses, and society. The course will review a range of existing and proposed policy and regulation to evaluate the efficiency of each approach to obtain broad sustainability objectives.

Requisites : Prereq: SFM 311, ENVS 201, ENBUS 410; Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management students

Rationale : As the concept of sustainability becomes increasingly incorporated in to social policy that impacts the natural environment various regulatory tools and approaches are developed. This course will provide an opportunity learn about different approaches and to consider their effectiveness as social policies.

Effective 01-SEP-2022

SFM 412 (0.50) LEC, TST, TUT Investor Behaviour

Behavioural finance examines the role that emotions and irrational preferences have on investor decision making. This course examines the psychology of investment preferences for retail investors and how these influence financial analysts and investment management. Particular focus is placed on popular media influences and how current trends influence investment decisions and how those decisions impact corporate sustainability practices.

Requisites : Prereq: AFM 272 or AFM 273

Rationale : A variety of considerations impact investor decisions. This course recognizes and examines that factors other than rational decision-making and use of arguably impartial quantitatively focused decision-making tools impact investments decisions.

Effective 01-SEP-2022

SFM 413 (0.50) LEC, TST, TUT Integrated Policy and Regulation for Sustainability

In this capstone students will consider the sustainability performance of an entity from a number of perspectives including tracking, reporting, communications, regulations, ethical considerations, and compensation.

Requisites : Prereq: SFM 411; Accounting and Financial Management, Environment and Business, or Sustainability and Financial Management students

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Rationale :

The course provides an opportunity for students to integrate content across courses taken as part of the Government Policy and Financial Markets Specialization in a holistic assessment of prior and current regulatory contexts.

End of Report

COURSE CHANGES (for approval)

Accounting & Finance - School of

Current Catalog Information

AFM 111 (0.50) LEC, SEM, TST, TUT Professional Pathways and Problem-Solving

This course assists students in developing the knowledge, skills, and values needed to manage their learning, ethical behaviour, and career path as a professional with a responsibility to society. The course also provides an opportunity to develop problem-solving, information literacy, and communication skills.

No Special Consent Required

Requisites :

Prereq: Level 1A Accounting and Financial Management students

Effective 01-SEP-2022

Requisite Change :

Prereq: Level 1A Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, Sustainability and Financial Management students

Rationale :

To change the prerequisites to make the course available to Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Sustainability and Financial Management students.

Current Catalog Information

AFM 112 (0.50) LEC, TST, TUT Analytic Methods for Business 1

This course introduces analytical methods commonly used in business for accounting and finance professionals. The course introduces students to the cross-industry standard process for data mining as an approach to business problem recognition and solving. Students also apply emerging technologies as a means to understand concepts such as variables, data types, subsets, formulas for creating derived variables, and simple models.

No Special Consent Required

Requisites :

Prereq: Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change :

Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 113 (0.50) LEC, TST, TUT Analytic Methods for Business 2

This is the second in a two-course sequence that introduces analytical and statistical methods commonly used in business for accounting and finance

professionals.

No Special Consent Required

Requisites :

Prereq: AFM 112; Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students. Antireq: AMATH 350, MATH 128, MATH 228, STAT 211

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 112; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AMATH 350, MATH 128, STAT 211

Rationale :

To change prerequisites and antirequisites. The change to the prerequisites is to make the course available to Sustainability and Financial Management students. The change to the antirequisites is to MATH 228 as the subject matter of the two courses are no longer substantially similar.

Current Catalog Information

AFM 121 (0.50) LEC, TST, TUT Introduction to Global Financial Markets

This course is the first in a two-course sequence which offers an overview of global capital markets. The course describes the role of finance in the modern global economy, introduces the major classes of financial assets and presents some basic foundational principles of financial decision-making.

No Special Consent Required

Requisites :

Prereq: Accounting and Financial Management, Computing and Financial Management, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change :

Prereq: Accounting and Financial Management, Computing and Financial Management, Biotechnology/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 182 (0.50) LEC, TST, TUT Foundations for Management Accounting

This course is a foundation to support managerial decision-making and to enable organizational performance management, including topics such as relevant costs and revenues, the role of budgets in performance management, sustainability reporting, and the relationship between measurement needs and business models.

No Special Consent Required

Requisites :

Prereq: AFM 191. Antireq: AFM 102, AFM 123/ARBUS 102, BUS 247W, MSCI 262

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 191; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 102, AFM 123/ARBUS 102, BUS 247W, MSCI 262

Rationale :

To change prerequisites to restrict the course to accounting based programs.

Current Catalog Information

AFM 191 (0.50) LEC, TST, TUT Foundations for Financial Reporting

This course is a foundation for the practice of financial reporting, including topics such as the conceptual framework underlying accounting standards, the purpose of each financial statement, and the relationships among the financial statements.

No Special Consent Required

Requisites : Prereq: AFM students, Math/CPA students, Biotech/CPA students or CFM students. Antireq: AFM 101, AFM 123/ARBUS 102, BUS 127W/227W, MSC1 262

Effective 01-SEP-2022

Requisite Change : Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 101, AFM 123/ARBUS 102, BUS 127W/227W, MSC1 262

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 205 (0.25) LEC, TST Introduction to Financial Services

This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first or second co-op work term. The course covers topics such as an overview of the financial services industry, professional ethics, and problem-solving skills that are applicable to financial decisions.

No Special Consent Required

Requisites : Prereq: AFM 121 or AFM 272/ACTSC 291; Level at least 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 204

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 121 or AFM 272/ACTSC 291; Level at least 2A Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 204

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 208 (0.25) LEC, TST Introduction to Assurance

This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this course include assurance, professional ethics, and leveraging technology for assurance competencies.

No Special Consent Required

Requisites : Prereq: AFM 191; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered

Professional Accountancy students. Coreq: AFM 205, 206, 207. Antireq: AFM 202

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 191; Level at least 2A Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Coreq: AFM 205, 206, 207. Antireq: AFM 202

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 244 (0.50) LEC, TST, TUT Analytic Methods for Business 3

This course introduces students to the foundations needed for data mining and more advanced upper-year business analytics electives. Topics include regression analysis, classification analysis (e.g., logistic regression, decision trees), and clustering analysis.

No Special Consent Required

Requisites :

Prereq: One of AFM 113, ECON 221, STAT 211, STAT 231, STAT 241; Level at least 2B Accounting and Financial Management, Mathematics/CPA, Biotechnology/CPA students. Antireq: AFM 415 taken fall 2017, fall 2018, fall 2019

Effective 01-SEP-2022

Requisite Change :

Prereq: One of AFM 113, ECON 221, STAT 211, STAT 231, STAT 241; Level at least 2B Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 415 taken fall 2017, fall 2018, fall 2019

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 273 (0.50) LEC, TST, TUT Financial Instruments and Capital Markets

This course is the second in a two-course sequence which offers an overview of global capital markets. The course focuses on valuation of financial instruments and the theories of financial risk and diversification.

No Special Consent Required

Requisites :

Prereq: AFM 121; AFM 113 or STAT 211; Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 272/ACTSC 291, ECON 371

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 121; AFM 113 or STAT 211; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 272/ACTSC 291, ECON 371

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 274 (0.50) LEC, TST, TUT Introduction to Corporate Finance

This course is the first in a two-course sequence that deals with corporate financial decision-making. Topics may include capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, and short-term finance.

No Special Consent Required

Requisites : Prereq: AFM 273; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy students. Antireq: ACTSC 372, AFM 275/AFM 372/ACTSC 391, ECON 371

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 273; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: ACTSC 372, AFM 275/AFM 372/ACTSC 391, ECON 371

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 291 (0.50) LEC, TST Intermediate Financial Accounting 1

A first course in intermediate accounting dealing with the theory and practice of financial statement preparation and reporting. The emphasis will be on asset valuation and the related impact on income measurement.

No Special Consent Required

Requisites : Prereq: AFM 101; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 101; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accounting, or Sustainability and Financial Management students.

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 321 (0.50) LEC, TST Personal Financial Planning

This course covers financial planning for individual investors, with particular emphasis on taxation and other institutional aspects governing decisions such as retirement savings, education savings, and estate planning.

No Special Consent Required

Requisites : Coreq: One of AFM 273 (Biotech/CPA students only), AFM 274, AFM 275/372/ACTSC 391, ACTSC 372, ECON 371

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 274 (SFM students only). Coreq: One of AFM 273 (Biotech/CPA

Rationale :

students only), AFM 274, AFM 275/372/ACTSC 391, ACTSC 372, ECON 371
To add prerequisites. Sustainability and Financial Management students must complete AFM 274 in a term prior to taking this course so it is being added as a prerequisite.

Current Catalog Information

AFM 326 (0.25) PRJ Student Venture Fund - Analyst

This course provides students hands-on training in early-stage (angel and venture capital) investing with guidance from industry experts and supervision by faculty. This will generally be the first course that students take when they join the Student Venture Fund team. Analysts will attend investor meetings, assist in market research and specific deal due diligence, and prepare investment proposals. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times. Course will be graded on a CR/NCR basis.]

Department Consent Required

Requisites : Prereq: Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students. Coreq: AFM 274 or AFM 372/ACTSC 391

Effective 01-SEP-2022

Requisite Change :

Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Coreq: AFM 274 or AFM 275/AFM 372/ACTSC 391

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 328 (0.25) PRJ Investment Management - Junior Analyst

This course provides students hands-on training in equity valuation and enables students to follow one industry sector. As a junior analyst, a student will understand why funds management is broken into different sectors, monitor existing equity holdings in a particular sector, make new equity selections in the sector, prepare equity research reports, and present trading recommendations to an investment team in a student-run investment portfolio.

Department Consent Required

Requisites : Prereq: Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Coreq: AFM 274 or AFM 275/AFM 372/ACTSC 391

Effective 01-SEP-2022

Requisite Change :

Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Coreq: AFM 274 or AFM 275/AFM 372/ACTSC 391

Rationale :

To change prerequisites to make the course available to Sustainability and

Financial Management students.

Current Catalog Information

AFM 329 (0.25) PRJ Investment Management - Senior Analyst

This course provides students hands-on training in equity valuation and enables students to follow more than one industry sector. As a senior analyst, a student will monitor existing equity holdings in different sectors, make new equity selections in the sectors, prepare equity research reports, and present trading recommendations to an investment team in a student-run investment portfolio.

Department Consent Required

Requisites : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students.

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 341 (0.50) LEC, TST Accounting Information Systems

Examines the planning, requirements analysis, acquisition, and evaluation of information systems, with an emphasis on accounting information systems. Introduces information systems assurance concepts, and considers the role of information technology in the improvement of business performance.

No Special Consent Required

Requisites : Prereq: Accounting and Financial Management, Mathematics/Chartered Professional Accountancy or Biotechnology/Chartered Professional Accountancy students. Antireq: CS 432

Effective 01-SEP-2022

Requisite Change : Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: CS 432

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 344 (0.50) LEC, TST, TUT Analytic Methods in Business 4

This course introduces students to business analytics with a focus on problems that accounting and finance professionals face in the real world.

No Special Consent Required

Requisites : Prereq: One of ECON 221, STAT 211, 231, 241; AFM 241 or CS 330; Accounting and Financial Management, Mathematics/CPA, or Biotechnology/CPA students.

Antireq: AFM 417 taken S14, S15, S16, W16

Effective 01-SEP-2022

Requisite Change :

Prereq: One of ECON 221, STAT 211, 231, 241; AFM 241 or CS 330; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale :

To change prerequisites and remove antirequisites. The change to the prerequisites is to make the course available to Sustainability and Financial Management students. The antirequisites are no longer required because students who took the previous offerings as a special topics course have now completed their degrees or are unlikely to meet the prerequisites for the revised course.

Current Catalog Information

AFM 362 (0.50) LEC, TST, TUT Corporate Taxation

This course examines the foundational concepts in the calculation of different sources of income and their taxation in Canadian corporations.

No Special Consent Required

Requisites :

Prereq: AFM 321; Level at least 3A Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 321; Level at least 3A Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students.

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 373 (0.50) LEC, TST Cases and Applications in Corporate Finance

This course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions.

No Special Consent Required

Requisites :

Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 476/ACTSC 471

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Sustainability and Financial Management students. Antireq: AFM 476/ACTSC 471

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 382 (0.50) LEC, TST, TUT Cost Management Systems

Consideration of more complex topics in management planning and control. Emphasis is on traditional and contemporary cost accumulation systems and their application in modern day organizations. Cases, simulations, projects, and presentations are the key instructional methods used to understand and integrate the course material. At the end of the course, students will have a solid understanding of how the correct choice of a costing model adds value to the organization. [Note: Formerly AFM 481]

No Special Consent Required

Requisites : Prereq: AFM 102 or AFM 191; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students.
Antireq: AFM 481

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 102 or AFM 191; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 481

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 391 (0.50) LEC, TST Intermediate Financial Accounting 2

This is an intermediate financial accounting course that deals with problems related to the measurement of liabilities, measurement of income, and the reporting and measuring of corporate equities.

No Special Consent Required

Requisites : Prereq: AFM 291; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 291; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 426 (0.25) PRJ Student Venture Fund-Associate

This course provides students hands-on training in early-stage (angel and venture capital) investing with guidance from industry experts and supervision by faculty. Associates will attend investment meetings, organize due diligence, supervise analysts, make investment recommendations, be involved in deal terms, and manage

portfolio holdings. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times. Course is graded on a CR/NCR basis.]

Department Consent Required

Requisites : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 427 (0.50) LEC, TST, TUT Intermediate Portfolio Management

This course focusses on the theory and practice of passive and active portfolio management focusing on both traditional and alternative investment assets. The course traces the process of development of the portfolio objective and investment thesis, asset selection, performance and risk measurement, and monitoring and stakeholder reporting. The course utilizes business analytics practices with a focus on the role of the financial analyst in an increasingly automated world.

No Special Consent Required

Requisites : Prereq: AFM 244; AFM 272 or AFM 273; Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 244; AFM 272 or AFM 273; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 428 (0.25) PRJ Investment Management - Junior Portfolio Manager

This course provides students hands-on training in equity valuation and portfolio management. As a junior portfolio manager, a student will make allocations in two sectors, monitor the performance of the existing equity holdings in these two sectors, mentor two analysts, make equity trading decisions for these two sectors, and present portfolio performance reports to the investment team and the advisory board. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Department Consent Required

Requisites : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial

Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 429 (0.25) PRJ Investment Management - Senior Portfolio Manager

This course provides students hands-on training in equity valuation and portfolio management. As a senior portfolio manager, a student will make allocations in different industry sectors, monitor the performance of the existing equity holdings in these sectors, mentor analysts, make equity trading decisions for these sectors, and present portfolio performance reports to the investment team and the advisory board.

Department Consent Required

Requisites :

Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change :

Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale :

To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 433 (0.50) LEC, TST, TUT Business Strategy

This course focuses on strategic management of the total enterprise. Managers contribute to the organization through their analytical and leadership capabilities as well as their technical expertise. The course provides a framework for developing and implementing strategy that fits the firm's environment, managerial values, and organization.

No Special Consent Required

Requisites :

Prereq: (AFM 274 or AFM 272/ACTSC 291) and AFM 291; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students. Antireq: ENBUS 302

Effective 01-SEP-2022

Requisite Change :

Prereq: (AFM 274 or AFM 272/ACTSC 291) and AFM 291; Accounting and

Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: ENBUS 302

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 434 (0.50) LEC, TST Corporate Governance and Risk Management

Corporate governance examines corporate organization, communication with stakeholders, and decision-making. Effective corporate governance promotes sustainable and socially equitable business practices and provides assurance to shareholders of investment integrity. This course examines the interface of corporate governance and risk management.

No Special Consent Required

Requisites : Prereq: AFM 433; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 433; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 444 (0.50) LEC, TST, TUT Business Analytics Project Management

This course focuses on the development of project management and implementation capabilities required for the success of business analytics initiatives.

No Special Consent Required

Requisites : Prereq: AFM 244; Accounting and Financial Management, Mathematics/CPA, or Biotechnology/CPA students. Antireq: AFM 417 taken fall 2015 or fall 2016

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites and remove antirequisites. The change to the prerequisites is to make the course available to Sustainability and Financial Management students. The antirequisites are no longer required because students who took the previous offerings as a special topics course have now completed their degrees or are unlikely to meet the prerequisites for the revised course.

Current Catalog Information

AFM 451 (0.50) LEC, TST, TUT Audit Strategy

An examination of elements of audit strategy and their interrelationships, including financial assertions, types and sources of audit assurance, and evidence-gathering procedures within a framework of professional judgment. [Note: Formerly AFM 351]

No Special Consent Required

Requisites : Prereq: AFM 391; Accounting and Financial Management, Computing and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students. Antireq: AFM 351

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 291, AFM 341; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 351

Rationale : To change prerequisites. The list of programs the course is open to is updated to make the course available to Sustainability and Financial Management students. When AFM 391 was established as a prerequisite, the course had a stronger focus on the technical completion of financial statement audits. Over time, the course has developed a more holistic, risk-based audit focus. That is, while AFM 451 still has a strong focus on supporting the needs of the financial statement auditor, the course is now focused more from the perspective of how to think like an auditor as much as how to technically complete an audit. While a certain competency in understanding financial statements is still expected, it is no longer at the level of detail found in AFM 391. The course now relies on the knowledge learned in AFM 341 as a foundation for the internal control discussions.

Current Catalog Information

AFM 462 (0.50) LEC, TST, TUT Specialized Topics in Taxation

This course introduces specialized topics in taxation with emphasis on basic planning for private companies.

No Special Consent Required

Requisites : Prereq: AFM 362; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 362; Level 4B Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites. The list of programs is updated to make the course available to Sustainability and Financial Management students. The tax code material covered in the course changes frequently, often annually. In order for students to be exposed to the current tax code in preparation for the professional exam, the course should only be taken in the 4B term,

immediately preceding commencement of the MAcc degree.

Current Catalog Information

AFM 470 (0.50) LEC, PRJ, TST Financial Management of High Growth Companies

Designed for students seeking careers within high growth companies or financing/advising them, this course develops the ability to relate to entrepreneurial ventures and provide "value added" financial management. This is an experiential based course focused on small group financial consulting projects with high growth companies in Kitchener-Waterloo or Greater Toronto Area. Classes may encompass lecture, case analysis, guest speakers, and discussion of groups' projects. The course includes a substantial class participation requirement leading to the in-depth financial consulting project.

Department Consent Required

Requisites : Prereq: AFM 373 or AFM 476; Accounting and Fin Management, Computing and Fin Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 417 taken fall 2018, fall 2019

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 373 or AFM 476; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 417 taken fall 2018, fall 2019

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 473 (0.50) LEC, TST Advanced Topics in Corporate Finance

Topics include items such as corporate governance, mergers and acquisitions, spin-offs and divestitures, security issuance, and capital budgeting.

No Special Consent Required

Requisites : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 479 (0.50) LEC, TST Cases and Applications in Finance II

This course builds on the theory of finance and uses cases and applications to

further address finance issues and competences, including risk management, equities, derivatives, and other investments.

No Special Consent Required

Requisites : Prereq: Level at least 4A Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: Level at least 4A Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 482 (0.50) LEC, TST, TUT Performance Measurement and Organization Control

This course will trace the evolution of the role of performance measurement systems in supporting areas of organization control. Topics will include the role of both financial and non-financial performance measures in: the DuPont method of control, the Harvard model of control, internal control, contemporary approaches to governance, and strategic management systems. After completing this course students will be able to evaluate the nature and suitability of a proposed performance measurement system given its design and purpose.

No Special Consent Required

Requisites : Prereq: AFM 433, AFM 382/481; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 433, AFM 382/481; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and Financial Management students.

Current Catalog Information

AFM 491 (0.50) LEC, TST, TUT Advanced Financial Accounting

An advanced accounting course considering specific problems of accounting for the corporate entity, such as business combinations, intercorporate investments, consolidated financial statements, accounting for foreign operations and foreign currency transactions, and segment reporting.

No Special Consent Required

Requisites : Prereq: AFM 391; Accounting and Financial Management, Computing and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2022

Requisite Change : Prereq: AFM 391; Accounting and Financial Management,
Biotechnology/Chartered Professional Accountancy, Computing and Financial
Management, Mathematics/Chartered Professional Accountancy, or
Sustainability and Financial Management students

Rationale : To change prerequisites to make the course available to Sustainability and
Financial Management students.

End of Report

Department/Academic Unit: School of Accounting & Finance; and Faculty of Environment (Joint Program)

1. New Academic Plans [for approval]

Effective Date: September 01, 2022*

**If timeline is met for approval at SUC April 2021, and Senate May 2021. If timeline is not met and there are delays in the process effective date changes to September 01, 2023.*

Plan Title(s):

Bachelor of Sustainability and Financial Management (Co-op)

Corporate Sustainability Specialization

Government Policy and Financial Markets Specialization

Rationale:

The linkages between environmental trends, issues, and objectives, on the one hand, and market demands, corporate financial decision-making, and investment priority-setting on the other, increasingly demand our attention and effective action. The Bachelor of Sustainability and Financial Management will integrate thinking from the diverse fields of expertise and experience suggested by its title, including climate change, ecology, sustainability, biology, economics, data analytics, financial management, financial reporting, psychology, political science, public policy, and resource-based industries. Its graduates will use a diverse palette of tools and perspectives and work effectively to produce results within this complex and dynamic context.

Universities across Canada have made modest efforts to recognize this nascent field and the “conceptual genes” of its DNA. Today’s business schools often include one or two sustainability-related courses as part of their core curriculum, and several Accounting and Financial Management programs have made similar additions. Conversely, most environment programs, of which there are still relatively few in Canada, have introduced ecological economics and business or economic development coursework into their programming. The Bachelor of Sustainability and Financial Management (Co-op) (BSFM) program plan reflects the effective incorporation of the founding areas of the field of study into a single integrated undergraduate academic plan.

This is a joint submission with the Faculty of Environment.

Operational matter: It is proposed that the BSFM be offered via a regular stream as a “fall back” position for those students who, for reasons outside their control, are unable to complete the co-op component of their degree. The regular degree would only be awarded in rare and extenuating circumstances, and only by petition. This is to address an operational issue, not an academic one, since the regular program needs to exist as a possibility in order to be granted in the manner stated. The academic requirements are identical to those required in the co-op version. The regular program is not open to direct admission. This provision brings the BSFM in alignment with similar programs that admit exclusively into co-op streams, but have regular degrees that exist only as a “fall back” upon degree completion.

Plan Requirements (calendar text):

Degree Requirements (*New UG Calendar page*)

Eligibility for the degree of Bachelor of Sustainability and Financial Management (Co-op) requires:

1. Successful completion of 20 academic course units with a minimum cumulative overall average of 60%. A minimum cumulative average of 70% is required in all of the courses identified in sections (2) and (3), and all Accounting and Financial Management (AFM), Sustainability and Financial Management (SFM), Environment and Business (ENBUS) and Environmental Studies (ENVS) electives.
2. Successful completion of the following 12.5 academic course units:
 - AFM 112, AFM 113, AFM 121, AFM 182, AFM 191, AFM 244, AFM 273, AFM 274, AFM 291, AFM 373, AFM 391
 - AFM 205, AFM 208
 - SFM 101, SFM 102, SFM 201, SFM 301, SFM 309
 - ENBUS 202
 - ENVS 200, ENVS 201, ENVS 205
 - GEOG 207
 - AFM 433 or ENBUS 302
 - AFM 111, ENVS 131 (see note 1)
3. Successful completion of one of the two 6.0 academic unit Specializations.

Notes

1. Communication skills are essential to academic, professional, and personal success. The Undergraduate Communication Requirement is fulfilled for Bachelor of Sustainability and Financial Management (BSFM) students by the successful completion of both AFM 111 and ENVS 131.
2. Students are required to complete courses in first and second year in the following sequence:
1A Term: AFM 191, SFM 101, ENVS 205, AFM 111 and AFM 112
1B Term: AFM 182, AFM 121, SFM 102, ENVS 131 and AFM 113
2A TERM: AFM 205, AFM 208, AFM 273, ENBUS 202, ENVS 200 and GEOG 207
2B TERM: AFM 244, AFM 274, AFM 291, ENVS 201 and SFM 201
Students who are required to repeat a course or who can't follow this sequence due to transfer credits are required to follow a course sequence approved by the academic advisor.

Specializations in Sustainability and Financial Management

Corporate Sustainability Specialization

- AFM 321, AFM 341, AFM 344, AFM 362, AFM 382, AFM 451, AFM 462, AFM 482, AFM 491
- SFM 401, SFM 402, SFM 403

Government Policy and Financial Markets Specialization

- AFM 322, AFM 323, AFM 425, AFM 427, AFM 434
- SFM 310, SFM 311, SFM 411, SFM 412, SFM 413
- ENBUS 408, ENBUS 410

Co-op Regulations and Requirements *(New UG Calendar page)*

General Regulations

1. Successful completion of four work terms is required.
2. Students who have attempted to secure employment for all four available work terms, but are successful in doing so for only three work terms, may be considered for a Co-op degree, provided they have received credit for all three of their work terms and they have successfully completed all academic graduation requirements. This decision is at the discretion of the School of Accounting and Finance, Co-operative and Experiential Education (CEE), and the Faculty of Arts Examinations and Standings (E&S) Committee.
3. Students are required to follow only prescribed academic/work-term sequencing options through to graduation. Students may not end their sequence with a work term.
4. Students who meet all the academic graduation requirements for this plan, but who do not meet the minimum requirements for a Co-op degree may, in exceptional circumstances and at the discretion of the School of Accounting and Finance and the Faculty of Arts Examinations and Standings (E&S) Committee, be awarded a Regular Honours Sustainability and Financial Management degree.

Professional Development (PD) Courses

Students must complete four Professional Development (PD) courses. PD 1 must be completed in the term prior to the first work term and PD 12 must be completed during the first work term. A third PD course must be completed during the second work term and a fourth PD course must be completed in the third work term.

Legend for Study/Work Sequence Information Chart

Key	Description
F, W, S	Terms: F=September-December; W=January-April; S=May-August
1,2,3,4 plus A or B	Denotes academic year and term.
WT	Work term
off	Neither an academic term nor a work term
Sequences	Sequence One is the default sequence assigned to all Sustainability and Financial Management students at admission. Requests to change sequence are considered individually following the 2B and 3B terms respectively.

Study/Work Sequence Information Chart

□

Sequence	F	W	S	F	W	S	F	W	S	F	W	S	F
1	1A	1B	off	2A	WT	2B	WT	3A	3B	WT	4A	WT	4B
2	1A	1B	off	2A	WT	2B	WT	3A	3B	4A	WT	WT	4B
3	1A	1B	off	2A	WT	2B	WT	3A	3B	WT	WT	4A	4B
4	1A	1B	off	2A	WT	2B	3A	WT	3B	WT	4A	WT	4B
5	1A	1B	off	2A	WT	2B	3A	WT	3B	4A	WT	WT	4B
6	1A	1B	off	2A	WT	2B	3A	WT	3B	WT	WT	4A	4B

FACULTY OF ARTS – UNDERGRADUATE AFFAIRS GROUP

Curricular items approved by:

Arts Undergraduate Affairs Group: March 05, 2021

Arts Faculty Council: March 16, 2021

REPORT TO SENATE UNDERGRADUATE COUNCIL

April 13, 2021

1. NEW COURSES [for approval]

Dean of Arts: ARTS.....
Political Science: PSCI
St. Paul’s University College: CDNST.....

2. COURSE CHANGES [for approval]

Accounting and Financial Management: AFM
Communication Arts: DAC, SPCOM
English Language and Literature: ENGL
Cultural Identities/Spanish and Latin American Studies: CI/SPAN.....
History: HIST
Gender and Social Justice/RS: GSJ
Political Science: PSCI
Renison University College: APPLS, EASIA, SDS, SI, SOCWK
Religious Studies: JS, RS
Sociology and Legal Studies / Social Development Studies (Renison University College): SOC.....
Spanish and Latin American Studies: SPAN
St. Jerome’s University: ITALST.....
St. Paul’s University College: CDNST.....

3. COURSE INACTIVATIONS [for approval]

Political Science: PSCI
Religious Studies: RS

4. ACADEMIC PLAN CHANGES – MAJOR MODIFICATIONS [for approval]

4.1. Renison University College.....
4.1.1. Social Development Studies.....

5. ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS [for approval]

5.1. Accounting and Financial Management.....
5.2. French Studies

6. REGULATIONS CHANGES [for approval]

6.1. Restrictions on Multiple Plans - Liberal Studies
6.2. Liberal Studies – Functional Major
6.3. BA Breadth Requirements.....
6.4. Co-op Sequence Change – Economics.....

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NEW COURSES (for approval)

Dean of Arts

Effective 01-SEP-2022

ARTS 450 (0.50) SEM Global Engagement Seminar

In this interdisciplinary topics course, students collaborate with each other and with instructors and outside experts to develop imaginative but possible solutions to vexatious contemporary global problems. Each year, instructors from different disciplines, joined by Jarislowsky Fellows with diverse expertise and lived experience in the topic area, lead the class. Past topics include global populism and democratic futures, artificial intelligence, the future of nature, and pandemic.

[Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites :

Prereq: Level at least 2B

Rationale :

The Global Engagement Seminar has been offered since 2017 as a special topics course, using ARTS 490. The new course number allows for a title and description that more closely reflects the content and values of the course. This course will be graded on a CR/NCR basis.

Political Science

Effective 01-SEP-2022

PSCI 380 (0.50) DIS, ESS, LEC Political Economy of International Trade

What determines international trade policies? Through an examination of alternative theories and through empirical study, students will gain an understanding of how institutions, interests, and ideas shape countries' trade policies.

Requisites :

Prereq: PSCI 283. Antireq: PSCI 402

Rationale :

PSCI 402 is a required course for the International Trade Minor but is currently creating a bottleneck. Because it is taught as a seminar, the limited enrolment makes it difficult for students to complete the minor. Despite multiple offerings throughout the year, demand still exceeds available seats. The new course will be offered in a lecture/discussion format with higher enrolment capacity. This will make it more feasible for students to complete the minor and enable more efficient use of department resources. The impact of replacing PSCI 402 with PSCI 380 in plans will be reflected in a forthcoming plan change.

St Paul's University College

Effective 01-SEP-2022

CDNST 101 (0.50) LEC Introduction to Canadian Studies

A multidisciplinary overview of the broad range of topics covered in Canadian Studies including Indigenous-settler relations, Quebec and French Canada, bilingualism and multiculturalism, regionalism, Canada's place in the world, and the quest for a distinctive Canadian culture and identity in the midst of diversity.

Rationale : The Canadian Studies Minor needs a general introduction at the first-year level to feed more specialized courses currently offered at the 200 level.

COURSE CHANGES (for approval)

Accounting & Finance - School of

Current Catalog Information

AFM 492 (0.50) LEC, TST Financial Statement Analysis

This course introduces fundamental tools of analysis and valuation that are widely used in a variety of financial careers.

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

AFM 276

Description Change:

This course introduces fundamental tools of analysis and valuation to prepare students to research, interpret, and analyze financial statements. The course examines financial reporting from the perspective of the financial statement user with an emphasis on interpretation of financial disclosures for cash flow analysis, risk assessment, forecasting, and decision making. [Note: Formerly AFM 492.]

Requisite Change :

Prereq: AFM 191, AFM 272 or AFM 273; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 492

Rationale :

To change number, description, prerequisites, and add description note and antirequisite. The course description reflects a change in focus to financial statement users, as opposed to preparers, thus requiring lower level accounting prerequisite courses. The number change reflects the year level when the course will commonly be taken, and the change in focus makes it appropriate to teach at the second year level. Prerequisites are being updated to make the course available to Biotech/CPA students who Biotech/CPA students who currently already have access to AFM elective courses.

Current Catalog Information

AFM 291 (0.50) LEC, TST Intermediate Financial Accounting 1

A first course in intermediate accounting dealing with the theory and practice of financial statement preparation and reporting. The emphasis will be on asset

valuation and the related impact on income measurement.

No Special Consent Required

Requisites : Prereq: AFM 101; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy

Effective 02-SEP-2022

Requisite Change : Prereq: AFM 101 or AFM 191; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students.

Rationale : To update prerequisites. Accounting and Financial Management students will be taking AFM 191 as their introduction to financial accounting and this needs to be recognized as an acceptable prerequisite.

Dean of Arts

Current Catalog Information

DAC 201 (0.50) LEC Designing Digital Images and Interaction

This course draws on multiple theoretical perspectives to introduce students to the fundamental principles of multi-modal communication design in its social context.

Students will analyze, design, and produce images and interactivity for use in a variety of digital platforms, including e-learning and business applications.

No Special Consent Required

Requisites : Prereq: Level at least 2A Arts students. Antireq: GBDA 101

Cross-listed as: ENGL 203

Effective 01-SEP-2022

Requisite Change : Prereq: Level at least 2A. Antireq: GBDA 101

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 202 (0.50) LEC Designing Digital Video

This course introduces students to the principles of designing time-based multi-modal communication in a social context. Students will analyse, design, and produce video for use in a variety of digital platforms, including e-learning and business applications.

No Special Consent Required

Requisites : Prereq: Level at least 2A Arts students. Antireq: GBDA 201, 202

Cross-listed as: ENGL 204

Effective 01-SEP-2022

Requisite Change :

Rationale :

Prereq: Level at least 2A. Antireq: GBDA 201, 202

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 203 (0.50) LEC Designing with Digital Sound

In this course students will be introduced to sound analysis and production. Students will learn to record, edit, and implement sound in a variety of linear and non-linear media forms, with emphasis on film and video games.

No Special Consent Required

Requisites :

Prereq: Level at least 2A Arts students. Antireq: DAC 301

Cross-listed as:

ENGL 304

Effective 01-SEP-2022

Requisite Change :

Rationale :

Prereq: Level at least 2A. Antireq: DAC 301

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 204 (0.50) LEC Introduction to Game Design

This course explores the fundamentals of game design. It focuses on the essentials shared by all games that are fundamental for a game designer working in any medium, from sports to board games to computer and video games. Although the focus of the course is on designing, prototyping, and testing non-digital games, digital games will be discussed in class to provide students with a broad theoretical and conceptual understanding of the field of game design and development along with practical exercises to train for creating a game.

No Special Consent Required

Requisites :

Prereq: Level at least 2A Arts students. Antireq: DAC 300/ENGL 303/SPCOM 300 taken fall 2016

Effective 01-SEP-2022

Requisite Change : Prereq: Level at least 2A. Antireq: DAC 300/ENGL 303/SPCOM 300 taken fall 2016

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 300 (0.50) LEC Special Topics in Digital Design

In this course students will learn advanced digital design theory. They will participate in workshops with professional designers, develop specialized digital materials, and contribute signature work to their digital portfolio. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

Requisites : Prereq: At least 1.0 unit in DAC; Arts students

Cross-listed as: ENGL 303 SPCOM 300

Effective 01-SEP-2022

Requisite Change : Prereq: At least 1.0 unit in DAC

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 302 (0.50) LEC Digital Storytelling

This course teaches students the principles and practices of telling stories using digital technologies to produce short narratives in audio and/or visual formats. Students will learn to develop and present story ideas, create storyboards, write short scripts, and then render their narratives using a variety of digital techniques and tools. [Note: No programming skills are required for this course.]

No Special Consent Required

Requisites : Prereq: At least 1.0 unit in DAC; Arts students

Effective 01-SEP-2022

Requisite Change : Prereq: At least 1.0 unit in DAC

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 303 (0.50) LEC Advanced Sound for Digital Media

This course advances the skills developed in DAC 203. Students will learn to analyse and produce sound for screen-based media, including film and video games.

No Special Consent Required

Requisites : Prereq: DAC 203; Arts students

Effective 01-SEP-2022

Requisite Change : Prereq: DAC 203

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 305 (0.50) LEC Design and User Experience of Interactive Games

This course introduces fundamental design skills for two-dimensional interactive video games and provides the theoretical knowledge of the emotional and cognitive effects of video game play. Students will understand the importance of user experience assessment for video games as part of iterative design and development.

Students will learn to theorize, design, prototype, and test digital games with a special focus on exploring the impact that video games have on human experience.

No Special Consent Required

Requisites : Prereq: At least 1.0 unit in DAC; Arts students

Effective 01-SEP-2022

Requisite Change : Prereq: At least 1.0 unit in DAC

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in

theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 307 (0.50) LEC Digital Display Systems

This course focuses on the creative, technical, and artistic challenges inherent to creating visual content (film, photos, graphics) for the increasingly ubiquitous out-of-home digital displays. The size, configuration, placement, and functions of these public digital displays require new artistic and technical techniques to fully exploit their capabilities. In the course students will explore the design affordances of several types of public digital display as well as produce dynamic, interactive content for them.

No Special Consent Required

Requisites :

Prereq: At least 1.0 unit in DAC; Arts students

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 1.0 unit in DAC

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 308 (0.50) LEC Cinematic Art and Practice

This course explores cinematic representation from an audio-visual production perspective. Students will learn an explicit and replicable theoretical vocabulary for analyzing cinematic technique, as well as engage in practice by creating videographic essays that analyze, interrogate, and extend forms of cinematic representation. Students will engage in production workshops and have access to video and audio editing software. [Note: No prior experience of audio, film, or video production is required.]

No Special Consent Required

Requisites :

Prereq: At least 1.0 unit in DAC; Arts students

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 1.0 unit in DAC

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in

theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 309 (0.50) LEC User Experience Design

This course introduces students to the theory and practice of user experience design as it applies to the design of interactive digital media. Topics will include user-centred design, personas, iterative testing, prototyping, information gathering interviews, and contextual inquiry.

No Special Consent Required

Requisites :

Prereq: At least 1.0 unit in DAC; Arts students. Antireq: GBDA 210

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 1.0 unit in DAC. Antireq: GBDA 210

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 329 (0.50) LEC Digital Presentations

In this course students will be introduced to design and production of digital business presentations. They will develop specialized digital materials and contribute work to their digital portfolio.

No Special Consent Required

Requisites :

Prereq: At least 1.0 unit in DAC; Arts students

Cross-listed as:

SPCOM 329

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 1.0 unit in DAC

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 400 (0.50) PRJ Digital Design Research Project

Students work in small groups under the supervision of a faculty researcher on an ongoing, large-scale, digital design project. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

Requisites : Prereq: At least 1.0 unit in DAC; Arts students

Cross-listed as: ENGL 403

Effective 01-SEP-2022

Requisite Change : Prereq: At least 1.0 unit in DAC

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 401 (0.50) PRJ The Digital Design Profession

This course teaches students to prepare for one of their most pressing challenges upon graduation: to choose and then enter the digital design profession that fits best with their personal and career goals. Design thinking strategies and tools provide the framework for this exploration. Throughout the course students will create a variety of career preparatory materials - such as a career and competency ePortfolio, a behaviour-based interview protocol, an "odyssey plan" - as they engage in workshops, group discussions, interviews, and professional reflections.

No Special Consent Required

Requisites : Prereq: At least 1.0 unit in DAC; Arts Students. Antireq: DAC 400/ENGL 403 taken winter 2017

Effective 01-SEP-2022

Requisite Change : Prereq: At least 1.0 unit in DAC. Antireq: DAC 400/ENGL 403 taken winter 2017

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

DAC 403 (0.50) LEC Special Topics in Speech Communication and Technology

In this course students will learn advanced digital design theory as it applies to speech communication. They will develop specialized digital materials and contribute work to their digital portfolio.

No Special Consent Required

Requisites :

Prereq: At least 1.0 unit in DAC; Arts students

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 1.0 unit in DAC

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Communication Arts

Current Catalog Information

SPCOM 300 (0.50) LEC Special Topics in Digital Design

In this course students will learn advanced digital design theory. They will participate in workshops with professional designers, develop specialized digital materials, and contribute signature work to their digital portfolio. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Cross-listed as:

DAC 300 ENGL 303

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

SPCOM 329 (0.50) LEC Digital Presentations

In this course students will be introduced to design and production of digital business presentations. They will develop specialized digital materials and

contribute work to their digital portfolio.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Cross-listed as:

DAC 329

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

English Language & Literature

Current Catalog Information

ENGL 203 (0.50) LEC

Designing Digital Images and Interaction

This course draws on multiple theoretical perspectives to introduce students to the fundamental principles of multi-modal communication design in its social context.

Students will analyze, design, and produce images and interactivity for use in a variety of digital platforms, including e-learning and business applications.

No Special Consent Required

Requisites :

Prereq: Honours English students. Antireq: GBDA 101

Cross-listed as:

DAC 201

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

ENGL 204 (0.50) LEC

Designing Digital Video

This course introduces students to the principles of designing time-based multi-modal communication in a social context. Students will analyse, design, and produce video for use in a variety of digital platforms, including e-learning and business applications.

No Special Consent Required

Requisites :

Antireq: GBDA 201, 202

Cross-listed as:

DAC 202

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

ENGL 303 (0.50) LEC Special Topics in Digital Design

In this course students will learn advanced digital design theory. They will participate in workshops with professional designers, develop specialized digital materials, and contribute signature work to their digital portfolio. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

Cross-listed as: DAC 300 SPCOM 300

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

ENGL 304 (0.50) LEC Designing with Digital Sound

In this course students will be introduced to sound analysis and production. Students will learn to record, edit, and implement sound in a variety of linear and non-linear media forms, with emphasis on film and video games.

No Special Consent Required

Requisites : Antireq: DAC 301

Cross-listed as: DAC 203

Effective 01-SEP-2022

Rationale :

To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in

theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Current Catalog Information

ENGL 403 (0.50) PRJ Digital Design Research Project

Students work in small groups under the supervision of a faculty researcher on an ongoing, large-scale, digital design project. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

Requisites : Prereq: ENGL 293

Cross-listed as: DAC 400

Effective 01-SEP-2022

Rationale : To change prerequisites (DAC offering only). The Digital Arts Communication Minor was previously open only to Arts students, but was recently updated to reflect new curriculum guidelines, under which minors must be open to all students. The corresponding DAC courses still have "Arts students" as a prerequisite. Although the minor is available to non-Arts students in theory, in practice the prerequisite prevents non-Arts students from enrolling into required courses. We are removing the prerequisite to make it possible for students in other faculties to enrol in DAC courses and complete the minor.

Germanic & Slavic Studies

Current Catalog Information

CI 300 (0.50) LEC Theories of Cultural Identities

Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity.

No Special Consent Required

Effective 01-SEP-2021

Subject/Catalog Nbr Change: CI 300

Unit Change: (0.50)

Component Change: LEC

Title Change: Theories of Cultural Identities

Description Change: Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity.

Consent Change: No Special Consent Required

New Cross Listing : SPAN 300

Rationale : To add cross-listing. In a series of program changes that will become effective in the Fall 2021 term, the Department of Spanish and Latin

American Studies formally shifted the focus of its programs from literary to cultural studies. As a result, SPAN cultural studies courses will concentrate more explicitly on the analysis of the formation of the social bond and the identities attached to it through the analysis of Latin American and Iberian cultural production. The proposed course, held with CI 300, will provide students an introduction to the intellectual framework within which culture and cultural expression can be studied to deepen their ability to conduct critical inquiry into the formation of Latin American and Iberian cultural identities.

Current Catalog Information

(0.00)

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

CI 329

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Lights, Camera, Action! Film Production in Spain and Latin America

Description Change:

This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

Consent Change:

No Special Consent Required

New Cross Listing :

SPAN 329

Rationale :

To add cross-listing. The Minor in Cultural Identity focuses on the complex role culture plays in the formation, negotiation, and interpretation of individual and group identities. An important plan level outcome is for students to "gain a foundational understanding of how cultural identities are constructed in and represented through discourse, language, literature, film, and other means of expression." The proposed course supports this outcome by analyzing the construction of cultural identities through the study of film production from Latin America and Spain.

History

Current Catalog Information

HIST 234 (0.50) DIS, LEC The Catholic Church in Canada

An examination of the role played by the Church in the social, political, and economic life of Canada from 1867 to the present. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as:

RS 245

Effective 01-SEP-2022

Description Change:

Using a variety of methods this course critically examines the role played

Rationale : by the Catholic Church in the social, political, and economic life of Canada from 1608 to the present.
To change description and remove description note. This course situates the Catholic Church, still one of the largest religious groups in Canada, within the larger social fabric of the country. A critical analysis of that relationship is crucial for a deeper understanding of the push for change and adaptations within Catholic communities and beyond. The note is being removed because the three Religious Studies areas are being eliminated.

Philosophy

Current Catalog Information

(0.00)

Effective 01-SEP-2022

Subject/Catalog Nbr Change: GSJ 301
Unit Change: (0.50)
Component Change: SEM
Title Change: Engaged Buddhism
Description Change: This course examines Buddhist - including mindfulness - engagement with contemporary social issues, such as peacemaking, environmentalism, political reform, race and gender concerns, and LGBTTTTQQIPA+ rights.
Consent Change: No Special Consent Required
Requisite Change : Prereq: Level at least 2A.
New Cross Listing : RS 301
Rationale : To change number, add cross-listing, and add prerequisite (GSJ offering). The "R" in the course number prevents non-Renison faculty and instructors from teaching it, and R designations are being phased out of Religious Studies. Cross-listing with Gender and Social Justice, at the request of Religious Studies. This course aligns with the approach and content of GSJ courses. Cross-listing allows RS to support GSJ by providing more elective options for GSJ majors and minors, and helps to bring RS to the attention of GSJ students as a possible component of their studies on gender and social justice. The cross-listing helps to further diversify GSJ's scope, as GSJ currently has no cross-listed Asian Studies courses. The prerequisite is being added to the GSJ offering to match the current requisites on the RS offering.

Political Science

Current Catalog Information

(0.00)

Effective 01-SEP-2022

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Subject/Catalog Nbr Change: PSCI 253
Unit Change: (0.50)
Component Change: LEC
Title Change: Religion and Politics
Description Change: Religion continues to influence politics around the world as seen in the return of religious nationalism, religious opposition to globalization, populism and religion, and grassroots political movements for social change. Considering both historical and contemporary cases, students critically analyze how religion shapes - and is shaped by - politics.
Consent Change: No Special Consent Required
Course Attribute Change: Offered at St. Jerome's University
New Cross Listing : RS 220
Rationale : To add cross-listing, change title and description, and remove description note. The wording of the previous title "world religions" could limit the scope of the course. There is a clear connection with political science. The revised title and description reflect how the course will be taught. The note is being removed because the three Religious Studies areas are being eliminated. Both departments are in agreement with these changes.

Renison University College

Current Catalog Information

APPLS 304R (0.50) LEC Second Language Teaching Methodology

This course offers a foundation for developing competence as a professional second language instructor. In classes exploring theories of second language instruction, students discover the strengths and weaknesses of traditional and popular methodologies and integrated approaches applied to such areas as communicative competence and general language skill development.

No Special Consent Required

Requisites : Prereq: Level at least 3A

Effective 01-SEP-2022

Title Change: Language Teaching Methodology
Description Change: This course offers a foundation for developing competence as a professional language instructor. In classes exploring theories of language instruction, students discover the strengths and weaknesses of traditional and popular methodologies and integrated approaches applied to such areas as communicative competence and general language skill development.
Rationale : To change title and description. Removing the word "second" from the title and description acknowledges both current changes in the field of applied linguistics and the fact that many students learn new languages that can not be considered their second (i.e. the target language might their third, fourth, etc.).

Current Catalog Information

APPLS 306R (0.50) LEC Second Language Assessment and Testing

This course explores the principles of second language testing - reliability, validity, practicality, authenticity, and impact - and applies them to language classrooms and high stakes proficiency tests such as the Test of English as a Foreign Language (TOEFL). It considers the implications of testing for both teachers and students. Of interest to prospective teachers of English and other languages.

No Special Consent Required

Requisites :

Prereq: One of APPLS 205R, 304R, APPLS/GER 301

Effective 01-SEP-2022

Title Change:

Language Assessment and Testing

Description Change:

This course explores the principles of language testing - reliability, validity, practicality, authenticity, and impact - and applies them to language classrooms and high stakes proficiency tests such as the Test of English as a Foreign Language (TOEFL). It considers the implications of testing for both teachers and students.

Rationale :

To change title and description. Removing the word "second" from the title and description acknowledges both current changes in the field of language teaching and the fact that many students learn new languages that can not be considered their second (i.e. the target language might their third, fourth, etc.).

Current Catalog Information

EASIA 100R (0.50) LEC

Introduction to East Asia

An introductory survey of East Asia. This course examines common grounds and differences in the historical, cultural, economic, and political foundations of East Asian societies and states. [Note: Formerly EASIA 201R]

No Special Consent Required

Requisites :

Antireq: EASIA 201R

Effective 01-SEP-2022

Course Attribute Change:

Also offered Online

Rationale :

To add attribute "Also offered Online." This course is now delivered via a Centre for Extended Learning-assisted full online version as well as on campus expanding options for student enrolment.

Current Catalog Information

EASIA 120R (0.50) LEC

Monsters and Magic in Japanese Popular Culture

An examination of the roles played by monsters, magic, and supernatural creatures in Japanese popular culture, with attention to their treatment in Buddhism, Shinto, Daoism, and folk practices. Topics include modern-day creations such as Godzilla and Pokemon and traditional beings such as deities, ghosts, angry spirits, goblins, and shapeshifters. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as:

RS 123

Effective 01-SEP-2022

Description Change:

An examination of the roles played by monsters, magic, and supernatural

creatures in Japanese popular culture, with attention to their treatment in Buddhism, Shinto, Daoism, and folk practices. Topics include modern-day creations such as Godzilla and Pokemon and traditional beings such as deities, ghosts, angry spirits, goblins, and shapeshifters.

Rationale : To remove description note and attribute "Offered at Renison University College," at the request of the Religious Studies Department. While first choice is typically offered to the specific faculty members at main campus/Affiliated and Federated Institutions of Waterloo who developed the course, RS courses can be taught by faculty at any of the UW/AFIW institutions. RS has requested that, whenever possible, campus designations (such as R on course codes or notes about where the course is taught) be removed. The description notes is being removed because the three Religious Studies areas are being eliminated. Both departments are in agreement with these changes.

Current Catalog Information

SDS 355R (0.50) LEC Resilience and Social Support

This course is a survey of resilience and social support grounded in interdisciplinary study. Students explore how factors such as gender, age, culture, physical and mental health, personality, cognition, severity, and social/interpersonal systems of support affect stress, coping, and resilience. [Note: Formerly ISS 355R]

No Special Consent Required

Effective 01-SEP-2022

Course Attribute Change:

Also offered Online

Rationale :

To add attribute of "Also offered Online." A remote version of course was developed with the Centre for Extended Learning in 2018-2019 and can now be offered either on campus or online.

Current Catalog Information

SDS 358R (0.50) LEC, SEM Child Maltreatment: Identification and Prevention

The objectives of this course are to provide an understanding of the dimensions and causes of child maltreatment, to develop skills identifying cases of this social problem, and to explore current methods of management and treatment of persons involved in child maltreatment situations.

No Special Consent Required

Requisites :

Prereq: SOCWK 120R

Cross-listed as:

SOCWK 355R

Effective 01-SEP-2022

Component Change:

LEC

Rationale :

To remove SEM component. The course is only offered in lecture style so the SEM component is not needed.

Current Catalog Information

SDS 421R (0.50) SEM Reconciliation: Implications for Settler Peoples

Interactions between Indigenous and Settler peoples are influenced by historical and

contemporary stories told about each other. This course will examine the ideologies, knowledge, beliefs, values, and assumptions behind these stories, within the context of Canada's current Truth & Reconciliation process. It will be taught using Indigenous pedagogy in a sharing-circle format.

No Special Consent Required

Requisites :

Prereq: Level at least 3A. Antireq: SDS 450R (001) taken spring 2018, spring 2019

Effective 01-SEP-2022

Title Change:

(Re)framing Indigenous-Settler Relations

Rationale :

To change title. Faculty identified a longevity concern regarding the term "reconciliation" in the title, which has somewhat fallen out of favour. Instead, it was agreed that something about settler/colonial relations was more appropriate.

Current Catalog Information

SI 131R (0.50) LEC

Arab Culture

Integrating elements of Arab history, geography, language, literature (prose and poetry), art, music, theatre, cinema, politics, press, humour, dance, fashion, and food, this course explores varied expressions of Arab culture. Students will also study the phenomenon of Orientalism and the impact of European colonialism upon the Arabs.

No Special Consent Required

Requisites :

Antireq: ARTS 190 taken spring 2016

Effective 01-SEP-2022

Course Attribute Change:

Also offered Online

Course Attribute Change:

Offered at Renison University College

Rationale :

To add attribute of "Also offered Online" to existing attribute of "Offered at Renison University College." This course is now delivered via a Centre for Extended Learning-assisted full online version as well as on campus expanding options for student enrolment.

Current Catalog Information

SOCWK 355R (0.50) LEC, SEM

Child Maltreatment: Identification and Prevention

The objectives of this course are to provide an understanding of the dimensions and causes of child maltreatment, to develop skills identifying cases of this social problem, and to explore current methods of management and treatment of persons involved in child maltreatment situations.

No Special Consent Required

Requisites :

Prereq: SOCWK 120R

Cross-listed as:

SDS 358R

Effective 01-SEP-2022

Component Change:

LEC

Rationale :

To remove SEM component. The course is only offered in lecture style so the SEM component is not needed.

Religious Studies

Current Catalog Information

JS 212 (0.50) LEC Great Texts in the Jewish Tradition

This course will trace the development of biblical exegesis in the Jewish tradition. Interpretive methods and approaches to problems in the text such as redundancy, contradiction, and gaps will be surveyed, commencing with the Bible itself, through the classical period of the Talmud and concentrating on major medieval commentators. (The biblical episode of the Binding of Isaac will be used as a paradigm to illustrate various approaches to the text.) [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Antireq: JS 125

Cross-listed as: RS 212

Effective 01-SEP-2022

Title Change: Great Jewish Books

Description Change: Jews are a people of many books. Over the centuries challenges to their faith and very existence have provoked various responses. From the Bible to contemporary times, this course comprehensively examines the history of Jewish thought through essential books that offer radically divergent conceptions of Jewishness and Judaism.

Rationale : To change title and description, and remove description notes. The title and description are revised to better communicate the scope and aims of the course for students interested in second year courses in Jewish Studies. The note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 123 (0.50) LEC Monsters and Magic in Japanese Popular Culture

An examination of the roles played by monsters, magic, and supernatural creatures in Japanese popular culture, with attention to their treatment in Buddhism, Shinto, Daoism, and folk practices. Topics include modern-day creations such as Godzilla and Pokemon and traditional beings such as deities, ghosts, angry spirits, goblins, and shapeshifters. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: EASIA 120R

Effective 01-SEP-2022

Description Change: An examination of the roles played by monsters, magic, and supernatural creatures in Japanese popular culture, with attention to their treatment in Buddhism, Shinto, Daoism, and folk practices. Topics include modern-day creations such as Godzilla and Pokemon and traditional beings such as deities, ghosts, angry spirits, goblins, and shapeshifters.

Rationale : To remove description note and attribute "Offered at Renison University College," at the request of the Religious Studies Department. While first choice is typically offered to the specific faculty members at main

campus/Affiliated and Federated Institutions of Waterloo who developed the course, RS courses can be taught by faculty at any of the UW/AFIW institutions. RS has requested that, whenever possible, campus designations (such as R on course codes or notes about where the course is taught) be removed. The description notes is being removed because the three Religious Studies areas are being eliminated. Both departments are in agreement with these changes.

Current Catalog Information

RS 212 (0.50) LEC Great Texts in the Jewish Tradition

This course will trace the development of biblical exegesis in the Jewish tradition. Interpretive methods and approaches to problems in the text such as redundancy, contradiction, and gaps will be surveyed, commencing with the Bible itself, through the classical period of the Talmud and concentrating on major medieval commentators. (The biblical episode of the Binding of Isaac will be used as a paradigm to illustrate various approaches to the text.) [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Antireq: JS 125

Cross-listed as: JS 212

Effective 01-SEP-2022

Title Change: Great Jewish Books

Description Change: Jews are a people of many books. Over the centuries challenges to their faith and very existence have provoked various responses. From the Bible to contemporary times, this course comprehensively examines the history of Jewish thought through essential books that offer radically divergent conceptions of Jewishness and Judaism.

Rationale : To change title and description, and remove description notes. The title and description are revised to better communicate the scope and aims of the course for students interested in second year courses in Jewish Studies. The note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 220 (0.50) LEC World Religions and Politics

How have religions influenced and been influenced by politics? How do the world's major religions understand political institutions and theories? Important writers from the world religions will be placed in dialogue with classical and modern thinkers. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change: RS 220

Unit Change: (0.50)

Component Change: LEC

Title Change: Religion and Politics

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Description Change: Religion continues to influence politics around the world as seen in the return of religious nationalism, religious opposition to globalization, populism and religion, and grassroots political movements for social change. Considering both historical and contemporary cases, students critically analyze how religion shapes - and is shaped by - politics.

Consent Change: No Special Consent Required

Course Attribute Change: Offered at St. Jerome's University

New Cross Listing : PSCI 253

Rationale : To add cross-listing, change title and description, and remove description note. The wording of the previous title "world religions" could limit the scope of the course. There is a clear connection with political science. The revised title and description reflect how the course will be taught. The note is being removed because the three Religious Studies areas are being eliminated. Both departments are in agreement with these changes.

Current Catalog Information

RS 229R (0.50) LEC Christianity and Social Change in Canada

How has Christianity been a force for both oppression and liberation in Canada's history? This course examines the involvement of Christianity in such Canadian matters as racism, colonization, and the creation of the social welfare state. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change: RS 229

Description Change: How has Christianity been a force for both oppression and liberation in Canada's history? This course examines the involvement of Christianity in such Canadian matters as racism, colonization, and the creation of the social welfare state.

Rationale : To change number and remove description note and attribute of "Offered at Renison University College," at the request of the Religious Studies Department. The "R" in the course number prevents non-Renison faculty and instructors from teaching it, and R designations are being phased out of Religious Studies. While first choice is typically offered to the specific faculty members at main campus/Affiliated and Federated Institutions of Waterloo who developed the course, RS courses can be taught by faculty at any of the UW/AFIW institutions. RS has requested that, whenever possible, campus designations (such as R on course codes or notes about where the course is taught) be removed. The description note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 115R (0.50) LEC Sex, Politics, and Religion in the U.S. and Canada

What are the three topics that should not be talked about in polite company? Sex, politics, and religion. Breaking the taboo, this course examines religious practices and conflicts around sexuality and sexual behaviour in the United States and Canada,

and how they have manifested in political contests and public policy. [Note: This course fulfils an Area 1 requirement for Religious Studies majors].

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

RS 241

Description Change:

What are the three topics that should not be talked about in polite company? Sex, politics, and religion. Breaking the taboo, this course examines religious practices and conflicts around sexuality and sexual behaviour in the United States and Canada, and how they have manifested in political contests and public policy. [Note: Formerly RS 115R.]

Requisite Change :

Antireq: RS 115R

Rationale :

To change number and description notes, and add antirequisite. The department wishes to move more courses from 1XX to 2XX level. Arts students are now required to take two first-year communication courses, which reduces the number of 100-level courses they can take in their first year. Moreover, most Religious Studies majors only discover the discipline in Year 2; they find it difficult to take 100-level courses. The move to 2XX level facilitates a desire to increase the depth and complexity of the material being delivered, which is appropriate for the topic. The "R" in the course number prevents non-Renison faculty and instructors from teaching it. "R" designations are being phased out of Religious Studies. The antirequisite and description note additions let students know the previous course number. The previous description note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 319 (0.50) LEC

Religion in Canada

Religion in Canada past and present. Topics include Canada's Christian origins, religion and nationalism in English and French Canada, secularization, religious tolerance and multiculturalism, Christian antisemitism, Buddhism, Hinduism, and the Sikh communities, and new religious movements. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

RS 244

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Religion in Canada

Description Change:

Canada is a multicultural and a multi-faith society. While Christians remain the majority, Canada is home to increasing numbers of Buddhists, Hindus, Sikhs, Jews, Muslims, and people with no religion. This course examines religious diversity in Canada, including topics such as religion and multiculturalism, human rights, and selected controversies. [Note: Formerly RS 319]

Consent Change:

No Special Consent Required

Requisite Change :

Prereq: Level at least 2A. Antireq: RS 319

New Cross Listing : CDNST 244
Rationale : To change number, description, description notes, and add cross-listing and antirequisite. This course, as revised, will fit the evaluation and expectations of a 200-level course better than its current 300-level status. The note is being removed because the three Religious Studies areas are being eliminated. The course addresses a major element in the historical and social development of Canadian society as well as the intersection between religion and multiculturalism in Canada today. The antirequisite and description note additions let students know the previous course number.

Current Catalog Information

RS 245 (0.50) DIS, LEC The Catholic Church in Canada
An examination of the role played by the Church in the social, political, and economic life of Canada from 1867 to the present. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]
No Special Consent Required
Cross-listed as: HIST 234

Effective 01-SEP-2022

Description Change: Using a variety of methods this course critically examines the role played by the Catholic Church in the social, political, and economic life of Canada from 1608 to the present.

Rationale : To change description and remove description note. This course situates the Catholic Church, still one of the largest religious groups in Canada, within the larger social fabric of the country. A critical analysis of that relationship is crucial for a deeper understanding of the push for change and adaptations within Catholic communities and beyond. The note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 151 (0.50) LEC Roman Catholicism
An introduction to the significance of Catholic beliefs, values, and practices for our time. Topics include spirituality, ethics, the meaning of the sacraments, prayer, sin and salvation, questions of authority, tradition, change, and the role of women. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]
No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change: RS 255
Description Change: This course offers comprehensive knowledge of the significance of Roman Catholic beliefs, values, and practices for our time. Topics analyzed in a wide context include spirituality, ethics, the meaning of the sacraments, prayer, sin and salvation, questions of authority, tradition, change, and views on sexuality and gender. [Note: Formerly RS 151.]

Requisite Change : Antireq: RS 151
Rationale : To change number, description, description note, and add antirequisite. The

UWaterloo Department of Religious Studies would like all 100-level courses to avoid focusing on a single tradition. Such courses should be offered at the 200-level or higher. The note is being removed because the three Religious Studies areas are being eliminated. The antirequisite and description note additions let students know the previous course number.

Current Catalog Information

RS 259R (0.50) LEC Gender, Sexuality, and Christianity

What do the churches say about sex and gender? This course examines how matters of the body have affected Christian spirituality, particularly in the lives of women and LGBTTTQIPA + persons. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

RS 259

Description Change:

What do the churches say about sex and gender? This course examines how matters of the body have affected Christian spirituality, particularly in the lives of women and LGBTTTQIPA + persons.

Rationale :

To change number and remove description note and attribute of "Offered at Renison University College," at the request of the Religious Studies Department. The "R" in the course number prevents non-Renison faculty and instructors from teaching it, and R designations are being phased out of Religious Studies. While first choice is typically offered to the specific faculty members at main campus/Affiliated and Federated Institutions of Waterloo who developed the course, RS courses can be taught by faculty at any of the UW/AFIW institutions. RS has requested that, whenever possible, campus designations (such as R on course codes or notes about where the course is taught) be removed. The description note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 170 (0.50) DIS, LEC Religion and Popular Culture

An examination of the role that religion and myth play in popular culture including television, cinema, music, fashion, and sport. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change:

RS 279

Description Change:

A critical examination of the role of religion and myth in popular culture including television, cinema, music, fashion, and sport. [Note: Formerly RS 170.]

Requisite Change :

Antireq: RS 170

Rationale :

To change number, description, and description note, and add antirequisites. The course is being moved to the second year level because students have already studied a number of religious traditions and are thus able to examine these traditions in the context of popular culture. The note is

being removed because the three Religious Studies areas are being eliminated. The antirequisite and description note additions let students know the previous course number.

Current Catalog Information

RS 283 (0.50) LEC Current Ethical Issues
An examination of specific current individual and social problems such as human sexuality, social justice, urban decay, and human rights, in the light of Christian moral consciousness. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]
No Special Consent Required

Effective 01-SEP-2022

Title Change: Religion and Ethics
Description Change: How have world's religious communities responded to the great ethical challenges of today? This course examines how religious thinkers, activists, and institutions have responded to individual and social problems, such as questions about human rights, ecology, sex, and social justice.
Rationale : To change title, description, and remove description note. The revised title and description reflect how the course will be taught. The note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 301R (0.50) SEM Engaged Buddhism
This course examines Buddhist - including mindfulness - engagement with contemporary social issues, such as peacemaking, environmentalism, political reform, race and gender concerns, and LGBTTTQQIPA + rights.
No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change: RS 301
Unit Change: (0.50)
Component Change: SEM
Title Change: Engaged Buddhism
Description Change: This course examines Buddhist - including mindfulness - engagement with contemporary social issues, such as peacemaking, environmentalism, political reform, race and gender concerns, and LGBTTTQQIPA+ rights.
Consent Change: No Special Consent Required
New Cross Listing : GSJ 301
Rationale : To change number, add cross-listing, and add prerequisite (GSJ offering). The "R" in the course number prevents non-Renison faculty and instructors from teaching it, and R designations are being phased out of Religious Studies. Cross-listing with Gender and Social Justice, at the request of Religious Studies. This course aligns with the approach and content of GSJ courses. Cross-listing allows RS to support GSJ by providing more elective options for GSJ majors and minors, and helps to bring RS to the attention

of GSJ students as a possible component of their studies on gender and social justice. The cross-listing helps to further diversify GSJ's scope, as GSJ currently has no cross-listed Asian Studies courses. The prerequisite is being added to the GSJ offering to match the current requisites on the RS offering.

Current Catalog Information

RS 348 (0.50) LEC

Vatican II

An analysis of the context and rich documentary tradition of the second Vatican Council, the course will explore, in particular, the global dynamics of these teachings. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Requisites :

Prereq: RS 151

Effective 01-SEP-2022

Title Change:

The Catholic Church and Change

Description Change:

This course examines how the Roman Catholic Church adjusts to change, including the Second Vatican Council (1962-1965) that revolutionized teaching on issues such as religious freedom, human rights, and relations with other religions. The course also explores how the Church confronts contemporary issues such as racism, climate change, and gender.

Requisite Change :

Rationale :

To change title, description, and remove description note and prerequisite. This course has low enrolment and students may be unfamiliar with the term "Vatican II." A clearer title and description would help them know what the course content covers. The note is being removed because the three Religious Studies areas are being eliminated. The prerequisite RS 151 has not been offered in five years, so it is unlikely that students took the course. As a result, students would struggle to enrol in the course or assume that they cannot take it.

Current Catalog Information

RS 349 (0.50) SEM

The Mystical Imagination

This course examines works of writers, artists, architects, and thinkers in the Western European tradition for whom all of reality participates in the larger mystery of God. The course focuses on figures who, from the early Italian Renaissance onward, gave expression to that mystical imagination. [Note: This course fulfils an Area 3 requirement for Religious Studies majors. This course is taught in Rome and incurs extra costs for the student above and beyond the registration fee in the form of travel, room and board, and incidental costs.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A. Antireq: RS 291 (LEC 001) taken fall 2017

Cross-listed as:

ITALST 349

Effective 01-SEP-2022

Description Change:

This course examines works of writers, artists, architects, and thinkers in the Western European tradition for whom all of reality participates in the

larger mystery of God. The course focuses on figures who, from the early Italian Renaissance onward, gave expression to that mystical imagination. [Note: This course is taught in Rome and incurs extra costs for the student above and beyond the registration fee in the form of travel, room and board, and incidental costs.]

Rationale : To change description note. The new design of the Religious Studies curriculum no longer makes the distinction of various areas requirements.

Current Catalog Information

RS 354 (0.50) LEC Shapers of the Roman Catholic Tradition

An examination of some influential Christian thinkers who have played a critical role in Roman Catholic theology such as Augustine, Hildegard of Bingen, Julian of Norwich, Aquinas, Newman, Rahner, Ruether, Schussler Fiorenza, and Lonergan. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Requisites :

Prereq: One of RS 151, RS 240/HIST 235, RS 250

Effective 01-SEP-2022

Title Change:

Shapers of Roman Catholicism

Description Change:

An examination of influential Christian thinkers - both historical and contemporary - who have played a critical role in shaping Roman Catholic thought and practice. Issues include debates on the nature of God, sin and redemption, authority in the Church, and perspectives on gender and sexuality.

Rationale : To change title, description, and remove description note. Students do not know names of the listed theologians. The description has been expanded to include Catholic thought and practice. The note is being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 355 (0.50) LEC Christian Feminist Thought

Christian feminist thought challenges traditional Christian teaching at every level.

This course will explore in particular the challenges to traditional disciplines of theology and spirituality. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2022

Title Change:

Christianity, Gender, and Justice

Description Change:

New thinking about the nature and meaning of gender in Christianity has challenged traditional teaching and practices at every level. This course will explore how writers concerned with gender and justice have disrupted traditional disciplines of theology and spirituality and introduced innovations into Church thinking and practice.

Rationale : To change title and description and remove description note. The new title and description expand the course to cover not only theological discourse but also divergent issues of ethics, practice, and world views. The note is

being removed because the three Religious Studies areas are being eliminated.

Current Catalog Information

RS 383 (0.50) LEC Justice, Peace, and Development

An examination of communities, movements, and theologies which express a Christian hope for justice, peace, and development in the encounter with injustice, oppression, and poverty. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Prereq: RS 283

Effective 01-SEP-2022

Description Change: An examination of communities, movements, and theologies which express a Christian hope for justice, peace, and development in the encounter with injustice, oppression, and poverty.

Requisite Change :

Rationale : To remove description note and prerequisite. The note is being removed because the three Religious Studies areas are being eliminated. The prerequisite is being removed to open up the course. The course is a required course for students in the Beyond Borders service learning program and most have not previously taken RS 283.

Current Catalog Information

RS 495 (2.50) RDG Study Term Abroad

Consult the department for current offerings.

Instructor Consent Required

Effective 01-SEP-2022

Consent Change: Department Consent Required

Rationale : To change consent to ease the administration of approving students to take the course.

Sociology and Legal Studies

Current Catalog Information

SOC 207R (0.50) LEC Sociology of Education

The focus of this course is on the sociological study of education in Canadian society. This course applies classical and contemporary theoretical approaches to study education systems and the relationship between school and society.

No Special Consent Required

Requisites : Prereq: SOC 101/101R or 120R

Cross-listed as: SOC 207

Effective 01-SEP-2022

Course Attribute Change: Also offered Online

Rationale : To add attribute of "Also offered Online". A remote version of the course was developed with the Centre for Extended Learning in 2019-2020 and will Predominantly be offered online when run through Renison University

College.

Current Catalog Information

SOC 207R (0.50) LEC Sociology of Education

The focus of this course is on the sociological study of education in Canadian society. This course applies classical and contemporary theoretical approaches to study education systems and the relationship between school and society.

No Special Consent Required

Requisites : Prereq: SOC 101/101R or 120R

Cross-listed as: SOC 207

Effective 01-SEP-2022

Course Attribute Change: Also offered Online

Rationale : To add attribute of "Also offered Online". A remote version of the course was developed with the Centre for Extended Learning in 2019-2020 and will Predominantly be offered online when run through Renison University College.

Spanish & Latin American Studies

Current Catalog Information

(0.00)

Effective 01-SEP-2021

Subject/Catalog Nbr Change: SPAN 300

Unit Change: (0.50)

Component Change: LEC

Title Change: Theories of Cultural Identities

Description Change: Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity.

Consent Change: No Special Consent Required

New Cross Listing : CI 300

Rationale : To add cross-listing. In a series of program changes that will become effective in the Fall 2021 term, the Department of Spanish and Latin American Studies formally shifted the focus of its programs from literary to cultural studies. As a result, SPAN cultural studies courses will concentrate more explicitly on the analysis of the formation of the social bond and the identities attached to it through the analysis of Latin American and Iberian cultural production. The proposed course, held with CI 300, will provide students an introduction to the intellectual framework within which culture and cultural expression can be studied to deepen their ability to conduct critical inquiry into the formation of Latin American and Iberian cultural identities.

Current Catalog Information

SPAN 329 (0.50) LEC Lights, Camera, Action! Film Production in Spain and Latin America

This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

No Special Consent Required

Requisites : Prereq: SPAN 150; Level at least 2A

Effective 01-SEP-2022

Subject/Catalog Nbr Change: SPAN 329

Unit Change: (0.50)

Component Change: LEC

Title Change: Lights, Camera, Action! Film Production in Spain and Latin America

Description Change: This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

Consent Change: No Special Consent Required

New Cross Listing : CI 329

Rationale : To add cross-listing. The Minor in Cultural Identity focuses on the complex role culture plays in the formation, negotiation, and interpretation of individual and group identities. An important plan level outcome is for students to "gain a foundational understanding of how cultural identities are constructed in and represented through discourse, language, literature, film, and other means of expression." The proposed course supports this outcome by analyzing the construction of cultural identities through the study of film production from Latin America and Spain.

St Jerome's University

Current Catalog Information

ITALST 349 (0.50) SEM The Mystical Imagination

This course examines works of writers, artists, architects, and thinkers in the Western European tradition for whom all of reality participates in the larger mystery of God. The course focuses on figures who, from the early Italian Renaissance onward, gave expression to that mystical imagination. [Note: This course fulfills an Area 3 requirement for Religious Studies majors. This course is taught in Rome and incurs extra costs for the student above and beyond the registration fee in the form of travel, room and board, and incidental costs.]

No Special Consent Required

Requisites : Prereq: Level at least 2A. Antireq: RS 291 (LEC 001) taken fall 2017

Cross-listed as: RS 349

Effective 01-SEP-2022

Description Change: This course examines works of writers, artists, architects, and thinkers in the Western European tradition for whom all of reality participates in the larger mystery of God. The course focuses on figures who, from the early Italian Renaissance onward, gave expression to that mystical imagination. [Note: This course is taught in Rome and incurs extra costs for the student above and beyond the registration fee in the form of travel, room and board, and incidental costs.]

Rationale : To change description note. The new design of the Religious Studies curriculum no longer makes the distinction of various areas requirements.

St Paul's University College

Current Catalog Information

(0.00)

Effective 01-SEP-2022

Subject/Catalog Nbr Change: CDNST 244
Unit Change: (0.50)
Component Change: LEC
Title Change: Religion in Canada
Description Change: Canada is a multicultural and a multi-faith society. While Christians remain the majority, Canada is home to increasing numbers of Buddhists, Hindus, Sikhs, Jews, Muslims, and people with no religion. This course examines religious diversity in Canada, including topics such as religion and multiculturalism, human rights, and selected controversies. [Note: Formerly RS 319]

Consent Change: No Special Consent Required
Requisite Change : Prereq: Level at least 2A. Antireq: RS 319
New Cross Listing : RS 244
Rationale : To change number, description, description notes, and add cross-listing and antirequisite. This course, as revised, will fit the evaluation and expectations of a 200-level course better than its current 300-level status. The note is being removed because the three Religious Studies areas are being eliminated. The course addresses a major element in the historical and social development of Canadian society as well as the intersection between religion and multiculturalism in Canada today. The antirequisite and description note additions let students know the previous course number.

COURSE INACTIVATIONS (for approval)

Political Science

Effective 01-SEP-2022
PSCI 402 (0.50)
Rationale :

Politics of International Trade
The new course PSCI 380 is replacing PSCI 402 with similar content, so PSCI 402 is being inactivated. The impact of replacing PSCI 402 with PSCI 380 in plans will be reflected in a forthcoming plan change.

Religious Studies

Effective 01-SEP-2022
RS 286 (0.50)
Rationale :

Spirit in Motion: Secular and Religious Spiritualities Today
The course has not been offered in five years either on campus or online.
The course had chronic low enrolment.

End of Report

4. Academic Plan Changes – Major Modifications [for approval]

4.1. Department/Academic Unit:

Renison University College - Social Development Studies

Academic Plan Changes [for approval]

Effective Date: September 1, 2022

Plan Title(s):

Three-Year General Social Development Studies Major

Four-Year General Social Development Studies Major

Honours Social Development Studies Major

Social Development Studies Minor

Change: updating first note in each plan regarding transfer credits allowable.

Rationale: Currently only transfer credits with direct equivalencies to courses included in the major and minor plans (e.g. PSYCH 213R) can count towards those plans. However over one third of all SDS students are external transfers and many enter the program with unspecific transfer credits (E.g. SDS 2XX) across the four departmental disciplines (SDS, SOCWK, PSYCH, SOC). Consultation with other programs in Arts confirmed acceptance of unspecific transfer credits with varying limitations.

The department wishes to change the “notes” section of each plan to accept unspecific SDS-coded transfer credits at the 2XX level or above, dependent on plan residency requirements. This echoes how similar programs approach their plans, provides additional flexibility for completion among an increasing number of transfer students, and maintains clarity and internal consistency with accepting the core discipline code.

Calendar text, including additions and deletions:

...

Notes

~~Courses transferred from other institutions without a specific course equivalency to one of the courses in the four disciplines above cannot be counted towards the Social Development Studies plan level requirements.~~

1. Transfer credits with direct equivalencies to any specific course listed above and unspecific transfer credits with the SDS subject code at the 2XX level and above may be counted towards this plan; common degree requirements (e.g. residency, 50% rule) must still be met.

...

5. Academic Plan Changes – Minor Modifications [for approval]

5.1. Department/Academic Unit:

School of Accounting and Finance – Accounting and Financial Management

Academic Plan Changes [for approval]

Effective Date: September 1, 2022

5.1.1. Plan Title(s): Financial Markets Specialization

Rationale:

To expand the list of eligible courses in the specialization by adding the following:

- AFM 276: Financial Statement Analysis;
- SFM 310: Sustainability in Capital Markets;
- SFM 412: Investor Behaviour;

Each of the three additional courses being added to the Financial Markets Specialization contribute to furthering an understanding of capital markets in different ways. Financial statement analysis (AFM 276) has long been an important tool in investment decision making; investor behaviour studies (SFM 412) have allowed for a fuller understanding of individual behaviour beyond an operating assumption that all investor decisions are rational; finally, sustainability (SFM 310) represents an increasingly important consideration in individual business performance and related investing decisions as well as overall market performance.

Calendar text, including additions and ~~deletions~~:

The Financial Markets Specialization requires successful completion of 3.0 academic course units:

- [AFM 276](#), [AFM 322](#), [AFM 324](#), [AFM 326](#) (0.25 unit), [AFM 328](#) (0.25 unit), [AFM 329](#) (0.25 unit), [AFM 377](#), [AFM 422](#), [AFM 423](#), [AFM 425](#), [AFM 426](#) (0.25 unit), [AFM 427](#), [AFM 428](#) (0.25 unit), [AFM 429](#) (0.25 unit), [AFM 434](#), [AFM 470](#), [AFM 477](#), [AFM 478](#), **[SFM 310](#)**, **[SFM 412](#)**

5.1.2. Editorial Changes [for information]

Effective Date: September 01, 2022

Undergraduate Calendar Page: Admissions and Tuition

<https://ugradcalendar.uwaterloo.ca/page/ARTS-BAFM-Admissions-and-Tuition>

Rationale: STAT 211 is no longer a required degree course and should not be part of the major cumulative average calculation. The revised language directs students that the included courses are the 100 level courses taken during 1A and 1B.

Calendar text, including additions and ~~deletions~~:

Admissions

Students may earn a Bachelor of Accounting and Financial Management degree as outlined in the [Degree Requirements](#) section. Students normally apply for direct admission from high school into the first year of the Accounting and Financial Management (co-operative education) program. Upon completing a provisional first year (maintaining a 70% [major cumulative](#) average in the 100-level courses [taken during 1A and 1B](#) that are specifically identified in the section Degree Requirements ~~and STAT 211~~), students will formally proceed into the Accounting and Financial Management program in second year.

5.2. Department/Academic Unit: French Studies

Academic Plan Changes [for approval]

Effective Date: September 1, 2022

5.2.1. Plan Title(s): Diplomas in French Language

Rationale:

We are reducing the number of required courses for existing diplomas. This will align French Language diplomas with other language diplomas offered within the Faculty (e.g. Dutch, Russian, German, Croatian, Chinese, and Korean), and provide increased flexibility in credential pathways for students.

We are reducing the required number of courses from 5 to 4, making diplomas more attractive and more feasible, especially to registered students who are pursuing programs with little space for electives. By removing one required course from each of the existing language Diplomas I and II, we are still keeping them at the same level as they currently are. At the same time, we are opening direct entry to Diploma II for French immersion students. With one course substitution, it can also be pursued by francophone students.

The new Note 2 reflects the sequencing and rewords the previous similar note. Arts invalid plan combinations already restrict students from taking a diploma in the same area as the major, so a redundant note is removed.

Calendar text, including additions and deletions:

For students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo, two **language** diplomas are offered: French Language I, and French Language II. Students must successfully complete **2.5 2.0** academic course units (five **four** courses) with a cumulative average of 65% as follows:

French Language I

FR 151, FR 152, FR 192A, FR 192B, and one other course taught in French at the 200-level or above. (See note 1)

French Language II

FR 192A, FR 192B, FR 251, FR 252, and one other course taught in French at the 200-level or above.

Notes

1. Diplomas I and II are mutually exclusive. Only one diploma can be granted.
2. **Students seeking to complete the Diploma in French Language I who do not take FR 151 must take an additional course at the 200-level or higher in substitution.**
3. ~~Diplomas are not awarded to students pursuing a French plan.~~
4. ~~Students starting a course sequence at FR 152 (for Diploma I) or FR 192B (for Diploma II) must still complete a total of five courses by taking another course at the 200 level or above.~~

6. Arts Academic Regulation Changes [for approval]

6.1 Liberal Studies – Updating Mutually Exclusive Plans list to clarify invalid combination with Arts majors only

Effective Date: September 01, 2022

Change: clarify that Liberal Studies cannot be combined with any other Arts major, which would mean that it can be combined with majors in other faculties.

Rationale:

- When Honours Liberal Studies was first approved by SUC in April 2018, the rationale specified that it could not be combined as a Double Major within Arts. When the **Restrictions on Multiple-Plan Combinations** list was updated at the October 2018 SUC meeting, the word “Arts” was omitted from the plan list and from the rationale in error, on the assumption that “any stand-alone major” referred to Arts majors, as previously understood. However this intent is not clear in the Undergraduate Calendar, and the current wording prohibits Honours Liberal Studies from being combined with any major in any other faculty.
- We are adding “Arts” to clarify the original intent for Liberal Studies not to be combined with any other Arts major. (see highlighted text)

Restrictions on Multiple-Plan Combinations

<https://ugradcalendar.uwaterloo.ca/page/ARTS-Restrictions-on-Multiple-Plan-Combinations>

- No student may enrol in or graduate from:
 - two majors from the same group in the following list:
 - Department of Classical Studies: Classical Studies, Classics
 - Department of Economics: Economics, Mathematical Economics
 - Department of English Language and Literature: Literature; Literature and Rhetoric; Rhetoric, Media, and Professional Communication
 - two intensive specializations offered by the same major
 - multiple “topic” specializations offered by the same major in the following departments:
 - Economics (maximum of one topic specialization)
 - History (maximum of one topic specialization)
 - Political Science (maximum of one topic specialization)
 - a minor in the same subject field as their major
 - a diploma in the same subject field as their major
 - a minor and a diploma in the same subject field
 - a certificate and a diploma in the same language
 - more than one language certificate or diploma in the same language
- When pursuing a Bachelor of Arts, students may combine two honours major plans only (i.e., not an honours major plan with a general major plan).

Sample Invalid Multiple-Plan Combinations

The Faculty of Arts will amend the list of invalid plan combinations when new academic programs or plans (including minors/diplomas/certificates/specializations) are created. Students should confirm any plan combination with their academic advisor.

Legend

* Indicates an inactivated plan

Table of invalid multiple-plan combinations

Plan/Program	Cannot be Combined With
Applied Mathematics - Economics Specialization	Economics plans
Arts and Business	Accounting and Financial Management, Bachelor of; or Honours Arts Co-op; or French Teaching Specialization (French majors); or Global Business and Digital Arts, Bachelor of; or Management Studies Minor; or Mathematical Economics; or Sociology/Legal Studies - Criminology Specialization*
Accounting and Financial Management, Bachelor of	Arts and Business, or Management Studies Minor or Diploma*, or Any stand-alone major
Arts, Bachelor of (honours major)	Arts, Bachelor of (general major)
Biotechnology/Economics*	Economics plans
Church Music and Worship Minor or Diploma	Music majors
Classical Studies Minor	Classics major, or Greek Minor*, or Latin Minor*
Classics major	Classical Studies Minor
Communication Arts and Design Practice majors	Digital Arts Communication Minor, or Speech Communication* plans, or Communication Studies plans, or Theatre and Performance plans
Communication Studies plans	Communication Arts and Design Practice majors, or Speech Communication* plans

Creative Writing Diploma	English majors
Crime and Deviance Specialization (Sociology majors)*	Legal Studies Minor
Cultural Diversity Specialization* (Social Development Studies majors)	Diversity and Equity Specialization (Social Development Studies majors)
Digital Arts Communication Minor	Digital Arts Communication Specialization (Arts and Business)*, or Digital Media Studies Specialization (English majors), or Communication Arts and Design Practice majors, or Global Business and Digital Arts, Bachelor of
Digital Arts Communication Specialization (Arts and Business)*	Digital Arts Communication Minor
Digital Media Studies Specialization (English majors)	Digital Arts Communication Minor
Diversity and Equity Specialization (Social Development Studies majors)	Cultural Diversity Specialization* (Social Development Studies majors)
Economics Minor	Applied Mathematics - Economics Specialization, or Biotechnology/Economics*, or Mathematical Economics
Economics plans	Applied Mathematics - Economics Specialization, or Biotechnology/Economics*, or Mathematical Economics, or Environmental Economics Minor*, or Economic Theory Minor
Economic Theory Minor	Economics plans, or Applied Mathematics - Economics Specialization, or Biotechnology/Economics*, or Mathematical Economics
English majors	Diploma in Creative Writing, or Technical Writing Minor
Entrepreneurial Mindset Specialization (Accounting and Financial Management, Bachelor of)	Entrepreneurship Minor

Entrepreneurship Minor	Entrepreneurial Mindset Specialization (Accounting and Financial Management, Bachelor of)
Environmental Economics Minor*	Economics plans
French Teaching Specialization (French majors)	Arts and Business, or Any other stand-alone major
Global Business and Digital Arts, Bachelor of	Arts and Business, or Digital Arts Communication Minor, or Management Studies Minor or Diploma*, or Any stand-alone major
Greek Minor*	Classical Studies Minor
Human Resources Management (HRM) Minor or Diploma	Students who have completed a Diploma in HRM or the course requirements for the Certified Human Resources Professional (CHRP) designation, or who have graduated from a college or university HR or business program
International Relations Specialization (History majors)	International Relations Specialization (Political Science majors)
International Relations Specialization (Political Science majors)	International Relations Specialization (History majors)
International Trade Minor	International Trade Specialization (Arts and Business)*
International Trade Specialization (Arts and Business)*	International Trade Minor
Latin American Studies Diploma	Spanish plans
Latin Minor*	Classical Studies Minor
Legal Studies Minor	Crime and Deviance Specialization (Sociology majors)*, or Sociology/Legal Studies - Criminology Specialization*
Liberal Studies	Any other stand-alone Arts major
Management Studies Minor	Any university business program, major, or sub-plans, including: <ul style="list-style-type: none"> • Arts and Business • Accounting and Financial Management, Bachelor of • Business Administration and Mathematics double degree

	<ul style="list-style-type: none"> • Environment and Business • Global Business and Digital Arts, Bachelor of • Mathematics/Business Administration • Recreation and Sport Business • Science and Business (any specialization)
Mathematical Economics	Arts and Business, or Any other stand-alone major, or Economics Minor, or Economic Theory Minor
Music majors	Church Music and Worship Minor or Diploma
Music in Global Context Specialization (Music majors)	Music and Peace Specialization (Music majors)
Music and Peace Specialization (Music majors)	Music in Global Context Specialization (Music majors)
Performance Creation Minor	Theatre and Performance Minor*
Public Policy and Administration Minor	Public Policy Specialization (Economics majors)
Public Policy Specialization (Economics majors)	Public Policy and Administration Minor
Sociology/Legal Studies - Criminology Specialization*	Arts and Business, or Any other stand-alone major, or Legal Studies Minor
Spanish plans	Latin American Studies Diploma, or Spanish/English Translation Minor*
Spanish/English Translation Minor*	Spanish plans
Speech Communication plans*	Communication Arts and Design Practice majors, or Communication Studies plans
Theatre and Performance plans	Communication Arts and Design Practice majors
Theatre and Performance Minor*	Performance Creation Minor

6.2. Liberal Studies – Plan Nomenclature – Functional ‘Major’

Effective Date: September 01, 2022

Change: Refer to Liberal Studies as a ‘major’ for functional purposes. Update corresponding Undergraduate Calendar references to include Liberal Studies wherever the same academic rules and regulations apply to both disciplinary majors and students in Liberal Studies plans.

Rationale:

- Although Liberal Studies is not considered a ‘major’ meaning within a particular discipline or area of study, it does function as a major in several ways. Similar to a major, it is the main academic plan noted on a student’s transcript (Plan10), and has a plan average and plan requirements.
- The current undergraduate calendar language is convoluted for students because in every rule that refers to majors, a similar provision or exception for Liberal Studies must also be noted.
- This issue would be largely resolved by referring to Liberal Studies as a ‘major’ for functional purposes, and simply noting exceptions (e.g. that Arts students can pursue Double Majors in other instances, but cannot combine an Arts major with Liberal Studies.)
- There are no anticipated resource challenges associated with calling Liberal Studies a major. Honours Liberal Studies has been offered since Fall 2019, and thus far there has been no significant impact on students’ desire to pursue other disciplinary majors.

6.3. Updating BA Breadth Requirements – SFM and INDENT courses

Effective Date: September 01, 2022

Change: Add newly created subject codes (INDENT and SFM) to Transdisciplinary Studies list.

Rationale:

- INDENT (Indigenous Entrepreneurship) and SFM (Sustainability and Financial Management) subject codes have been created for corresponding new sets of courses, and are fitting additions to the Transdisciplinary Studies section of the BA Breadth Requirements.

Bachelor of Arts Breadth Requirements

All Bachelor of Arts (BA) students must meet the BA Breadth Requirements:

Requirement	Units	Subject Codes
Fine, Performing, and Communication Arts	0.5 unit	DAC, FINE, MUSIC, SPCOM, THPERF, VCULT
Humanities	1.0 unit	CLAS, ENGL, HIST, MEDVL, PHIL, RS
Languages and Cultures	1.0 unit	ARABIC, ASL, CHINA, CI, CROAT, DUTCH, EASIA, FR, GER, GRK, ITAL, ITALST, JAPAN, JS, KOREA, LAT, MOHAWK, PORT, REES, RUSS, SI, SPAN. See Note 4 below.
Social Sciences	2.0 units	ANTH, ECON, PSCI, PSYCH, SDS, SOC. See Note 2 below.
Transdisciplinary Studies	0.5 unit	AFM, APPLS, ARBUS, ARTS, BUS, CDNST, CMW, GBDA, GSJ, HRM, HRTS, HUMSC, INDG, INDENT , INTST, LS, MENN, MGMT, PACS, SFM , SMF, SOCWK. Also any course taken in another University of Waterloo faculty. See Notes 1 and 5 below.

Notes

1. The Arts Undergraduate Communication Requirement courses (ARTS 130 and ARTS 140) do not fulfil any of the breadth requirements.
2. No more than one academic course unit (two courses) in the same discipline may count towards the Social Sciences requirement.
3. Cross-listed courses may be designated to fulfil any **one** requirement. For example, a student registered in PACS 203/HIST 232 may receive credit for **either** the Transdisciplinary Studies requirement **or** the Humanities requirement, but not for both.
4. Language courses accepted as transfer credits (e.g., LANG) may be counted towards the Languages and Cultures requirement.
5. Because Professional Development (PD) and Work-Term Report (WKRPT) courses are not regular academic courses, they do not fulfil any of the breadth requirements.
6. For students enrolled in an Arts degree program prior to September 2008, refer to the [Group A and B requirements](#). Those students who wish instead to adhere to the new Breadth Requirements (effective September 2008) may do so by petition to the Examinations and Standings Committee.

6.4. Co-op sequence change: Honours Economics, Honours Mathematical Economics

Effective Date: September 01, 2022

Change: Move Economics and Honours Mathematical Economics students to the same co-op sequence as Arts and Business, instead of the Honours Arts Co-op sequence.

Calendar text: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements> Study/Work Sequence Information Chart

Plan	F	W	S	F	W	S	F	W	S	F	W	S	F	W
Arts and Business	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B
Honours Arts co-op plans (excluding majors in Economics, Mathematical Economics , English, Fine Arts)	1A	1B	off	2A	2B	WT	3A	WT	3B	WT	4A	WT	WT	4B
Honours Arts co-op plans, majors in Economics, Mathematical Economics , English, Fine Arts	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B

Rationale:

Starting in the 2021-22 academic year, second year students majoring in economics, but not Arts & Business (ARBUS), will have to transfer to the Honours Arts Coop (HAC) sequence. Our students are currently following the ARBUS sequence.

Table 1 shows the proportion of students economics shares with ARBUS, as well as how many are coop vs regular by major (economics vs math econ). The numbers for the Fall 2019 term are for context: due to the option of changing grades to CR/NCR at the end of the Winter 2020 term, we have more students who qualified to declare an economics major and/or coop and/or who remained in ARBUS & ECON. The effect isn't as striking for mathematical economics, likely because it is an honours-only program by default and therefore, less affected by the events of the Winter 2020 term.

The effect of our students following the HAC sequence is shown in Table 2. Changing sequences means that students who are either in mathematical economics or completing the intensive specialization will have to forego their fifth work term (WT5 in the table on the last page), despite having paid the full co-op program cost (over six academic terms), in order to take ECON 491. ECON 491 and 496 are required for the intensive specialization and for the mathematical economics major. As these two courses are amongst the harder 4th year elective courses we offer, it is in the students' best interests to offer them in different terms; i.e.

offering them both in the Winter (4B) term would not be ideal. Given the ongoing budget constraints, and that we typically do not fill all 50 seats in these courses when they are offered, it makes little sense to multiply offerings. If economics and mathematical economics students were able to remain on the ARBUS sequence, it would resolve the issue: as demonstrated in Table 2, Mathematical economics, honours economics and students in both programs without coop would all be scheduled to take ECON 491 and ECON 496 in the same terms.

Advising-wise, it would make more sense to have all students on the ARBUS sequence rather than only the math econ majors and the intensive specialization students. Moreover, students do not have to declare the intensive specialization to take ECON 491 and/or ECON 496; they can choose to take one (or both) without taking the rest of the requirements of the intensive specialization to prepare themselves for graduate studies. Many students only declare the intensive specialization in their 4A or 4B term.

The motion that was presented and unanimously adopted at the September Economics Departmental meeting was: “All students majoring in Economics or in Mathematical Economics, who are in co-op, will follow the ARBUS co-op sequence.”

Table 1: Number of students affected by major

	W20	S20	F20	F19
Honours ARBUS ECON coop	194	165	283	208
Honours ARBUS Econ no coop	29	21	27	30
Math ECON coop	27	25	33	27
Math ECON no coop	37	25	35	38
Honours Econ coop (no ARBUS)	99	91	105	86
Honours ECON no Coop	97	73	93	86
4 year general	75	65	64	79
Intensive spec (some may be coop &/or ARBUS)	2	3	5	3
joint ECON & other major	5	5	5	2
old 3 yr gen	3	0	2	3
old 4 yr gen	4	1	2	4
Total	572	474	654	566
% coop total	72.9	74.7	78.6	71.9
% ARBUS amongst ECON coop	60.6	58.7	67.2	64.8

N.B.: Numbers were collected mid-September 2020

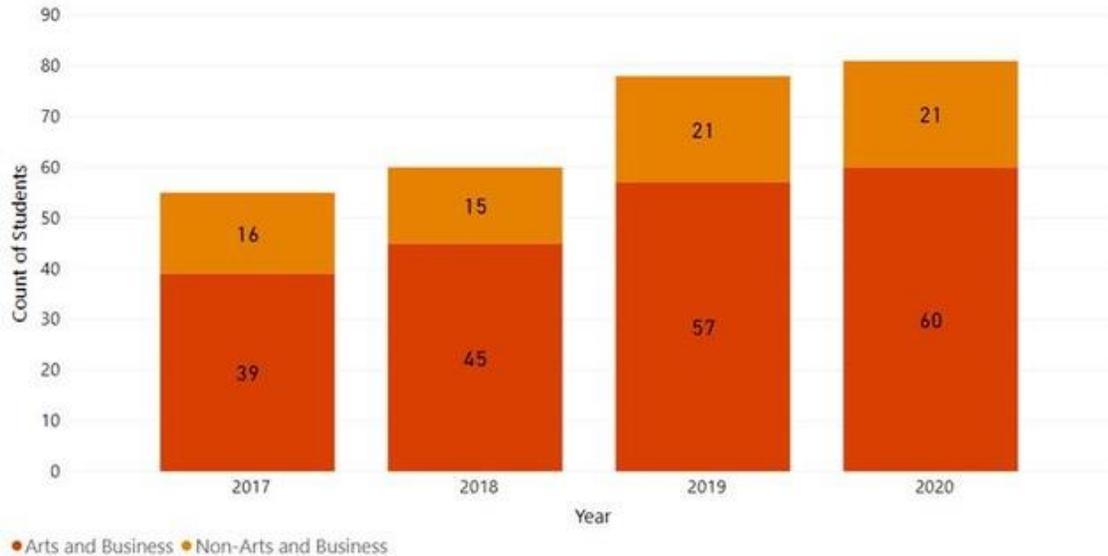
Table 2: Coop Sequence by major of a student starting their program in the fall of year 0 (for a coop student) and in the fall of year 1 (no coop)

Year and term	ARBUS	HAC	Math Econ no coop	Honours ECON no coop	Math ECON Coop on HAC	Math ECON Coop on ARBUS	Honours ECON Coop (HAC)	Honours ECON Coop (ARBUS)
F00	1A	1A			MATH 127, ECON 101 (1A)	MATH 127, ECON 101 (1A)	ECON 101 (1A)	ECON 101 (1A)
W01	1B	1B			MATH 128, ECON 102 (1B)	MATH 128, ECON 102 (1B)	ECON 102 (1B)	ECON 102 (1B)
S01	Off	Off			Off	Off	Off	Off
F01	2A	2A	MATH 127, ECON 101 (1A)	ECON 101 (1A)	STAT 220 (2A)	STAT 220 (2A)	ECON 211, ECON 221 (2A)	ECON 211, ECON 221 (2A)
W02	WT1	2B	MATH 128, ECON 102 (1B)	ECON 102 (1B)	ECON 290 (2B)	WT1	ECON 290, ECON 322 (2B)	WT1
S02	2B	WT1	Off	Off	WT1	ECON 290 (2B)	WT1	ECON 290, ECON 322 (2B)
F02	WT2	3A	STAT 220 (2A)	ECON 211, ECON 221 (2A)	ECON 391 (3A)		ECON 391 (3A)	WT2
W03	3A	WT2	ECON 290 (2B)	ECON 290, ECON 322 (2B)		ECON 391 (3A)		ECON 391 (3A)
S03	WT3	3B	Off	off	ECON 393, ECON 306 (3B)	WT3	ECON 393, ECON 306 (3B)	WT3
F03	3B	WT3	ECON 391 (3A)	ECON 391, ECON 323 (3A)	WT3	ECON 393, ECON 306 (3B)	WT3	ECON 393, ECON 306 (3B)
W04	WT4	4A	ECON 393, ECON 306 (3B)	ECON 393, ECON 306 (3B)	ECON 491 (4A), electives	WT4	ECON 40X (4A), electives	WT4
S04	WT5	WT4	Off	off	WT4	WT5	WT4	WT5
F04	4A	WT5	ECON 491 (4A)	ECON 40X (4A), electives	WT5	ECON 491 (4A)	WT5	ECON 40X (4A), electives
W05	4B	4B	ECON 496 (4B)	electives (4B)	ECON 496 (4B)	ECON 496 (4B)	electives (4B)	electives (4B)

First work term historical data– Economics

This graph shows that there are relatively few ECON only students (Economics students who are not in Arts & Business: these could be Honours Economics or Honours Mathematical Economics) looking for a first work placement. In all four years, there were 21 students or fewer who would have been on the HAC sequence, who would now be on the ARBUS sequence and looking for employment in the Winter term rather than the Spring term for their first work term. Comparatively, there were between 39 and 60 students in ARBUS/ECON in those for years.

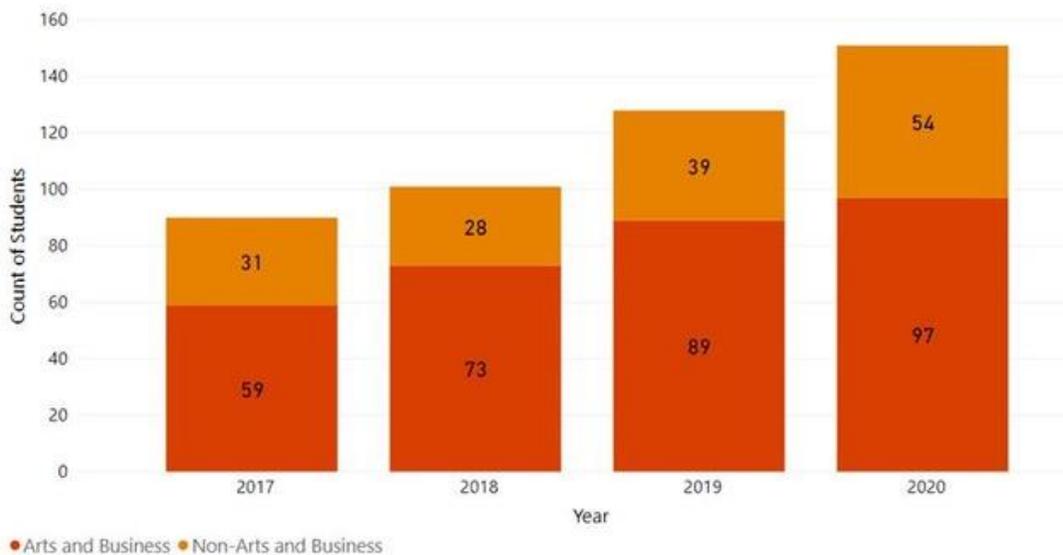
Scheduled Out By Primary Plan Code



All work terms historical data – Economics

This graph shows that when looking at all cohorts together, we have comparatively more coop students who opt out of ARBUS (or fail out) and become ECON only students when comparing these numbers to first work term data. That being said, the numbers remain relatively small compared to the ARBUS/ECON numbers.

Scheduled Out By Primary Plan Code



March 23, 2021

TO: Rebecca Wickens, Associate University Secretary, Secretariat

FROM: Dan Davison, Associate Dean, Undergraduate Studies, Faculty of Engineering

SUBJECT: Items for Approval at April 13, 2021 Senate Undergraduate Council

ALL CURRICULUM CHANGES ARE EFFECTIVE SEPTEMBER 2022 UNLESS OTHERWISE NOTED.

- 1. New Courses** *[For Approval]*
 - 1.1. Architectural Engineering (AE572, 573)
 - 1.2. Mechanical Engineering (ME572, 573, 574)
 - 1.3. Mechatronics Engineering (MTE421)
- 2. Course Changes** *[For Approval]*
 - 2.1. Civil Engineering (CIVE460)
 - 2.2. Mechanical Engineering (ME452)
 - 2.3. Systems Design Engineering (SYDE552)
- 3. Course Inactivations** *[For Approval]*
 - 3.1. Mechanical Engineering (ME401)
- 4. Academic Plans (Minor Modifications)** *[For Approval]*
 - 4.1. Architectural Engineering
 - 4.2. Chemical Engineering
 - 4.3. Mechanical Engineering
 - 4.4. Mechatronics Engineering
 - 4.5. Life Sciences Option
 - 4.6. Biomechanics Option
 - 4.7. Mechatronics Option
- 5. Other**
 - 5.1. F2020 Temporary Calendar Deviations due to the Pandemic *[For Information]*

NEW COURSES (for approval)

Civil and Environmental Engineering

Effective 01-SEP-2022

AE 572 (0.50) LEC, PRJ Building Energy Analysis
Introduction to whole-building energy analysis. Energy auditing, benchmarking, and simulation. Review of relevant concepts in heat transfer and thermodynamics, including introductory psychrometrics. Interactive effects of building elements, systems, and occupant behaviour. Economic and environmental impacts of building energy use. [Offered: F, S]

Requisites : Prereq: Level at least 4A Architectural, Civil, or Environmental Engineering
Cross-listed as: ME 572
Rationale : This new cross-listed course has been offered as a special topics course (ME 599 topic 10 Building Energy Analysis) for many years. This course regularly has enrolment between 60 and 80 students from Mechanical, Civil, and Environmental, as well as graduate students from Mechanical and Civil. [Short title: Building Energy Analysis]

Effective 01-SEP-2022

AE 573 (0.50) LAB, LEC, PRJ HVAC Systems, Equipment, and Energy Efficiency
Selected topics in HVAC systems design with focus on energy-efficiency and environmental-sustainability. Heating and cooling distribution using air-, water-, and refrigerant-based systems. Constant- and variable-flow systems. Heat- and energy-recovery systems. Vapour-compression refrigeration and heat-pump systems (including air- and geothermal-source heat pumps). [Offered: W]

Requisites : Prereq: Level at least 4A Architectural, Civil, or Environmental Engineering
Cross-listed as: ME 573
Rationale : This new cross-listed course has been offered as a special topics course (ME 599 topic 14 HVAC-Energy Building Systems) for many years. This course regularly has enrolment between 40 and 60 students from Mechanical, Civil, and Environmental, as well as graduate students from Mechanical and Civil. [Short title: HVAC System, Equip, Efficiency]

Mechanical and Mechatronics Engineering

Effective 01-SEP-2022

ME 572 (0.50) LEC, PRJ Building Energy Analysis
Introduction to whole-building energy analysis. Energy auditing, benchmarking, and simulation. Review of relevant concepts in heat transfer and thermodynamics,

including introductory psychrometrics. Interactive effects of building elements, systems, and occupant behaviour. Economic and environmental impacts of building energy use. [Offered: F, S]

Requisites : Prereq: Level at least 4A Mechanical or Mechatronics Engineering
Cross-listed as: AE 572
Rationale : This new cross-listed course has been offered as a special topics course (ME 599 topic 10 Building Energy Analysis) for many years. This course regularly has enrolment between 60 and 80 students from Mechanical, Civil, and Environmental, as well as graduate students from Mechanical and Civil. [Short title: Building Energy Analysis]

Effective 01-SEP-2022

ME 573 (0.50) LAB, LEC, PRJ HVAC Systems, Equipment, and Energy Efficiency

Selected topics in HVAC systems design with focus on energy-efficiency and environmental-sustainability. Heating and cooling distribution using air-, water-, and refrigerant-based systems. Constant- and variable-flow systems. Heat- and energy-recovery systems. Vapour-compression refrigeration and heat-pump systems (including air- and geothermal-source heat pumps). [Offered: W]

Requisites : Prereq: Level at least 4A Mechanical or Mechatronics Engineering
Cross-listed as: AE 573
Rationale : This new cross-listed course has been offered as a special topics course (ME 599 topic 14 HVAC-Energy Building Systems) for many years. This course regularly has enrolment between 40 and 60 students from Mechanical, Civil, and Environmental, as well as graduate students from Mechanical and Civil. [Short title: HVAC System, Equip, Efficiency]

Effective 01-SEP-2022

MTE 421 (0.50) LAB, LEC, TUT Linear and Nonlinear Electronics

The performance of single, differential, and multistage amplifiers. The cascode configuration, current mirror and active loads. A detailed study of operational amplifier circuits. Transistor frequency response analysis. Feedback circuit configurations and oscillators. A detailed study of stability and compensation for multistage and operational amplifiers. Introduction to common circuit blocks; A/D (analog-to-digital) converters, D/A (digital-to-analog) converters, and phase-locked loops. [Offered: F]

Requisites : Prereq: MTE 220; Level at least 4A Mechatronics Engineering. Antireq: ECE 444
Rationale : Mechatronics engineering students have expressed an interest in additional courses in circuits and electronics in addition to what is offered as part of their core program (MTE120+MTE220). Presently, students have access to ECE 444 offered in winter, but do not quite have the necessary background for the course. MTE 421 is intended to be a better match for the background Mechatronics students have. This course will be offered in the fall

academic term to increase the availability of 4th year technical electives for Mechatronics students.

MTE 421 was taught in Fall 2020 as a special topics course (MTE 598) with an enrolment of 32 students.
[Short title: Linear & Nonlinear Electronics]

COURSE CHANGES (for approval)

Civil and Environmental Engineering

Current Catalog Information

CIVE 460 (0.50) LEC, TUT Engineering Biomechanics

Introduction to engineering technologies applicable to the field of biomechanics.

Specific topics covered may include biological growth, form and function; biomaterials; kinematics and neurology of gait; biotribology; joint anatomy, function and repair; occupational biomechanics; trauma prevention. [Offered: W]

No Special Consent Required

Requisites :

Prereq: CIVE 105 or ME 219 or SYDE 286

Effective 01-SEP-2022

New Cross Listing :

ME 574

Rationale :

This new cross-listed course has been offered as a special topics course (ME 598 topic 2 Engineering Biomechanics) for many years. The course enrolment is between 50-90 students from Mechanical and Civil, plus a few additional students from Systems Design, Biomedical, and Chemical. The proposed change is to create a regular offering of Engineering Biomechanics matching the calendar description of CIVE 460 to reflect the co-mounting of these courses. Prerequisite information has been added to allow Biomedical, Mechanical, Mechatronics, Systems Design Engineering students to enrol without using a course override.
[Short title: Engineering Biomechanics]

Mechanical and Mechatronics Engineering

Current Catalog Information

ME 452 (0.50) LAB, LEC, PRJ Energy Transfer in Buildings

Thermodynamic properties of moist air; psychrometric charts; humidity measurements; direct water contact processes; heating and cooling of moist air by extended surface coils; solar radiation; heating and cooling loads on buildings; effects of the thermal environment; air conditioning calculations. [Offered: W]

No Special Consent Required

Requisites :

Prereq: (ME 353, 354 and level at least 4A Mechanical Engineering) or (ECE/MTE 309 and level at least 4A Mechatronics Engineering)

Effective 01-SEP-2022

Component Change:	LEC, PRJ
Title Change:	HVAC Load Analysis and Design Fundamentals
Description Change:	Advanced psychrometric analysis applied to HVAC system design. Duct design and fan selection. Indoor air quality and thermal comfort. Heating and cooling load calculations. Heat flow through building elements. Solar radiation and solar gains through windows. Infiltration and exfiltration. [Offered: W]
Requisite Change :	Prereq: Level at least 4A Architectural, Chemical, Civil, Environmental and Mechanical Engineering
Rationale :	Revisions to this course include new title and course description, to align with how this course is now taught. Removal of the lab component as it is no longer operational, and there are no plans to replace it. The prerequisites are updated to reflect the home plans of students who regularly enrol in this course, and to allow them to enrol without a course override. [Short title: HVAC Load Analysis & Design]

Current Catalog Information (0.00)

Effective 01-SEP-2022

New Cross Listing :	CIVE 460
Rationale :	This new cross-listed course has been offered as a special topics course (ME 598 topic 2 Engineering Biomechanics) for many years. The course enrolment is between 50-90 students from Mechanical and Civil, plus a few additional students from Systems Design, Biomedical, and Chemical. The proposed change is to create a regular offering of Engineering Biomechanics matching the calendar description of CIVE 460 to reflect the co-mounting of these courses. Prerequisite information has been added to allow Biomedical, Mechanical, Mechatronics, Systems Design Engineering students to enrol without using a course override. [Short title: Engineering Biomechanics]

Systems Design Engineering

Current Catalog Information

SYDE 552 (0.50)	LEC, TUT	Computational Neuroscience
Introduction to quantitative principles in the analysis of neurophysiological systems. Biophysics of excitable membranes. Encoding of sensory information in neural spiking activity. Bayesian models in perception and motor control. Models of synaptic plasticity, learning, and memory. [Note for systems design engineering students: It is recommended that one of BIOL 273, 376, 377 or BME 284 or SYDE 384/584 be taken before or concurrently with SYDE 552. Offered: W]		
No Special Consent Required		

Requisites :	Prereq: Level at least 3A Biomedical Engineering or Level at least 3B Systems Design Engineering BIOL 487
Cross-listed as: Effective 01-SEP-2022	
Description Change:	Introduction to modelling and analysis of neurophysiological systems. Models of synaptic plasticity and learning, with focus on the similarities and differences between neuroscience and deep learning. [Note for systems design engineering students: It is recommended that one of BIOL 273, 376, 377 or BME 284 or SYDE 384/584 be taken before or concurrently with SYDE 552. Offered: W]
Rationale :	This course has evolved since the existing description was written, reflecting ongoing developments in the field. The new description better reflects the course content. Note: SYDE 552 is an Engineering course. The proposed changes were provided to and approved by the Department of Biology in October 2020.

COURSE INACTIVATIONS (for approval)

Mechanical and Mechatronics Engineering

Effective 01-SEP-2022
ME 401 (0.50)
Rationale :

Law for the Professional Engineer
This course has been offered twice a year during the spring and fall terms. Enrolment in this course has been declining steadily to the point where it is no longer cost effective to mount the course even a single time per year.

End of Report

4. Academic Plans (Minor Modifications)

4.1. *Architectural Engineering*

Rationale:

Add AE572 and AE573 to Technical Elective List A – Architectural Engineering Technical Electives
Add AE572 and AE573 to Technical Elective List for the Building Systems Specialization.

This is a companion submission to some of the proposed changes in the Mechanical Engineering portion of the agenda. AE wishes to have ME 572 and ME 573 cross-listed as AE courses. “Home” for these courses will be in MME for administrative purposes, but that we still must seek approval for the AE equivalents.

MME has been offering these courses for years as “special topics courses” with a sessional instructor and they have been very popular with both MME and CEE students. We have now hired the sessional as a full time lecturer (in MME and AE) and would like to make these courses permanent as we think they will attract new students to our programs if they can be listed in the calendar and guaranteed to be available every year. Cross-listing in AE and including them as eligible courses for our Building Systems specialization will help our AE students to know they are welcome and encouraged to take these courses.

Architectural Engineering

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Legend for TE List A, B, and C:

Term courses are offered: F=fall term, W=winter term, S=spring term

TE List A - Architectural Engineering Technical Electives (Choose at Least Three)

Course	Title	Term
AE 301	Building Enclosure Systems	W
AE 315	Building Structural Systems	W
AE 405	Building Performance Measurement Lab	S
AE 450	Building Service Systems	S
AE 495	Design Intensive Special Topics in Architectural Engineering	as offered
AE 572	Building Energy Analysis	F,S
AE 573	HVAC Systems, Equipment, and Energy Efficiency	W
ARCH 570	Special Topics in Building Technology and Environmental	F,W,S
ME 452	Energy Transfer in Buildings HVAC Load Analysis and Design Fundamentals	W

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Building Systems Specialization

The Building Systems Specialization requires at minimum of four TEs from the list below.

Course	Title	Term	TE List
AE 301	Building Enclosure Systems	W	A
AE 315	Building Structural Systems	W	A
AE 405	Building Performance Measurement Lab	S	A
AE 450	Building Service Systems	S	A
AE 495 AE 572	Design Intensive Special Topics in Architectural Engineering Topic: Building Energy Analysis	F,S	A
AE 495 AE 573	Design Intensive Special Topics in Architectural Engineering Topic: HVAC Energy Efficiency (Low-Energy Building Systems) HVAC Systems, Equipment, and Energy Efficiency	W	A
ME 452	Energy Transfer in Buildings HVAC Load Analysis and Design Fundamentals	W	A

4.2. Chemical Engineering

Rationale:

Add new course CHE565 to the Chemical Engineering Technical Elective Lists 1, 2 and 3. Adding this course to the CHE TE Lists will offer CHE students an introduction to synthetic biology. It recognizes the contribution of the Department of Chemical Engineering to the teaching of this course, and makes this course visible to CHE students who require technical electives.

CHE565 is cross-listed with BIOL349. The Department of Biology has approved the cross-listing. It will be coded as "instructor consent." The instructor will determine the project design content and to which list it will be applied for each student.

Chemical Engineering



Approved Technical Electives

A total of four Technical Electives (TEs) courses must be taken. TEs for Chemical Engineering students are organized in three main thematic areas and may be selected from the following lists. Only one non-CHE course (i.e., from other departments) is permitted if CHE 499 is chosen. Otherwise, students may select up to two non-CHE TEs. Non-CHE courses will likely require permission of the instructor and/or other prerequisites. Consult this Calendar for prerequisites and terms of offering. In brackets are recommended minimum levels that CHE students should be enrolled in before attempting a given course. Variations from this course selection list must be approved by the Department.

List 1 - Energy and Environmental Systems and Processes

Course	Title and Notes
CHE 499	Elective Research Project (3B)
CHE 500	Special Topics in Chemical Engineering (contact Department)
CHE 514	Fundamentals of Petroleum Production (3B)
CHE 516	Energy Systems Engineering (3B)
CHE 520	Process Flowsheet Analysis (4B)
CHE 565	Synthetic Biology Project Design (3B)
CHE 571	Industrial Ecology (3B)
CHE 572	Air Pollution Control (3B)
CHE 574	Industrial Wastewater Pollution Control (3B)
EARTH 458	Physical Hydrogeology (4A)
EARTH 459	Chemical Hydrogeology (4B)
ENVE 376	Biological Processes (3B)
ENVE 573	Contaminant Transport (4B)
ENVE 577	Engineering for Solid Waste Management (4B)
ME 452	Energy Transfer in Buildings (4B)
ME 459	Energy Conversion (3B)
ME 571	Air Pollution (4B)

List 2 - Materials and Manufacturing Processes

Course	Title and Notes
CHE 499	Elective Research Project (3B)
CHE 500	Special Topics in Chemical Engineering (contact Department)
CHE 520	Process Flowsheet Analysis (4B)
CHE 541	Introduction to Polymer Science and Properties (3B)
CHE 543	Polymer Production: Polymer Reaction Engineering (4B)
CHE 561	Biomaterials and Biomedical Design (4B)
CHE 562	Advanced Bioprocess Engineering (4B)
CHE 564	Food Process Engineering (4B)
CHE 565	Synthetic Biology Project Design (3B)
CHE 571	Industrial Ecology (3B)
ME 435	Industrial Metallurgy (4A)
ME 531	Physical Metallurgy Applied to Manufacturing (4B)
ME 533	Non-metallic and Composite Materials (4B)
MSCI 432	Production and Service Operations Management (3B)
MSCI 551	Quality Management and Control (3B)
NE 352	Surfaces and Interfaces (4A)
NE 481	Nanomedicine and Nanobiotechnology (4A)

List 3 - Chemical Process Modelling, Optimization, and Control

Course	Title and Notes
CHE 499	Elective Research Project (3B)
CHE 500	Special Topics in Chemical Engineering (contact Department)
CHE 520	Process Flowsheet Analysis (4B)
CHE 521	Process Optimization (3B)
CHE 522	Advanced Process Dynamics and Control (4B)
CHE 524	Process Control Laboratory (4B)
CHE 565	Synthetic Biology Project Design (3B)
EARTH 456	Numerical Methods in Hydrogeology (4A)
ME 362	Fluid Mechanics 2 (3B)
ME 559	Finite Element Methods (3B)
ME 566	Computational Fluid Dynamics for Engineering Design (4A)
MSCI 332	Deterministic Optimization Models and Methods (3B)
MSCI 431	Stochastic Models and Methods (4B)
MSCI 432	Production and Service Operations Management (3B)
MSCI 551	Quality Management and Control (3B)
NE 451	Simulation Methods (4A)
SYDE 531	Design Optimization Under Probabilistic Uncertainty (4B)

All undergraduate course descriptions including [Chemical Engineering](#) can be found in the Course Descriptions section of this Calendar.

4.3. Mechanical Engineering

Rationale:

Add ME572 and ME573 to the Technical Elective List under Thermal Engineering. Add ME574 to the Technical Elective list under Machine Design and Solid Mechanics.

Formerly offered as special topics courses, ME572, ME573 and ME574 are being regularized and added to the TE Lists due to steady enrolment.

Mechanical Engineering



Technical Electives



Machine Design and Solid Mechanics

- [ME 423](#) Mechanical Design 2
- [ME 435](#) Industrial Metallurgy
- [ME 524](#) Advanced Dynamics and Vibrations
- [ME 526](#) Fatigue and Fracture Analysis
- [ME 538](#) Welding Design, Fabrication and Quality Control
- [ME 555](#) Computer-Aided Design
- [ME 559](#) Finite Element Methods
- [ME 574 Engineering Biomechanics](#)

Materials Engineering and Processing

- [ME 435](#) Industrial Metallurgy
- [ME 436](#) Welding and Joining Processes
- [ME 526](#) Fatigue and Fracture Analysis
- [ME 531](#) Physical Metallurgy Applied to Manufacturing
- [ME 533](#) Non-metallic and Composite Materials
- [ME 535](#) Welding Metallurgy
- [ME 538](#) Welding Design, Fabrication and Quality Control

Thermal Engineering

- [ME 452](#) ~~Energy Transfer in Buildings~~ [HVAC Load Analysis and Design Fundamentals](#)
- [ME 456](#) Heat Transfer 2
- [ME 459](#) Energy Conversion
- [ME 557](#) Combustion 1
- [ME 559](#) Finite Element Methods
- [ME 567](#) Fire Safety Engineering

- [ME 571](#) Air Pollution
- [ME 572 Building Energy Analysis](#)
- [ME 573 HVAC Systems, Equipment, and Energy Efficiency](#)



4.4. Mechatronics Engineering

Rationale:

Add MTE421 to the Technical Elective List in Mechatronics Engineering

MTE students have expressed an interest in additional courses in circuits and electronics in addition to what is offered as part of their core program (MTE120 and MTE220). Presently, students do have access to ECE444, but do not have the necessary background for this course. MTE421 is intended to be a better match for MTE students' backgrounds.

Mechatronics Engineering

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Technical Elective List

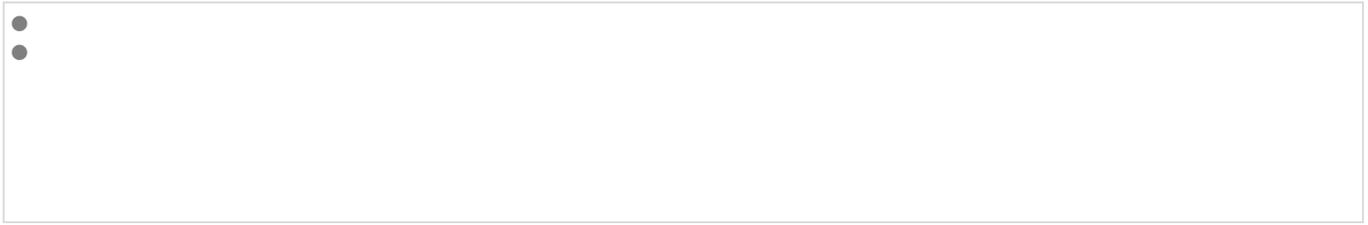
The five technical elective courses are to be chosen from the list below. Note that courses are available in only one of the fourth-year terms. It is possible to exchange one of the fourth-year CSEs with a TE and thus have three technical electives in 4A (and two CSEs in 4B) or to have four technical electives in 4B (and two CSEs in 4A).

Courses Offered in the 4A (Fall) Term

Choose two or three:

Course	Title
ME 362	Fluid Mechanics 2
ME 436	Welding and Joining Processes
ME 459	Energy Conversion
ME 524	Advanced Dynamics and Vibrations or SYDE 553 Advanced Dynamics
ME 548	Numerical Control of Machine Tools 1
ME 559	Finite Element Methods
ME 561	Fluid Power Control Systems
MTE 420	Power Electronics and Motor Drives or ECE 463 Design & Applications of Power Electronic Converters (offered Spring)
MTE 421	Linear and Nonlinear Electronics
MTE 460	Mechatronic System Integration
MTE 544	Autonomous Mobile Robots
MTE 545	Introduction to MEMS Fabrication
SYDE 533	Conflict Resolution
SYDE 543	Cognitive Ergonomics
SYDE 575	Image Processing

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4.5. Life Sciences Option

Rationale:

The content of BME 285 (Engineering Biology) is similar to CHE 161 (Engineering Biology), so it will be added as an alternative to CHE 161 in the Theme 2 and Theme 4 electives for the Life Sciences Option.

Life Sciences Option



Theme 2: Environmental/Ecological Science

Required courses:

- [BIOL 239](#)
- [BIOL 240](#)
- [One of BME 285, CHE 161](#)
- One of [BME 186](#), [CHEM 123](#), [CHE 102](#), [NE 121](#)

Electives: choose three

- [BIOL 150](#)
- [BIOL 241](#)
- [BIOL 349](#)
- [BIOL 350](#)
- [BIOL 351](#)
- [BIOL 354](#)
- [BIOL 462/EARTH 444](#)

Theme 3: Biophysical Science

Required courses:

- One of [BME 186](#), [CHEM 123](#), [CHE 102](#), [NE 121](#)
- [PHYS 125](#) or [ECE 105](#)
- [PHYS 280/BIOL 280](#)
- [PHYS 380](#)

Electives: choose three

- [BIOL 349](#)
- One of [CHEM 237](#), [CHEM 233](#), [NE 224](#)
- One of [CHEM 266](#), [CHEM 262](#), [NE 222](#)
- [CHEM 357](#)
- [PHYS 395](#)
- [PHYS 396](#)

Theme 4: Biochemical Science

Required courses:

- [One of BME 285](#), [CHE 161](#)
- One of [BME 186](#), [CHEM 123](#), [CHE 102](#), [NE 121](#)
- One of [CHEM 266](#), [CHEM 262](#), [NE 222](#)
- [CHEM 267](#)

Electives: choose three

- [CHEM 220](#)
- One of [CHEM 237](#), [CHEM 233](#), [NE 224](#)
- [CHEM 333](#)
- [CHEM 357](#)
- [CHEM 430](#)
- [CHEM 432](#)

For further information about the Life Sciences Option or one of the theme areas, contact the [option coordinator](#).

4.6. Biomechanics Option

Rationale:

The creation of new course ME 574 to replace ME 598 (temporary special topics course) earlier in the agenda requires an update in the Biomechanics Option.

Biomechanics Option

Engineers are playing an increasingly important role in the solving of health care problems, including those related to embryo development, ergonomics, medical imaging, and prosthesis design. The purpose of the Biomechanics Option is to allow students to explore this dynamic interdisciplinary field. The Option is available to all Engineering students. It is designed to provide an introduction to such topics as growth, form and function; human anatomy and physiology; biomaterials; joint tribology; medical imaging, orthopaedic surgery, and medical robotics; medical instrumentation; prosthetic devices and joint replacement implants; occupational biomechanics and ergonomics.

The Option consists of seven courses selected from specified lists. At least one course must be taken as an "extra." An extra can be a course taken during a work term. Individual department requirements must be satisfied and thus the precise number of courses that need to be taken as extras (normally DRNA - see [Rules](#) for description) may vary. Contact the associate chair, [option co-ordinator](#), or director for the plan in question for information regarding the number of extras as well as any other restrictions that may apply.

Legend

F - fall term; W - winter term; S - spring term

* can count only towards List B or D but not both

Option Requirements

The courses listed below may have prerequisites, and it is the student's responsibility to satisfy the requirements or otherwise obtain permission to enrol.

To satisfy the Option, students must successfully complete:

- one required course:

Course	Title
CIVE 460 or ME 598 ME 574	Engineering Biomechanics or Special Topics in Mechanical Engineering (W)



4.7. Mechatronics Option

Rationale:

Add MTE 220 as an alternative to either ECE 240 or SYDE 292 for ME students pursuing the Mechatronics Option. Note that MTE 220 has SYDE 292 as an anti-req.

ME students attempting the Mechatronics Option have always run into the issue that the plan requires them to take ECE 240 Electronic Circuits 1 or SYDE292 Circuits, Instruments, and Measurements. Both courses rarely fit into a student's academic schedule in a way that permits timely or convenient completion of this option requirement.

MTE220 Sensors and Instrumentation is an anti-req for SYDE292, and has been deemed an acceptable substitute for either of these courses. As the scheduling of this course resides in MME, adding it as a 3rd possibility will make completion of the Option easier for ME students.

This alternative choice has been approved by the option coordinator.

Mechatronics Option

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Table 2. Level 2 Courses (Core) in the Mechatronics Option

According to their plan, students taking the Mechatronics Option must take the following four courses.

Computer Engineering and Electrical Engineering	Mechanical Engineering	Systems Design Engineering
ECE 240	ECE 240 or MTE 220 or SYDE 292	SYDE 292
ME 321	ME 321	ME 321
ECE 224	ECE 224 or MTE 325	ECE 224 or MTE 325
ECE 361	ME 269	ECE 361 or ME 269

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5. Other

5.1. F2020 Temporary Calendar Deviations due to the Pandemic

Background:

The following table summarizes all temporary Calendar deviations that programs made in F2020 to deal with conditions caused by the COVID-19 pandemic. The Faculty and University want an official record of the changes that are significant enough that they impact what is written in the calendar.

F2020 FINAL LIST OF CALENDAR DEVIATIONS AFFECTING PROGRAMS IN FACULTY OF ENGINEERING

Plan	F2020 Calendar Deviations
Architectural Engineering	WKRPT200: 2B AE had WKRPT200 in F2020. Students could defer the report to W2021 work term or S2021 3A term. If the report was deferred to S2021, then WKRPT 300 was moved to 3B W2022, and WKRPT 400 to 4B W2023.
Architecture	ARCH492: moved from 4A (F2020) to 4B (S2021) ARCH449: moved from 4A (F2020) to 4B (S2021) ARCH428: moved from 4A (F2020) to 4B (S2021) ARCH493: moved from 4B (S2021) to 4A (F2020) ARCH473: moved from 4B (S2021) to 4A (F2020)
Biomedical Engineering	No deviations
Chemical Engineering	WKRPT200/300/400: Students may submit a reflective report in lieu of a technical report
Civil Engineering	WKRPT300: 3B CIVE had WKRPT300 in F2020. Students could defer the report to W2021 work term or S2021 4A term. If the report was deferred to S2021, then WKRPT400 was moved to 4B W2022 (which does not have a work term report).
Electrical Engineering and Computer Engineering	ECE298: moved from 2B (F2020) to 3A (S2021)
Environmental Engineering	WKRPT200: 2B ENVE had WKRPT200 in F2020. Students could defer the report to W2021 work term or the S2021 3A term. If the report was deferred to the S2021 term, then WKRPT300 was moved to 3B W2022 (which does not have a work term report). WKRPT400: 4A ENVE had WKRPT400 in F2020. Students could defer the report to W2021 4B term (which does not have a work term report).
Geological Engineering	WKRPT200: 2B GEOE had WKRPT200 in F2020. Students could defer the report to W2021 work term or S2021 3A term. If the report was deferred to S2021, then WKRPT300 was moved to 3B W2022 (which does not have a work term report). WKRPT400: 4A GEOE had WKRPT400 in F2020. Students could defer the report to W2021 4B (which does not have a work term report).
Management Engineering	No deviations
Mechanical	No deviations.

Engineering	
Mechatronics Engineering	No deviations.
Nanotechnology Engineering	NE220L: moved from 2A (F2020) to 2B (S2021) NE225: moved from 2B (S2021) to 2A (F2020) NE222: lab component moved from 2A (F2020) to 2B (S2021); the lab will be merged into the NE224 lab NE450: moved from 4A (F2020) to 4B (W2021) Reduced CSE requirement by 1 for 3B and 4A cohorts (new total is 5 CSEs)
Software Engineering	No deviations.
Systems Design Engineering	SYDE286: shear force and bending moment diagrams were not covered

Senate Undergrad Council
Faculty of Environment
April 13, 2021

Approval agenda:

1. New Courses - (attachment 1)
2. Course Changes - (attachment 1)
3. Course Inactivations - (attachment 1)
4. New Academic Plans
 - a. Bachelor of Science in Climate and Environmental Change – (attachment 2)
 - b. Bachelor of Sustainability and Financial Management – (attachment 3)
5. Calendar edit – Course subject name change - (attachment 4)

Information:

6. Calendar text for new academic plans (BSc and BFSM) – (attachment 5)

Note: The Faculty of Arts has submitted all SFM course information within their agenda. As such, we direct the Senate Undergrad Committee to their section of the agenda for information pertaining to these courses.

NEW COURSES (for approval)

Geography & Environmental Management

Effective 01-SEP-2022

GEOG 314 (0.50) LEC Climate Services

This course provides an overview of the key concepts related to climate services (i.e., useful, timely, and robust information about climatic trends that can support decision-making) and the development of the United Nations' Global Framework for Climate Services. The value of climate-informed decision-making across diverse sectors of the economy are examined, both for climate variability and extremes today and in an era of accelerating climate change. The scientific and practical challenges of utilizing climate information for decision-making in government policy, community planning, business operations, and international development, as well as the technical standards and professional ethics associated with providing climate services, are examined. Students gain practical experience in the development and application of climate services through climate data assembly and interpretation.

Requisites :

Prereq: GEOG 207

Rationale :

This course will provide needed specialist content at the third year level to support the new B.Sc in Climate and Environmental Change. Building on GEOG 207: Human Dimensions of Climate Change, this course will go into depth about the types of scientific data available and needed for decision making about climate and environmental change.

Effective 01-SEP-2022

GEOG 359 (0.50) LEC Low Carbon Transition

The world is undergoing a fundamental transition to a low-carbon economy as countries strive to reach the greenhouse gas emission reduction targets agreed to in the Paris Climate Agreement. This course examines how this rapid transformation influences all sectors in society and provides students with essential knowledge to assess associated risks and opportunities for communities, government, and business. Policy, economic and social dimensions of low carbon societal transitions are critically examined and debated using Canadian and international case studies. Evolving carbon regulatory frameworks and markets are reviewed, and students engage with techniques related to carbon accounting and carbon risk assessment.

Requisites :

Prereq: GEOG 207

Rationale :

The required pre-req (GEOG 207: Human Dimensions of Climate Change) introduces the concept of a low carbon transition but does not go into sufficient depth for students to gain mastery in the concept. This course will provide needed specialist content at the third year level to support the new B.Sc in Climate and Environmental Change, and will go into depth regarding the many implications of the low carbon transition, and some of

the tools commonly used in the domain. The course will also provide a natural foundation for and pathway into a fourth year course already on the books, Geog 459 Energy and Sustainability.

Effective 01-SEP-2022

GEOG 417 (0.50) LEC, SEM, TUT Climate Change Communication

Climate change is a complex phenomenon at the intersection of social and ecological systems. An understanding of the fundamental science of climate change is only part of the challenge; evidence-based decision-making depends on communicating science effectively, and engaging diverse perspectives. Effective communication also helps to uncover the deeper differences in worldviews that may give rise to disagreements about how to respond. This course introduces the fundamentals of climate change communication, moving from linear to dynamic, context-dependent models of communication that draw directly from our knowledge of climate change. We explore the various audiences with whom climate change communicators might engage, strategies for addressing misinformation, and specific communication tools that help to connect science to action.

Requisites :

Prereq: GEOG 207; Level at least 3A. Antireq: SPCOM 479

Rationale :

For future climate change professionals, climate change communication is an important skill that links our knowledge of climate change to our ability and desire to act. This course will form a key element in our Geography and Environmental Management plan, especially the Climate Change and Environment Specialization and in the proposed BSc in Climate and Environmental Change. It will be a core course in the BSc with students having taken mandatory courses in Climate Change Fundamentals (GEOG 207), Societal Adaptation to Climate Change (GEOG 307) and a range of courses that deal with different aspects of the physical and social science of climate and environmental change. The course is positioned to provide students with the skills needed to understand how climate change action can be stimulated through effective communication. Communication Arts were consulted.

COURSE CHANGES (for approval)

Dean of Environment

Current Catalog Information

ENVS 105 (0.50) LEC Environmental Sustainability and Ethics

This course examines and evaluates the reasons why the compatibility of commercial activity, ethics and environmental stewardship has been challenged or defended by stakeholders in government, business and civil society organizations. Concepts and activities by which stakeholders describe and debate this compatibility will be discussed. Different cultural perspectives on the compatibility debate will be

considered, compared and evaluated. Case studies will test whether and to what extent compatibility may be defended adequately. Private and non-profit enterprises will be considered.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2022

Requisite Change :

Prereq: Level at least 2A; not open to Sustainability Financial Management students

Rationale :

Sustainability Financial Management (SFM) students will be covering environmental sustainability and ethics in SFM 309 in which cross-topic applications will be an integral part of the learning. Therefore, it is the desire of the SFM plan administrators to restrict access to ENVS 105 for this group of students.

Current Catalog Information

ENVS 205 (0.50) LEC

Sustainability: The Future We Want

This course introduces students to the goals, principles, and practices of sustainability. Sustainability thinking, policies, and programs aim to increase and maintain human well-being by integrating or reconciling current social and economic goals (e.g., economic growth; poverty alleviation; gender inequality) with long-term environmental objectives (e.g., improved environmental quality; climate stability; biodiversity conservation; and managing resources to ensure future access). Case studies are used to illustrate solutions for realizing sustainability, emphasizing efforts underway for reaching the United Nations Sustainable Development Goals (SDGs). The course assesses four intersecting and sometimes competing approaches for realizing sustainability: technological innovation; market-based approaches; state regulation and investment; and individual and collective ('grassroots') action. Key values underlying sustainability are explored, including notions of the "good life", democracy, social justice, and efficiency.

No Special Consent Required

Requisites :

Prereq: Level at least 2A. Antireq: ENVS 274 081 S19

Effective 01-SEP-2022

Requisite Change :

Prereq: At least 2A or Sustainability and Financial Management students.
Antireq: ENVS 274 081 S19

Rationale :

Students in the new BSFM plan will be taking this course in 1A. The prereq change will allow enrollment for students in this plan.

Current Catalog Information

ENVS 220 (0.50) LEC, TUT

Ecological Economics

Evaluation of various economic approaches to the environment. The links between economics, systems and the natural environment will be explored and future directions examined.

No Special Consent Required

Effective 01-SEP-2022

Requisite Change :

Antireq: SFM 102

Rationale :

Antireq added to match the listed antireq for the new SFM 102 course.

Current Catalog Information

ENVS 469 (0.50) LEC Landscape Ecology, Restoration and Rehabilitation

Survey of the major concepts and theories of landscape ecology. Application of these concepts to case studies in restoration and/or rehabilitation. Interaction with professionals from government, NGOs or private industry on ecological issues will also be part of the course. The course includes a practical component on the planning of ecological restoration or rehabilitation projects. [Note: Field trip fee based on destination; will not exceed \$100+HST. WHMIS may be required pending project lab analysis.]

No Special Consent Required

Requisites : Prereq: ERS 335; Level at least 4A

Effective 01-SEP-2022

Component Change: LAB, LEC

Rationale : Addition of LAB meet type is needed to better address the course learning objectives.

Environment, Enterprise & Development - School of

Current Catalog Information

ENBUS 102 (0.50) LEC, TUT Introduction to Environment and Business

Introduction of ways in which business has and is responding to environmental and business issues; business and sustainable development; issues of corporate/business greening.

No Special Consent Required

Effective 01-SEP-2022

Requisite Change : Antireq: SFM 101

Rationale : Antireq added to match the listed antireq for the new SFM 101 course.

Current Catalog Information

ENBUS 310 (0.50) LEC Introduction to Sustainable Finance

In this course, the basics of sustainable finance will be explored. The course will cover topics such as green corporate finance, sustainability accounting, sustainable banking, climate finance, and social banking.

No Special Consent Required

Requisites : Prereq: Level at least 2A. Antireq: ENBUS 409 081 W19

Effective 01-SEP-2022

Requisite Change : Prereq: Level at least 2A. Antireq: ENBUS 409 081 W19, SFM 310

Rationale : Antireq added to match the listed antireq for the new SFM 310 course.

Current Catalog Information

ENBUS 307 (0.50) LEC Industrial Ecology: Life Cycle Assessment and Management in Business

This course builds students' technical competencies in life cycle assessment (LCA) and in critical analysis of products' environmental impacts through an understanding of life cycle management. Course content covers the International Organization for

Standardization (ISO) life-cycle assessment framework, how to conduct technical LCA (including applying quantitative approaches using LCA software and databases, as available and appropriate), challenges of application of LCA to a range of product systems, limitations of LCA, and product life cycle management concepts for business and policy decisions. Students will use the knowledge gained to conduct their own technical LCA.

No Special Consent Required

Effective 01-SEP-2022

Subject/Catalog Nbr Change: ENBUS 405
Title Change: Introduction to Life Cycle Assessment
Description Change: This course builds students' technical competencies in life cycle assessment (LCA) and in critical analysis of products' environmental impacts through an understanding of life cycle management. Course content covers the International Organization for Standardization (ISO) life-cycle assessment framework, how to conduct technical LCA (including applying quantitative approaches using LCA software and databases, as available and appropriate), challenges of application of LCA to a range of product systems, limitations of LCA, and product life cycle management concepts for business and policy decisions. Students will use the knowledge gained to conduct their own technical LCA. [Note: formerly ENBUS 307]
Requisite Change : Prereq: Level at least 4A. Antireq: ENBUS 307
Rationale : The content of this course is too advanced for a 300-level course.

COURSE INACTIVATIONS (for approval)

Environment, Resources & Sustainability, School of

Effective 01-SEP-2022
ERS 413 (1.00) Senior Honours Research Seminar
Rationale : Housekeeping item. This course was replaced by ERS 402 effective 2017 and should have been inactivated at that time.

End of Report

To: Senate Undergraduate Council
From: Brendon Larson, AD UG
Date: April 13, 2021
Re: New plan: Bachelor of Science in Climate and Environmental Change

Effective date: September 2022

Rationale:

Global climate change is unequivocal according to robust scientific evidence from a range of indicators: global temperatures have increased, glaciers and ice sheets are losing mass at unprecedented rates, seasonal snow cover duration is declining, permafrost thawing is accelerating, sea level rise is accelerating, and ocean heat content is increasing^{1,2}. These climate-driven changes, which have intensified the global water cycle, directly and indirectly impact society and economic sectors through increased frequency of flooding events, extended drought, increased forest fire activity, landscape change, and changing biodiversity and ecosystem services. Evidence-based scientific understanding of global climate change is needed to identify effective strategies that provide sustainable solutions to these challenges.

The majority of Canadians believe climate change education is falling short of expectations,³ so this BSc degree intends to equip students with the scientific understanding of the challenges facing our planet's environment so they can help to discover and deploy technical and management strategies to respond (including sustainable energy solutions⁴). These professionals must understand the impact of climate change on resource availability/scarcity (e.g., water, food), and know how to respond to environmental degradation (e.g., flooding, wildfires, biodiversity loss, ecosystem change), mass human migration, and other climate-change impacts occurring at the interface of natural and human environmental systems. Therefore, this program will provide an in-depth understanding of the science of climate and environmental change and how to effectively develop and communicate ways to place societies on a more sustainable path (e.g., low carbon transition strategies).

The Department of Geography and Environmental Management (GEM) has strong interdisciplinary expertise in the physical science and human dimensions of climate change. This BSc provides a plan that builds on foundational courses in GEM, Biology, Chemistry, Physics, Earth and Environmental Science and Mathematics—as well as geomatics technologies—to provide experiential training to tackle climate change problems.

¹ IPCC, 2019: IPCC Special Report on the Ocean and Cryosphere in a Changing Climate [H.-O. Pörtner, et al. (eds.)].

² Bush, E. and Lemmen, D.S., (editors) (2019): Canada's Changing Climate Report; Government of Canada, Ottawa, ON. 444 p.

³ Field, E. (2019) Canada, Climate Change and Education: Opportunities for Public and Formal Education. <http://lsf-ist.ca/cc-survey>

⁴ Rajabi, Y. and Warner, E. (2019) How will climate change affect the future of employment in Canada?

<https://brookfieldinstitute.ca/how-will-climate-change-affect-the-future-of-employment-in-canada/>

To: Senate Undergraduate Council
From: Brendon Larson, AD UG
Date: April 13, 2021
Re: New plan: Bachelor of Sustainability and Financial Management

Effective date: September 2022

Rationale:

The linkages between environmental trends, issues, and objectives, on the one hand, and market demands, corporate financial decision-making, and investment priority-setting on the other, increasingly demand our attention and effective action. The Bachelor of Sustainability and Financial Management will integrate thinking from the diverse fields of expertise and experience suggested by its title, including climate change, ecology, sustainability, biology, economics, data analytics, financial management, financial reporting, psychology, political science, public policy, and resource-based industries. Its graduates will use a diverse palette of tools and perspectives and work effectively to produce results within this complex and dynamic context.

Universities across Canada have made modest efforts to recognize this nascent field and the “conceptual genes” of its DNA. Today’s business schools often include one or two sustainability-related courses as part of their core curriculum, and several Accounting and Financial Management programs have made similar additions. Conversely, most environment programs, of which there are still relatively few in Canada, have introduced ecological economics and business or economic development coursework into their programming. The Bachelor of Sustainability and Financial Management (Co-op) (BSFM) program plan reflects the effective incorporation of the founding areas of the field of study into a single integrated undergraduate academic plan.

This is a joint submission with the Faculty of Arts.

It has been agreed by the Faculty of Arts and the Faculty of Environment that this new proposed academic plan will be presented by the Faculty of Arts to SUC.

Bachelor of Sustainability in Financial Management calendar pages:

The calendar pages for the Bachelor of Sustainability in Financial Management will be maintained by the Faculty of Arts and copied into the Faculty of Environment section. Therefore, the Faculty of Environment defers to the Arts submission for the calendar text pertaining to this degree other than the changes to the ENV section of the calendar as presented below in attachment 5.

To: Senate Undergrad Council
From: Brendon Larson, AD UG
Date: April 13, 2021
Re: UG Calendar revision: Course subject name change

Effective date: September 2022

Rationale: Change “Environmental Studies” to “Environment” under the course subject description heading to bring in line with the faculty name. Course subject code will remain as ENVS.

2021/22 calendar: <http://ugradcalendar.uwaterloo.ca/page/Course-Descriptions-Index?ActiveDate=9/1/2021>

Environmental Studies	ENVS	ENV	Notes	100s	200s	300s	400s	
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2021/22 calendar: <http://ugradcalendar.uwaterloo.ca/page/ENV-Environment-Overview>

The Faculty of Environment offers the following undergraduate degrees.

Bachelor of Environmental Studies (BES)

Honours Environment and Business (regular and co-op)

Honours Environment, Resources and Sustainability (regular and co-op)

Honours Geography and Aviation (regular)

General Geography and Environmental Management (regular)

Honours Geography and Environmental Management (regular and co-op)

Honours Geomatics (regular and co-op)

Honours International Development with Practice Specialization or Research Specialization (regular)

Honours Planning (co-op)

Bachelor of Sustainability and Financial Management (BSFM)

Honours Sustainability and Financial Management (regular and co-op)

Bachelor of Knowledge Integration (BKI)

Honours Knowledge Integration (regular)

Bachelor of Science (BSc)

Honours Climate and Environmental Change (regular and co-op)

2021/22 calendar: <http://ugradcalendar.uwaterloo.ca/page/ENV-Overview-of-Coop-Plan-Requirements>

Bachelor of Environmental Studies (BES) and Bachelor of Science (BSc)

To maintain satisfactory standing in the **Bachelor of Environmental Studies (BES) and Bachelor of Science (BSc) programs** in the Faculty of Environment (**see below for Bachelor of Sustainability and Financial Management [BSFM]**), students must meet the following requirements:

1. A minimum of four satisfactory work terms.
2. A minimum of four [Professional Development \(PD\) courses](#).
[PD 1](#) and [PD 12](#) are mandatory. [PD 1](#) must be taken prior to the first work term. [PD 12](#) is taken during the first work term.

Students are encouraged to take subsequent Professional Development (PD) courses each work term until the requirement is met.

3. A minimum of four work-term reports.
[PD 12](#) requires the submission of a written report. Successful completion of [PD 12](#) will be considered one of the four required work-term reports. The remaining three work-term reports are to be completed at the end of the second, third, and fourth work terms.

For the purposes of recording work reports, the course subject code WKRPT (Work-Term Report)

will be added to the student's record in the appropriate work term. A successful work-term report will be signified by a numerical grade which is not calculated into either the minimum cumulative overall or the minimum cumulative major averages. The unit weighting for WKRPT courses is not counted towards degree requirements for any Faculty of Environment **the BES and BSc** academic plans.

Notes

1. Students missing two (or more) co-op requirements by the end of their 3B term will normally be removed from co-op, unless they have successfully been employed for four work terms. These students will remain in co-op but will not be eligible for a co-op degree.
2. Students not meeting their plan's co-op requirements may be considered for transfer to another Faculty of Environment academic regular plan.
3. See the table below for the sequencing of academic and work terms. Transfer students may be required to follow a different sequencing.
4. Further information on co-operative study is stated in the [Co-operative Education and Career Action](#) section of the Calendar.

Legend for Academic/Work Sequence Table

Key	Description
F,W,S	F=fall term; W=winter term; S=spring term
1A to 4B	Academic level.
WT	Work term.
off	Neither a scheduled academic nor work term.

Academic/Work Sequence

Bachelor of Environmental Studies

Plan	F	W	S	F	W	S	F	W	S	F	W	S	F	W
Environment and Business	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B
Environment, Resources and Sustainability	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B
Geography and Environmental Management	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	4A	WT	4B
Geomatics	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	4A	WT	4B
Planning	1A	1B	off	2A	2B	WT	3A	WT	3B	WT	4A	WT	WT	4B

Bachelor of Science

Plan	F	W	S	F	W	S	F	W	S	F	W	S	F	W
Climate and Environmental Change	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	4A	WT	WT	4B

Bachelor in Sustainability and Financial Management

Information on work-term/academic sequencing and co-op requirements for the Bachelor in Sustainability and Financial Management can be found on the academic plan curriculum page, within the Faculty of Environment section of this calendar. This plan is offered jointly by the Faculties of Arts and Environment but follows the Faculty of Arts' rules and regulations.

2021/22 calendar: <http://ugradcalendar.uwaterloo.ca/page/ENV-Overview-of-Academic-Plan-Requirements>

Degree Requirements Common to all Faculty of Environment Academic Plans

Legend

¹ Cumulative major average requirement for all co-op plans except for Planning

² Cumulative major average requirement for the Planning co-op plan

³ Minimum units at or above 200-level for all co-op plans except for Planning

⁴ Minimum units at or above 200-level for the Planning co-op plan

Requirement	Bachelor of Environmental Studies Honours, Regular and Co-op	Bachelor of Environmental Studies General, Three Year Regular	Bachelor of Knowledge Integration Honours, Regular	Bachelor of Science Honours Regular and Co-op	Bachelor of Sustainability and Financial Management Honours, Co-op
Minimum Required Units	20.0	15.0	20.5	20.0	20.0
Minimum Work Terms (Co-op only)	4	0	0	4	4
Minimum Professional Development (PD) Courses (Co-op only)	4	0	0	4	4
Minimum Work-term Reports (Co-op only)	4	0	0	4	4
Minimum Cumulative Overall Average	65%	60%	65%	65%	60%
Minimum Cumulative Major Average	70% ¹ 75% ²	65%	75%	70%	70%
Minimum units at or above 200-level	13.5	8.5	13.5	14.5	N/A
Communication Requirement	All bachelor's candidates in Environment must satisfy the Undergraduate Communication Requirement as determined for their program before the end of Year 2. See below for more information.				

For specific requirements, see your Department/School section of this Calendar.

[Determination of level and term of study](#) will follow the progression set by the University.

Undergraduate Communication Requirement

The Faculty of Environment requires that all students have basic competency in English language communications – oral, written, and other media. First-year required courses have been identified in each program that provide the English language communication skills needed for successful completion of degree requirements. These courses are:

Bachelor of Science (BSc)

- **Climate and Environmental Change:** [ENGL 109](#) or [ENGL 129R](#)

Bachelor of Environmental Studies (BES)

- Environment and Business: [ENVS 131](#)
- Environment, Resources and Sustainability: [ERS 101](#)
- Geography and Aviation, Geography and Environmental Management, and Geomatics: [ENGL 109](#) or [ENGL 129R](#)
- International Development: [INDEV 101](#)
- Knowledge Integration: [SPCOM 223](#)
- Planning: [PLAN 102](#)

Bachelor of Sustainability and Financial Management (BFSM)

- **Information on the Undergraduate Communication Requirement for the Bachelor in Sustainability and Financial Management can be found on the academic plan curriculum page, within the Faculty of Environment section of this calendar. This plan is offered jointly by the Faculties of Arts and Environment, but follows the Faculty of Arts' rules and regulations.**

To demonstrate competency in communications, students must achieve a grade of 65% or higher in the identified course for their academic plan.

Students who do not achieve this grade must fulfil this requirement by the end of their 2B term in one of the following ways:

- Repeating the course and achieving 65% or higher (see [Academic Standing](#) as well as the [Courses, Enrolment, and Grades](#) sections of this Calendar for more information on repeating courses).
- Completing any of the above listed courses and achieving 65% or higher. Students may require the permission of the academic unit offering the course to enrol.

Notes for the BES and BSc academic plans:

1. An Undergraduate Communication Requirement (UCR) milestone on a student's academic record will indicate successful completion of this requirement.
2. Students who have not completed the Undergraduate Communication Requirement by the end of second year will have their future registrations cancelled and will be allowed to proceed only after successful completion of this requirement.
3. Specialized sessions are available through the [Writing and Communication Centre](#) and are open to all students. Students are also invited to visit the Writing and Communication Centre during drop-in hours for course work assistance. The Writing and Communication Centre does not charge students for its services.
4. Transfer credits from an external institution cannot be used to satisfy the Undergraduate Communication Requirement.

5. Students transferring into the Faculty of Environment who have completed any of the above courses with the required grade of 65% will be granted the UCR milestone.
6. An UCR milestone obtained while enrolled in another University of Waterloo faculty will satisfy this requirement.

Bachelor of Science in Climate and Environmental Change

Year One

- **GEOG 101 Human Geographies: People, Space and Change**
- **GEOG 102 Environmental Systems: Processes and Change**
- **GEOG 181 Designing Effective Maps**
- **GEOG 207 Fundamentals of Climate Change**
- **ENVS 178 Environmental Applications of Data Management and Statistics**
- **ENVS 278 Applied Statistics for Environmental Research**
- **EARTH 121 Introductory Earth Sciences**
- **One of:**
 - **ENGL 109 Introduction to Academic Writing**
 - **EMLS 129R Written Academic English**
- **One of:**
 - **MATH 104 Introductory Calculus for Arts and Social Science**
 - **MATH 127 Calculus 1 for the Sciences**
- **One of:**
 - **PHYS 111 Physics 1**
 - **CHEM 120 General Chemistry 1**

Total of 5.0 units

Year Two – Co-op

- **GEOG 203 Environment and Development in a Global Perspective**
- **GEOG 205 Principles of Geomorphology**
- **GEOG 209 Hydroclimatology**
- **GEOG 271 Earth from Space using Remote Sensing**
- **GEOG 294 Approaches to Research in Physical Geography**
- **GEOG 310 Geodesy and Surveying**
- **BIOL 150 Organismal and Evolutionary Biology**
- **ENVS 200 Field Ecology**
- **Electives totaling 1.0 unit**

Total of 5.0 units

Year Three

- **GEOG 281 Introduction to Geographic Information Systems (GIS)**
- **GEOG 303 Physical Hydrology**
- **GEOG 305 Fluvial Processes and Landforms**
- **GEOG 307 Societal Adaptation to Climate Change**

- **GEOG 320 The Cryosphere**
- **One of:**
 - **GEOG 403 Eutrophication: From Process to Water-Quality Management**
 - **GEOG 404 Soil Ecosystem Dynamics**
- **One of:**
 - **GEOG 405 Wetlands (1.0 unit)**
 - **GEOG 459 Energy and Sustainability (1.0 unit)**
- **Electives totaling 1.0 unit at the 300-level or above**

Recommended electives:

GEOG 314 Climate Services

GEOG 359 Low Carbon Transition

Year Four

- **GEOG 309 Physical Climatology**
- **GEOG 391 Field Research**
- **GEOG 417 Climate Change Communication**
- **2.5 units from:**
 - **GEOG 407 Environmental Hydrology**
 - **GEOG 408 Earth's Future Climates (1.0 unit)**
 - **GEOG 409 Energy Balance Climatology (1.0 unit)**
 - **GEOG 420 Ice Sheets and Glaciers**
 - **GEOG 452 Climate Change and Environment Project**
 - **GEOG 490B Thesis (1.0 unit)**
- **Electives totaling 1.0 unit at the 300-level or above. Students must take GEOG 490A if intending to take GEOG 490B.**

Notes:

1. **Minimum Required Units**
 - **Total: 20.0 units**
 - **Core requirements: 17.0 units**
 - **Minimum units at or above 200-level: 14.5 units**
2. **Average Requirements**
 - **Minimum cumulative major average of 70% (all ENVS and GEOG courses); and**
 - **minimum cumulative special average of 60% (all BIOL, CHEM, EARTH, MATH, and PHYS courses); and**
 - **minimum cumulative overall average of 65% (all courses).**
3. **Co-op Requirements**
 For details see the [Environment Overview of Co-op Plan Requirements section](#) of this Calendar.

Students are admitted to the co-op academic plan in first year based on secondary school grades. Interested students enrolled in first-year regular Climate and Environmental Change at the University of Waterloo may be considered for admission to the co-op plan (if space is still available in the co-op plan) at the end of their first year based on university academic performance, an interview, and work experience related to Climate and Environmental Change.

The Honours Climate and Environmental Change co-op plan has the same course requirements as the honours regular plan.

4. Per Term Course Load Allowance

No more than 2.5 units may be taken in a term without the approval of the associate chair undergraduate studies, Climate and Environmental Change. Normally, approval for a sixth 0.5 unit course will be considered only if the cumulative major average is 78% or higher.

5. Order of course completion

The above suggested order of course completion is based on the Co-op plan. The order of course completion for the Regular plan may differ. Contact the [Climate and Environmental Change plan academic advisor](#) for course selection information.

6. Materials and Costs

For some courses, extra fees may be required to cover field expenses/travel costs. The levying of these fees will follow rules for field trips (see guidelines). Statement on extra costs, where required, will be found with the course descriptions.

7. General Information Applicable to all Faculty of Environment Plans

- If a minimum grade of 65% is achieved in [ENGL 109](#) or [EMLS 129R](#), the Undergraduate Communication Requirement (UCR) milestone will be granted. If the minimum grade is not met, review the [Overview of Academic Plan Requirements page](#) and contact the [Climate and Environmental Change academic advisor](#).
- The [Environment Academic Regulations section](#) of this Calendar contains information, regulations, and requirements pertaining to undergraduate studies within the Faculty. It is students' responsibility to familiarize themselves with the content of this section.
- A number of Faculty of Environment options, minors, and diplomas are available. A list and requirements are outlined under the [Faculty of Environment Academic Plans section](#) in this Calendar.

Specializations for Climate and Environmental Change

Students majoring in Honours Climate and Environmental Change, may choose to graduate with one of the following specializations. Upper-year courses may not be taken without the appropriate prerequisites. It is recommended that students declare the addition of a specialization as early as possible by filing a [Plan Modification Form](#).

Aviation Specialization

Requirements

- [AVIA 100](#) Introduction to Aviation
- [GEOG 207](#) Climate Change Fundamentals
- [GEOG 281](#) Introduction to Geographic Information Systems (GIS)
- At least 3.0 units, including at least one capstone course:
 - [AVIA 270/GEOG 270](#) Remotely Piloted Aircraft Systems (RPAS) Knowledge Requirements
 - [AVIA 310](#) Human Factors in Aviation
 - [AVIA 374](#) Special Topics in Aviation
 - [AVIA 474](#) Special Topics in Aviation
 - [AVIA 475](#) Independent Studies of Selected Topics
 - [GEOG 202](#) Geography of the Global Economy
 - [GEOG 233](#) Geography of Tourism
 - [GEOG 309](#) Physical Climatology

- Capstone courses:
 - [GEOG 416/AVIA 416](#) Aviation Sustainability (1.0 unit)
 - [GEOG 490A](#) and [GEOG 490B](#) Honours Thesis (1.5 units)
- At least 1.0 unit from the following:
 - [GEOG 306](#) Human Dimensions of Natural Hazards
 - [GEOG 307](#) Societal Adaptation to Climate Change
 - [GEOG 323](#) Tourism Impacts - International Perspectives
 - [GEOG 325](#) Geographies of Health
 - [GEOG 351](#) Geography of Transportation
 - [GEOG 423](#) Sustainable Tourism
 - One of:
 - [GEOG 316](#) Multivariate Statistics
 - [GEOG 318](#) Spatial Analysis

Note

Up to 1.0 unit may be granted towards the 3.0 units requirement (not including the capstone course requirement) based on prior successful completion of [Professional Pilot Program courses](#), or if a student has held a Transport Canada Private Pilot Licence. Proof of Transport Canada Private Pilot Licence must be provided and approved by the [associate chair, undergraduate studies, Geography and Aviation](#) prior to declaring this Specialization.

Economy and Society Specialization

Requirements

- [GEOG 202](#) Geography of the Global Economy
- [GEOG 203](#) Environment and Development in a Global Perspective
- [GEOG 293](#) Approaches to Research in Human Geography
- At least 3.0 units, including at least one capstone course:
 - [GEOG 219](#) How Pandemics Change the World
 - [GEOG 222](#) Geographical Study of Canada
 - [GEOG 225](#) Global Environment and Health
 - [GEOG 233](#) Geography of Tourism
 - [GEOG 302](#) Geographies of Work and Employment
 - [GEOG 311](#) Economic Geography and Society
 - [GEOG 323](#) Tourism Impacts - International Perspectives
 - [GEOG 325](#) Geographies of Health
 - [GEOG 336](#) Space, Power, and Politics: Citizenship in a Changing World
 - [GEOG 349](#) Urban Form and Internal Spatial Structure
 - [GEOG 361](#) Food Systems and Sustainability
 - [GEOG 411](#) The Digital Economy
 - [GEOG 423](#) Sustainable Tourism
 - [GEOG 426](#) Geographies of Development
 - [GEOG 436](#) Feminist Economic Geography: Gender, Identities and Social Change
 - Capstone courses:
 - [GEOG 415](#) Economic Geography Project (1.0 unit)
 - [GEOG 490A](#) and [GEOG 490B](#) Honours Thesis (1.5 units)
- At least 1.0 unit from:
 - [GEOG 306](#) Human Dimensions of Natural Hazards
 - [GEOG 307](#) Societal Adaptation to Climate Change
 - [GEOG 316](#) Multivariate Statistics
 - [GEOG 318](#) Spatial Analysis

- [GEOG 356](#) Resources Management
-

Geomatics Specialization

Requirements

- [GEOG 271](#) Earth from Space Using Remote Sensing
- [GEOG 281](#) Introduction to Geographic Information Systems (GIS)
- [GEOG 310](#) Geodesy and Surveying
- At least 3.0 units, including at least one capstone course:
 - [GEOG 371](#) Advanced Remote Sensing Techniques
 - [GEOG 381](#) Advanced Geographic Information Systems
 - [GEOG 387](#) Spatial Databases
 - [GEOG 483](#) Geoweb and Location-Based Services
 - [GEOG 484](#) Machine Learning in Geospatial Science
 - [GEOG 487](#) Management Issues in Geographic Information Systems
 - Capstone courses:
 - [GEOG 471](#) Remote Sensing Project (1.0 unit)
 - [GEOG 481](#) Geographic Information Systems Project (1.0 unit)
 - [GEOG 490A](#) and [GEOG 490B](#) Honours Thesis (1.5 units)
- At least 1.0 unit from:
 - [GEOG 270/AVIA 270](#) Remotely Piloted Aircraft Systems (RPAS) Knowledge Requirements
 - [GEOG 316](#) Multivariate Statistics
 - [GEOG 318](#) Spatial Analysis
 - [GEOG 325](#) Geographies of Health
 - [GEOG 428](#) Spatial Demography

Note for all Specializations

To count [GEOG 490A](#) and [GEOG 490B](#) toward the specialization, the thesis topic must focus on an area relevant to the specialization.

Bachelor of Sustainability in Financial Management calendar pages:

As noted in attachment 3, the calendar pages for the Bachelor of Sustainability in Financial Management will be maintained by the Faculty of Arts and copied into the Faculty of Environment section. Therefore, the Faculty of Environment defers to the Arts submission for the proposed calendar text pertaining to this degree other than what is presented above.

SCIENCE UNDERGRADUATE STUDIES COMMITTEE REPORT
FOR SUBMISSION TO APRIL 2021 SENATE UNDERGRADUATE COUNCIL (SUC)

1 COURSE CHANGES

1.1 Biology (BIOL)

2 ACADEMIC PLAN CHANGES (MINOR MODIFICATIONS)

2.1 Chemistry Minor

2.2 Admissions Requirements for Doctor of Pharmacy (PharmD) program

2.2.1 Pharmacy- Requirements for Admission

3 FACULTY OF SCIENCE CHANGES FOR FALL 2020 DUE TO COVID- *For Information only*

1 COURSE CHANGES

1.1 Biology (BIOL)

BIOL 349, 487 (report 4, 96)

1 COURSE CHANGES (for approval)

1.1 Biology

Current Catalog Information

BIOL 349 (0.50) PRJ, TUT Synthetic Biology Project Design
Synthetic biology involves developing new approaches, based on engineering principles, for genetic engineering of biological systems. Students will prepare a comprehensive research proposal for a synthetic biology project of their own design, under the supervision of a faculty member. Attendance at a weekly journal club focused on synthetic biology will be mandatory [Offered: F,W,S].
Instructor Consent Required
Requisites : Prereq: Level at least 3A

Effective 01-SEP-2022

New Cross Listing :

Rationale :

CHE 565

A new CHE course, CHE 565, will be cross listed with BIOL 349. The cross-listed course will require Engineering students to be in level 3A or higher. CHE 565 is a new project course that is aimed at introducing students to synthetic biology. Past versions of this course have been co-taught by professors across faculty lines, and the intention is that future iterations will continue involving instructors from Chemical Engineering, Biology, and Applied Mathematics. This course consists of identifying a societal concern and/or need that could be addressed via a biological solution. Students are asked to identify parts of living systems that could be used to inform a design to address the identified problem or need. This course has been taught 12 times to date and is the University's only synthetic biology course initiative. Students meet with the three instructors for 3 hours per week. This helps support our students in their quest to work in this field and helps support our UW international Genetically Engineered Machine (iGEM) team. Students in this course have been from Math, Engineering, and Science but not necessarily Chemical Engineering. The proposed cross-listing recognizes the contribution of the Department of Chemical Engineering to the teaching of this course and makes this course visible to Chemical Engineering students who require technical electives. The new cross-listing has been approved by both the Departments

Current Catalog Information

BIOL 487 (0.50) LEC, TUT Computational Neuroscience

Introduction to quantitative principles in the analysis of neurophysiological systems. Biophysics of excitable membranes. Encoding of sensory information in neural spiking activity. Bayesian models in perception and motor control. Models of synaptic plasticity, learning, and memory. [Note for systems design engineering students: It

is recommended that one of BIOL 273, 376, 377 or BME 284 or SYDE 384/584 be taken before or concurrently with SYDE 552. Offered: W]

No Special Consent Required

Requisites :

Prereq: One of CS 115,135, 200; 200-level STAT course; Level at least 3B within the Faculty of Science

SYDE 552

Cross-listed as:

Effective 01-SEP-2022

Description Change:

Introduction to modelling and analysis of neurophysiological systems. Models of synaptic plasticity and learning, with focus on the similarities and differences between neuroscience and deep learning. [Note for systems design engineering students: It is recommended that one of BIOL 273, 376, 377 or BME 284 or SYDE 384/584 be taken before or concurrently with SYDE 552. Offered: W]

Rationale :

This course has evolved since the existing description was written, reflecting ongoing developments in the field. The new description better reflects the course content. Note: SYDE 552 is an Engineering course. The proposed changes were provided to and approved by the Department of Biology in October 2020.

End of Report

2 ACADEMIC PLAN CHANGES (MINOR MODIFICATIONS)

2.1 Chemistry Minor

Effective Date: September 1, 2022

Background and Rationale: Senate approved definitions and criteria for Minors in November 2018. The current exclusion of general plans for the Chemistry Minor does not meet the approved criteria that Minors should be open to students in all plans. The Chemistry Minor is updated to be inclusive to meet approved criteria.

Chemistry Minor

A Chemistry Minor is ~~intended for~~ available to students in any ~~honours~~ academic plan, except for plans offered entirely by or jointly with the Department of Chemistry.

2.2 Admission Requirements for Doctor of Pharmacy (PharmD) program

Effective Date: September 1, 2022 (for January 2023 admissions)

Background and Rationale:

The School of Pharmacy's Undergraduate Curriculum Committee established a working group within the Committee in June 2020 to undertake a review of our prerequisite courses for admission to the PharmD program.

The purpose of undertaking a prerequisite course review is four-fold:

- To ensure that prerequisite courses continue to lend themselves well to first-year success and student transition into the PharmD program.
- To align with goal of recruiting and admitting a diverse cohort of students for the PharmD program. This includes attracting applicants from a wider variety of institutions, programs, and backgrounds.
- PharmD application numbers have been declining since the JAN 2018 admission cycle reaching the second lowest total applicant number, in the program's history, in the JAN 2021 admissions cycle.
- The University of Toronto's PharmD program implemented a major change to their prerequisite courses for their current admission cycle which yielded an over 200% increase in applications, topping Waterloo's applicant numbers for the first time in five years.

The Curriculum Committee's working group drafted prerequisite course changes based on the completion of an evidence-based review, meetings with University of Toronto admission partners, analyzing other clinical doctorate program's admissions criteria, and ensuring consistency with the mission and vision of our School of Pharmacy.

The draft proposal of the prerequisite course changes was reviewed for feedback with the School of Pharmacy's Curriculum Committee, Admissions Committee, all first-year course instructors (1A & 1B), and other upper-year course instructors as required. After the consultation period and incorporating feedback from all partners, a final proposal of prerequisite course changes was developed and received endorsement by the Curriculum Committee, Admissions Committee, and at a Faculty Meeting on November 24th, 2020.

The final proposal as presented below was approved at Pharmacy Council on January 28th, 2021.

Current State – Prerequisite Courses - JAN 2022 Admissions		
1.5 FCE* in Biology <ul style="list-style-type: none"> • BIOL 130 Cellular biology • BIOL 239 Genetics • BIOL 240 Microbiology 	1.5 FCE in Math <ul style="list-style-type: none"> • MATH 127 Calculus I • MATH 128 Calculus II • STAT 202 Statistics 	2.5 FCE in Electives <ul style="list-style-type: none"> • 2.0 Credit in Social Sciences/Humanities courses • 0.5 credit ENGL course (reading, analysis, >=30% writing assessments)
2.5 FCE in Chemistry <ul style="list-style-type: none"> • CHEM 120 Intro Chem I • CHEM 123 Intro Chem II • CHEM 237 Biochemistry • CHEM 266 Organic Chem I • CHEM 267 Organic Chem II 	5 Required Science Labs <ul style="list-style-type: none"> • BIOL 130 L Cellular biology • CHEM 120 L Intro Chem I • CHEM 123L Intro Chem II • CHEM 266 L Organic Chem I • CHEM 267 L Organic Chem II 	Total: <ul style="list-style-type: none"> • 8.0 FCE completed (<i>minimum required for 2-years of undergraduate studies prior to PharmD entry</i>) • All 8.0 FCE in prerequisite courses • 5 Required Lab courses
*FCE = Full Credit Equivalent		

Proposal – Prerequisite Courses - JAN 2023 Admissions		
1.5 FCE* in Biology <ul style="list-style-type: none"> • BIOL 130 Cellular biology • BIOL 239** Genetics • BIOL 240** Microbiology ** or any 300 or 400-level BIOL course	1.0 FCE in Math <ul style="list-style-type: none"> • MATH 127 Calculus I • STAT 202 Statistics 	1.5 FCE in Electives <ul style="list-style-type: none"> • 1.0 Credit in Social Sciences/Humanities courses • 0.5 credit ENGL, SPCOM, or SS HUM*** ***course must focus on reading, writing and critical thinking
2.0 FCE in Chemistry <ul style="list-style-type: none"> • CHEM 120 Intro Chem I • CHEM 123 Intro Chem II • CHEM 237 Biochemistry • CHEM 266 Organic Chem I 	3 Required Science Labs <ul style="list-style-type: none"> • 1 lab must be either CHEM 120 L or CHEM 123 L equivalent • 2 labs from any BIOL or CHEM offering, with a min of 1 BIOL lab course 	Total: <ul style="list-style-type: none"> • 8.0 FCE completed (<i>minimum required for 2-years of undergraduate studies prior to PharmD entry</i>) • 6.0 FCE in prerequisite courses • 3 Required Lab courses
*FCE = Full Credit Equivalent		

The approved proposed admission changes do not impact admission changes for CAP (Conditional Admission to Pharmacy) students. However, these students are required to maintain their eligibility by achieving these prerequisite courses in their undergraduate studies. Minor updating to brochures and other promotional materials used in high school recruitment will be required, but changes are minimal and with sufficient timing, following a March SUC approval of changes, as already discussed with admissions and recruitment teams.

Changes to the Pharmacy Admissions page (<http://ugradcalendar.uwaterloo.ca/page/SCI-PHARMACY-Admission-Requirements3>) are needed to reflect the approved proposal for changes to admission requirement. Additional changes include the removal of transfer credit options to reflect current practice that has been in place since the last curricular renewal updated; inclusion of reference to the School of Pharmacy website for most update admission requirements; as well as minor editorial edits.

2.2.1 Pharmacy- Requirements for Admission

Applicants to the Doctor of Pharmacy (PharmD) program will be selected on a competitive basis. Composite qualifications including credentials, academic, and non-academic factors will be considered. Assessment of academic performance will include review of required courses and consideration of the overall cumulative average obtained at the post-secondary level. A Pharmacy Admission Information Form, a reference form, and ~~possibly~~ a personal characteristic assessment ~~score~~, which will be used to assess non-academic qualifications in the initial screening of applications. Applicants reaching the second stage of the admissions process will participate in an interview and Fundamental Skills Assessment. The Admissions Committee will seek applicants who demonstrate both strong academic potential and, qualities and skills judged to be the most valuable for an effective career in pharmacy.

Please note, admissions criteria are subject to change. See the School of Pharmacy website for the most up-to-date admission's criteria published on an annual basis.

Academic Criteria

Consideration for admission to the first year of the undergraduate program will be given to candidates who:

- have successfully completed a minimum of 8.0 units at the post-secondary level,
- have obtained a cumulative overall post-secondary average of at least 75% or equivalent, and
- have successfully completed specified required courses, or their equivalents as assessed by the School of Pharmacy.

The academic requirements may be completed at any university or college provided the institution is accredited and the courses are considered equivalent, by the School of Pharmacy, to the aforementioned University of Waterloo courses.

Biology

BIOL 130 Introductory Cell Biology

~~BIOL 130L Cell Biology Laboratory~~

BIOL 239 Genetics or any 300 or 400 level BIOL course substitute

BIOL 240 Fundamentals of Microbiology or any 300 or 400 level BIOL course substitute

Chemistry

CHEM 120 General Chemistry 1

~~CHEM 120L General Chemistry Laboratory 1~~

CHEM 123 General Chemistry 2

~~CHEM 123L General Chemistry 2 Laboratory 2~~

CHEM 237 Introductory Biochemistry

CHEM 266 Basic Organic Chemistry 1

~~CHEM 266L Organic Chemistry Laboratory~~

~~CHEM 267 Basic Organic Chemistry 2~~

~~CHEM 267L Organic Chemistry Laboratory~~

Science Labs

CHEM 120L General Chemistry Laboratory 1 or CHEM 123L General Chemistry Laboratory 2 Equivalent

Two lab courses from BIOL or CHEM offerings, with a minimum of one BIOL lab course

Calculus

MATH 127 Calculus 1 for the Sciences

MATH 128 Calculus 2 for the Sciences

English

Any ~~ENGL~~ one course (0.5 unit) from ENGL, SPCOM, Humanities or Social Sciences subjects, that requires a significant amount of reading, critical thinking, analysis, and writing. The writing assignment(s), exclusive of exams, must comprise a minimum of 30% of the final course grade. See English Academic Requirement for further details.

Statistics

STAT 202 Introductory Statistics for Scientists

Humanities and Social Sciences

~~2.0~~ Two courses, 1.0 full unit (four two half units) from different subject areas in Humanities and/or Social Sciences; no more than 1.0 full credit (two half units) in any one subject area; no more than one additional 0.5 unit (one half unit) in English may be used to satisfy this Humanities or Social Sciences requirement.

Non-Academic Criteria

Pharmacy Admission Information Form

A Pharmacy Admission Information Form (AIF) will be used to assess non-academic criteria such as personal qualities and extra-curricular accomplishments. It is important to adequately demonstrate motivation for and insight into the profession of pharmacy, through the personal statement in the AIF as well as work or volunteer experience in a pharmacy setting.

Personal Characteristic Screening Tool

Applicants to the ~~Doctor of Pharmacy PharmD~~ program are required to complete an online assessment of personal characteristics to assist with the selection process. ~~Further information is found on the School of Pharmacy website.~~

Reference

Applicants must provide contact information for someone who is prepared to provide a reference for them. Preference is for a pharmacist, but a physician or other healthcare professional ~~nurse~~ familiar with the professional practice of pharmacy is also suitable. The referee cannot be a relative of the applicant.

Pharmacy Interview

Applicants who, on the basis of the academic and non-academic criteria, competitively rank among the premier pool of applicants, will be required to participate in an a face-to-face or telephone ~~an a face-to-face or telephone~~ interview. This interview and a Fundamental Skills Assessment will form the basis for selection of the final pool of applicants who will be offered admission to the program.

Fundamental Skills Assessment

Applicants will be tested for their reading comprehension, ability to communicate in written form, and basic mathematical skills.

English Language Requirements

Applicants to Pharmacy must meet the English language requirements for the Faculty of Science at the University of Waterloo.

Applicants Presenting More Than Two Years of Post-Secondary

Applicants who have completed more than two years of post-secondary education in any program, including those who have completed one or more degrees, are advised that they must meet the requirements of, and will be considered for, admission to year one of the program. ~~Upon admission, such students may request exemption via transfer credits from one or more courses in the program. If one or more exemptions are granted, students may enrich their educational experience from an array of electives, or potentially reduce their course load for a particular term; however, full-time status must be maintained.~~

Admission to a Reduced Course Load

Normally, students are required to take all courses for each respective term of the Pharmacy program during a specific academic year. However, students who have extenuating circumstances may request permission to undertake a reduced course load (for one or more terms or years). Only students who have a clearly identified need, as assessed by the University of Waterloo AccessAbility services office, may be considered for a reduced course load. ~~Academic weakness or a preference for a lighter course load will not be considered valid reasons.~~ Students requesting a reduced course load need to be mindful of a limitation that the maximum duration allowed for a student to complete the ~~Doctor of Pharmacy~~ (PharmD) program is six years from the initial registration.

Special (Non-Degree) Students

Students may be admitted to various individual School of Pharmacy courses as special (non-degree) students provided places are available, the course prerequisites have been met, and the permission of the instructor is obtained. Priority for all courses will be given to degree students of the School of Pharmacy.

3 Faculty of Science Changes in Fall 2020 Due to COVID- For Information Only

Changes	Impact/Comments
BIOL courses	
BIOL 165 (winter course) was offered fall vs winter BIOL 110, 321 and 473- cancelled; to be offered winter BIOL 335L and 444- cancelled	<ul style="list-style-type: none"> • BIOL 165 and 110 swapped fall/winter offerings for 2020/2021; students in impacted plans were messaged. • Time was needed to create lecture/lab for BIOL 110, 321 and 473- offered winter 2021 instead. • BIOL 335L and 444 are not core requirements for any program
EARTH courses	
EARTH 462 was not offered	<ul style="list-style-type: none"> • Core requirement for Earth Sciences, Geophysics specialization; offered winter 2021 instead and a substitute course approved for two students graduating after fall 2020
PHYS courses	
The following labs could not be offered: PHYS 224L, 360B, 460A and 460B	<ul style="list-style-type: none"> • 224L is a low enrolment lab requirement for students specializing in medical physics within the Life Physics program; normally taken in Year 1 but can be moved to fall 2021 for hopefully an in-person lab opportunity. • 360B, 460A and 460B are not core required labs and are offered all three terms; students generally only require one of these senior labs.
CHEM courses	
CHEM 120L, 121L, 140, 262L and 266L all offered remotely not on campus	<ul style="list-style-type: none"> • Normally these are on campus labs which were offered online for the first time
SCI courses	
SCI 230, field course to Israel, not offered	<ul style="list-style-type: none"> • No travel permitted
AVIA courses	
AVIA 203 (2019 cohort) AVIA 306 (2018 cohort)	<ul style="list-style-type: none"> • For fall 2019 cohort, AVIA 203, normally Night Rating, was used to review AVIA 101 and 102 content once flight training resumed Sept. 2020. • Course work in AVIA 306 was possible but flight components of the course are ongoing, and students are carrying in progress (IP) grades until each benchmark is completed (tracked individually and based on competency). • Emails were sent to Year 1 2020 cohort students outlining options for a staggered start for flight training in 2021, 2022 and 2023. Students should be able to complete flight program and degree by the summer of 2024, as expected.
PHARM courses and/or program	
PHARM 125 lab components offered on campus	<ul style="list-style-type: none"> • Normally lab component is done in the spring but moved to fall to allow in person access
Co-op Requirements	
Students scheduled out on a co-op work term for fall 2020 could take a full academic course load	<ul style="list-style-type: none"> • Transcript text was added to their record to allow graduation with one less work term in total (not cumulative, e.g., students who had one exemption will not get a second exemption).

**OFFICE OF THE REGISTRAR REPORT TO
SENATE UNDERGRADUATE COUNCIL**
April 2021

1. REGULATIONS

1.1. Awards of Excellence – Term Distinction

1. REGULATIONS

1.1. Awards of Excellence – Term Distinction

Effective date: Retroactive approval to September 1, 2020

Background and rationale: The original Term Distinction awards of excellence were approved by Senate in January 2020 for September 1, 2020. During the first implementation of the new rules for the fall 2020 term, it was discovered that an additional positive academic standing – Eligible – is used by the Faculty of Health and was overlooked during the original motion. Students receiving this academic standing should also be awarded the Term Distinction award. This motion will rectify this oversight.

Undergraduate Calendar text:

Page: <https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Awards-of-Excellence>

Term Distinction

A student is eligible to receive “Term Distinction” based on their average in all courses taken during a term while in a degree-granting program. In order to receive “Term Distinction”, the following must be true:

- The term must have at least one alpha/numeric grade in the average.
- A minimum term average of 80.0% must be achieved.
- An academic standing for the term of Promoted, **Eligible**, Satisfactory, Good, or Excellent.
- The term cannot have an INC, IP, MM, or UR. When these grades are resolved to alpha/numeric grades, the term’s average will be reviewed for eligibility.

Notes

1. Students may be deemed ineligible at the discretion of the associate dean, undergraduate studies.
2. Students in Optometry and Pharmacy who are taking less than a full course load due to failure will be ineligible for “Term Distinction” in reduced-load terms.

Handling of Final Assessment Reports & Two-Year Progress Reports related to academic program reviews

Introduction

Waterloo's Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have a duty to consider all aspects relating to the academic quality of undergraduate studies and graduate studies within the University. As described in Waterloo's Institutional Quality Assurance Process ([IQAP](#)), documentation emerging from the [cyclical program review](#) process includes:

- [Final Assessment Report](#), which summarizes the self-study, external reviewers' report, program response, and implementation plan, and
- [Two-Year Progress Report](#), which reports on progress related to the implementation plan.

Final Assessment Reports (FARs), require two SUC or SGRC members to review the report, whereas, Two-Year Progress Reports only require one SUC or SGRC member, although at the SUC/SGRC Chair's discretion, a second reviewer may be sought. In order to ensure that student representatives have the opportunity to review each report, the WUSA VP, Education and GSA President receive these documents in advance for information. Any questions or concerns they might have can be raised and addressed, if needed, prior to the report being approved at SUC/SGRC. This review process is coordinated by the Quality Assurance (QA) Office.

To promote transparency and foster integrity in the review process, reviewers should not be members of the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) from which the report originates.

Assessment

Reviewers will consider a series of **guiding questions** (see below) in arriving at their recommendation for revision or approval to SUC or SGRC. Before reporting to SUC or SGRC, reviewers will ask questions and share their observations, as well as any concerns they have identified with the report, to the Quality Assurance Office, who will then connect with the Chair or Director of the program. The WUSA and GSA representative will also receive these reports for information prior to submission to SUC/SGRC.

The Quality Assurance Office will ensure that any revisions to the reports are completed by the Chair or Director of the program, prior to the QA Office submitting the report for approval at a SUC or SGRC.

Does the Final Assessment Report:

- 1) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:
 - What actions will follow from specific recommendations?
 - Who will be responsible for acting on those recommendations?
 - Who will be responsible for providing resources?
 - Priorities for implementation and realistic timelines for initiating and monitoring actions?
- 2) Provide a rationale as to why a recommendation(s) will not be pursued?

Does the Two-Year Progress Report:

- 1) Clearly describe progress achieved on the various action items in the implementation plan?
- 2) Explain convincingly any circumstances that would have altered the original implementation plan?
- 3) For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?
- 4) Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process?

The program Chair or Director (or their chosen delegate) will attend the SUC or SGRC meeting to address any questions or concerns that might arise during SUC/SGRC.

SUC's and SGRC's responsibility will be to focus on the overall credibility and feasibility of the report and the proposed plan of action – seeking to uncover, for example, unexplained disjunctions between the reviewers' recommendations and the program's response – as opposed to the minutiae of course content and curriculum structure.

A Final Assessment Report or Two-Year Progress Report that is approved by a majority vote of SUC/SGRC will be submitted to Senate for information. Should the discussion at SUC or SGRC reveal issues of concern that require revision, the Quality Assurance Office will work with the program Chair or Director to address the concern(s). If minor revisions are needed, the report will be edited and then it will proceed to Senate for information without re-approval from SUC/SGRC; however, any major revisions will require SUC/SGRC review and approval.

Status of Reports under Review

A summary of the status of all reports under review, including reports for which the QA Office is seeking reviewers, can be found at the following link:

<https://uwaterloo.ca/academic-program-reviews/status-reports-under-review>

Final Assessment Report

Liberal Studies (BA)

February 2020

Executive Summary

External reviewers found that the Liberal Studies (BA) delivered by the Faculty of Arts is in good standing:

Liberal Studies at the University of Waterloo is an unconventional program insofar as its primary purpose is to facilitate internal transfers from one program to another or the completion of a degree begun elsewhere. It also allows students who have taken various unrelated courses online and/or on campus to complete a degree outside the parameters of a disciplinary major. As such, the program has two main strengths: a) its great flexibility, which lets students with eclectic interests (the so-called "renaissance" students) create their own custom-made program; b) and its administrative function as a "place holder", giving students with a low GPA or temporary academic challenges the opportunity to remain registered in a major (or, as of September 2019, an honours) program while seeking to increase their grades and "shadowing" a conventional program of their choice in which they hope to (re)gain good standing.

A total of five recommendations, all of which are aimed at fostering community in the program, were provided by reviewers. In response, the program created a plan outlining specific actions to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2025-2026.

Student Complement (All Years)¹

	Three-Year General	Four-Year General	Honours	Co-op (through Arts and Business)
Fall 2019	188	381	75	42
Fall 2018	198	431	<i>Honours Liberal Studies became effective Fall 2019, which gave students access to co-op through Arts and Business.</i>	
Fall 2017	220	471		

¹based on Active Students Extract accessed from Quest December 19, 2019

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Liberal Studies (BA) program. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on August 31, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP).

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Dr. John-Justin McMurtry, Professor and Vice-Dean of Liberal Arts and Professional Studies, York University, and Dr. André Loiselle, Professor and Dean of Humanities, St. Thomas University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 28-29, 2019. An internal reviewer from the University of Waterloo, Dr. Maren Oelbermann, Professor of Environment, Resources and Sustainability, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; Associate Deans of Arts; as well as meetings with faculty members, staff and current students. The Review Team also had an opportunity to tour the facilities and meet with representatives from the Library and Student Success Office.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. In response, the program responded to each recommendation and outlined a plan for implementation of the recommendations. The program response and implementation plan were endorsed by the Dean of Arts on December 10, 2019.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program Characteristics

The Liberal Studies BA provides a framework within which students take courses and receive support for their wide-ranging educational goals and aspirations in the Faculty of Arts at the University of Waterloo. Those goals include successfully transitioning from one program to another, completing a degree begun elsewhere, pursuing a degree online or part-time, and receiving an education that has the diversity and richness of a traditional liberal arts degree. At the time of review, Liberal Studies was available as a [Three-Year General Degree](#), and a [Four-Year General Degree](#). In September 2019, the [Honours Liberal Studies](#) program was introduced.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- Flexibility, as exemplified by the range of students and the diversity of their ambitions;
- The range of disciplinary options, especially since minors are now allowed;
- The functionality of the plans, in that they allow for transition from one academic home to another, for recovery for students who have struggled, and for online and part-time study.

Challenges

- The diversity of ambitions of Liberal Studies students, which means that there is little sense of community within the plans for those students;
- The ambiguous nature of the program, in which a poor retention rate is a positive attribute;
- The relationship of the program to the identity of the University of Waterloo, which is known for demanding academic programming, experiential learning, and entrepreneurship.

Weaknesses

- The limited opportunities for experiential learning, although the EDGE Certificate, Honours Liberal Studies, and Honours Arts Co-op will improve student access to experiential education;
- The lack of an Honours plan, which has been rectified by the introduction of Honours Liberal Studies in 2019;
- The lack of community support for career-planning, cohort-building, and networking for students who spend more than two terms and/or graduate in Liberal Studies.

Summary of Key Findings from the External Reviewers

Reviewers indicated that Liberal Studies is an atypical degree program which primarily caters to internal transfer students. Its strengths are the flexibility it affords to students by allowing them to engage in a variety of academic interests; and it provides a means for students to retain their enrolment while working on their grades and determining their academic path.

On the other hand, reviewers saw the following weaknesses: “1) most importantly, the lack of defined learning outcomes, as students in Liberal Studies can take a wide range of disparate courses that do not necessarily coalesce into a coherent set of competencies; 2) the absence of a sense of cohort among students as they each pursue their own path and often remain in the program only for two or three terms before transitioning into a disciplinary major or honours; 3)

and incomplete data on the specific trajectory of individuals who meander in and out of the program or, more importantly, those who graduate with this degree. As a degree is designed for those who graduate from it to present a set of competencies it is surprising that there is not any robust data on these students or their academic trajectories.”

Program Response to External Reviewers’ Recommendations

1. Develop a Handbook for Liberal Studies which highlights the pathways in and out of Liberal Studies, the supports available to students while in the Program (library, advisors, etc.), and the pathways to graduation. The handbook should be positive and share success stories so that the students can see themselves moving forward rather than feeling « dumped » in Liberal Studies.

Response

The program will develop a digital handbook for Liberal Studies which includes information about supports and pathways to graduation. That handbook can contain information about how students move in to and out of Liberal Studies, what they can accomplish in Liberal Studies, and what their pathways to graduation are. The program agrees that this handbook would help provide both practical advice and a sense of belonging to something with others. The basis for this handbook already exists in the Liberal Studies section of the Arts Advisor Handbook.

Leadership and support: The Arts Undergraduate Office (AUO) Advisor who serves Liberal Studies students will oversee the development of the handbook, in consultation with AUO advisors who advise first-year students, Arts and Business students, Honours Arts Co-op students, and internal and external transfers, all of whom counsel students moving in to Liberal Studies. Students in co-op programs also have Co-operative Education advisors, and they can contribute to the appropriate sections. In addition, the handbook could be reviewed by the internal transfer advisors in other faculties, and with the Registrar’s Office staff who help facilitate external transfers in to Arts at UWaterloo. No additional resources are needed for this project.

Timeline: One year (August 2020)

2. Develop Learning Outcomes which offer some indication of the knowledge, skills and values that students acquire through the Liberal Studies program when they graduate from it.

Response

The program will work with staff in the Centre for Teaching Excellence to develop program level learning outcomes.

Leadership and support: Associate Dean, Undergraduate Programs; Centre for Teaching Excellence

Timeline: Two years (August 2021)

3. Gather more robust data on the Liberal Studies student body such as: which programs they come from, which programs they go into out of Liberal Studies, which students graduate in Liberal Studies (and from what programs), how many students are voluntarily "renaissance scholars" and which are in the program involuntarily, where students work after graduation, and how many go on to graduate school.

Response

The program would like to collect more data on Liberal Studies students, and can commit to regularly and consistently collecting data on Liberal Studies students regard to their point of entry to the plan (internal transfer; inadequate academic standing in major (or failure to declare a major); readmission; external transfer), the amount of time they spend in the plan, what majors they come from and go to (for those who do so), how many leave UWaterloo because of persistent failure, and how many graduate. It is beyond current data-collection capacity to locate and survey graduates as to their career placements or graduate school enrollments.

Leadership and support: The Arts Undergraduate Office Advisor for Liberal Studies; AUO Advisors for internal transfers, external transfers, and readmits, and the Arts Academic Officer, who can provide data for students who fail to secure standing in a major or fail to declare a major.

Timeline: One year (August 2020), and continuing.

4. Create an "excellence award" for the best graduating student from Liberal Arts to encourage a sense of belonging, excellence and value for students who are going to graduate from the Program.

Response

The Faculty of Arts confers a convocation award to the top graduate in each Honours program (minimum overall average 80%) and will add Honours Liberal Studies to the list of convocation awards.

Leadership and support: Student Awards and Financial Assistance prepares the information for convocation awards, which are approved by the Associate Dean, Undergraduate

Programs. The program will ensure SAFA is aware that Honours Liberal Studies will now be included in the convocation awards program.

Timeline: Immediate.

Recommendations Not Selected for Implementation

5. Create a core capstone course with clear learning outcomes (such as Skills Identification, Reflexive journaling, Written and oral communication exercises, Professional development, Strategies on how to transition to the workforce or grad school) for those who wish/are required to graduate from Liberal Studies.

Response

The program is not convinced of the need or the administrative feasibility of devising a capstone course.

With regard to the need, the program notes the following:

- a. All students in Liberal Studies have satisfied (or will satisfy) their Arts Communication Requirement;
- b. Internal transfer students in Liberal Studies have often come from co-op programs and therefore have taken professional development courses and participated in job searches;
- c. Students who arrive from co-op programs will normally have had work terms, and are likely to have completed work term reports, which require reflection on the work experience;
- d. UWaterloo has an extensive infrastructure of employment readiness support that is open to all students;
- e. With the introduction of Honours Liberal Studies (2019), students can also enroll or stay enrolled in the Arts and Business program (Regular or Co-op), and therefore complete ARBUS 400, the capstone course for that plan; further, Management Studies is a popular minor for Liberal Studies students, and they also complete ARBUS 400.
- f. With the introduction of Honours Arts Co-op (2020), students in Liberal Studies will be able to do co-op, and will be required to complete at least four work terms, four work reports, and four Professional Development courses;
- g. Students in Liberal Studies can (and do) complete the EDGE Certificate (offered by Co-operative Education), which provides experiential learning, skills identification, and reflection on the relationships between work and academic experiences.

With regard to the administration of such a requirement, the program has the following concerns:

- a. Many students in Liberal Studies believe that they will not graduate from Liberal Studies; most are correct in this respect. Students would have to be assertively advised to enroll in a capstone course in time to graduate. Even with assertive advising, many students in Liberal Studies are likely to fail to enroll because of their confidence in regaining standing in another disciplinary major. Therefore, while the capstone course may well support their academic achievement and career success, its requirement may also have the effect of preventing timely graduation.
- b. Because a capstone has to be small, but the enrollment in Liberal Studies, particularly in the final year, is impossible to predict with the appropriate accuracy, staffing and course scheduling would be challenging.
- c. Liberal Studies has three-year and four-year General degree plans in addition to an Honours plan and devising a capstone for all three would be difficult.
- d. The Faculty of Arts is not in a financial position to invest in this option with regard to either staffing or administering.
- e. The Undergraduate Affairs Group (UGAG), the body which considers and approves curricular innovations and changes in the Faculty, has shown no interest in such a course, and the last time a program review suggested the idea it was rejected by UGAG.

For these reasons, there are no plans to introduce a capstone course for Liberal Studies students.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Handbook for Liberal Studies	Handbook for Liberal Studies will be prepared	AUO Advisor for Liberal Studies; no resources	One year (August 2020)
2.	Develop learning outcomes	Learning outcomes will be developed	AD Undergraduate Studies with CTE; no resources	Two years (August 2021)
3.	Gather more robust data on Liberal Studies students	Establish regular and consistent data collection on all of the facets referred to by the reviewers except graduate career or grad school outcomes	AUO Advisor for Liberal Studies; no resources	One year (August 2020) and thereafter termly
4.	Create an excellence award	Add Honours Liberal Studies to convocation awards	AD Undergraduate Studies; no resources	Immediate

The Associate Dean, Undergraduate Programs, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review

2025-2026

Date

Signatures of Approval



Katherine Acheson

February 24, 2020

Chair/Director

Date

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date



Sheila Ager

February 26, 2020

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

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

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date

Final Assessment Report

Medieval Studies (BA, Minor)

November 2020

Executive Summary

External reviewers found that the Medieval Studies programs (BA, Minor) delivered by the Department of Classical Studies were in good standing.

“The Medieval Studies program at the University of Waterloo is presently in very good standing with a lot of creative energy at its centre. The program, the oldest of its kind in the country, has evolved over the decades and continues to exhibit remarkable strengths. This small program of high quality offers a multidisciplinary undergraduate major...”

A total of 10 recommendations were provided by the reviewers, touching on governance of the program and improving the curriculum. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2023-2024.

Total Number of Students Registered (All Undergraduate levels) over the Past Three Years

	General	Honours	Co-op
Fall 2016	2	9	1
Fall 2015	2	5	0
Fall 2014	2	3	1

Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Medieval Studies programs (BA, minor) delivered by the Department of Classical Studies. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on October 30, 2017. The self-study (Volume I) presented the program descriptions and learning outcomes (with course outlines for all courses in the program); an analytical assessment of the programs, including the data collected from a student survey; and the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III (Proposed External Reviewers), two arm’s-length external reviewers were selected by the Associate Vice-President, Academic: Dr. Elizabeth Cohen, a Professor in the Department of History at York University, and Dr. Francine Michaud, a Professor in the Department of History at the University of Calgary.

Reviewers appraised the self-study documentation and conducted a site visit to the University of Waterloo on October 1-2, 2018. An internal reviewer from the University of Waterloo, Dr. Steven Mock, Associate Professor in the Department of Recreation and Leisure Studies, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean, Faculty of Arts; Associate Dean of Undergraduate Programs, Faculty of Arts; President and Vice-Chancellor, St. Jerome's University; Co-Directors of the program; Faculty members; staff and current students. The review team also had an opportunity to meet with representatives from the library.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program characteristics

Three-Year General Medieval Studies: This major provides students with i) a strong knowledge of medieval civilizations (especially Western European) and ii) a background in the study of history, literature, art, and other material culture. Throughout the degree, students progress in their cognitive ability to define, comprehend, and summarize complex problems, as well as to synthesize and evaluate information competently using the knowledge they acquire. To do this, students acquire basic research skill and solid oral and written communication strategies and skills. Students also develop in the affective domain and learn to work effectively with their peers and within the wider academic community (and beyond). Students with a three-year General degree can go on to further study outside of the discipline of Medieval Studies.

Four-Year General Medieval Studies: This major has the same objectives and outcomes as the three-year degree, as just described, but students in the four-year major acquire additional exposure to research techniques and oral and written communication strategies and skills. Students with a four-year General degree can go on to further post-graduate study outside of the discipline of Medieval Studies.

Honours Medieval Studies: The Honours Medieval Studies degree provides students with a detailed, complex and scholarly knowledge of medieval European history, literature, art, and other material culture, as well as an opportunity to gain a working knowledge of the Latin language. (Although this is not required in the Honours degree, advisors guide students with an interest in postgraduate work to take as much Latin as possible; students in the General program can also take Latin, if they so choose). The Honours degree gives students the necessary skills to go on to more advanced post-graduate study in the area of Medieval Studies, for which knowledge of Latin is required. Students in the Honours degree also develop particularly strong analytical and interpretative skills, which allow them to assess information and use their knowledge to creatively solve problems and propose innovative new solutions. Honours students begin to experiment with primary research, acquire advanced research techniques, and

demonstrate a mastery of communication both oral and written. They also, through close interaction with their peers and faculty members, develop excellent skills in the affective domain and are able, at the end of the degree, to work effectively and efficiently in a variety of settings.

Minor (introduced in 2017-18): The Minor in Medieval Studies consists of a package of eight courses (chosen by the student) that is intended to provide a secondary area of concentration for students who are majoring in other disciplines. Students choose between two pairs of core courses (MEDVL 105 or 115; MEDVL 205 or 260), and six other courses from the Medieval Studies list.

Summary of strengths, challenges and weaknesses based on self-study

Strengths

- With comparatively few mandatory courses, the Medieval Studies program serves students with an interest in that time period particularly well in terms of offering a wide selection of relevant courses that all count toward the student's major – a beneficial byproduct of the program's widely interdisciplinary nature.
- International/experiential learning opportunities for students have blossomed over the course of the past 7 years, with a study abroad option at the [Herstmonceux Castle](#) and the Medieval Digital Research Arts for Graphical and Environmental Networks (DRAGEN) Lab.
- The rigour of the language training offered — especially in Latin, but also in Old English — prepares students well for the pursuit of graduate studies. Graduates of the program regularly pass the rigorous Medieval Latin graduate-level examinations at the University of Toronto's Centre for Medieval Studies.
- Students in Medieval courses, from the first year through to graduation, benefit from significant practice in producing rigorous, clear, and well-argued written output. As a discipline, Medieval Studies is rooted in the study of the written word, so its instructors work hard to impart transferable skills in this domain to students; Medieval Studies graduates are thus particularly well-equipped to assess and comment critically upon documentary materials, no matter what time period they were created.
- Smaller student numbers enable the Co-Directors to devote more attention to each student compared to larger programs.

Challenges

- The challenge of keeping track of changes in course offerings happening in all 14 contributing departments is the flip-side to the strength of interdisciplinary flexibility identified above.
- Data gathering for self-study reports is challenging for similar reasons.
- Lack of Co-Directors' input and control over departmental course offerings and timetabling for the vast majority of the Medieval Studies-relevant courses makes program integration and curricular structure a challenge.
- The absence of formal cross-appointments into Medieval Studies means that faculty

members do not always have a high level of attachment to the program.

Weaknesses

- The availability of language course offerings (especially Latin, which is offered only in Fall and Winter terms) is somewhat inhibitive for students who want to pursue the co-op option.
- Lack of systematic travel bursaries for students which would support first-hand contact with the Medieval world.

Summary of key findings from the external reviewers

The Medieval Studies program, an interdisciplinary program jointly administered by both institutions (University of Waterloo and St. Jerome's University), is very well positioned to offer high-quality training in medieval studies in the major and minor streams. Many among the participating faculty who belong to the array of disciplines pertaining to the program (Classical Studies, English, French, German studies, History, Philosophy, and Religious Studies), are well established and innovative scholars in their respective fields.

While the review team remarked most favorably on the strengths of this small, high-quality program, it also identified opportunities to maintain and sustain its growth in light of a few areas for concern. Some of these areas have already been signaled by the Co-Directors in the self-study, particularly the issue of expanding enrollments. In addition, the consolidation of participatory governance is a priority for improvement.

Program response to external reviewers' recommendations

Recommendations

1. The constitution of a solid governance structure, with clear terms of reference (membership rotation of representatives from the core disciplines of the program, regular meetings, etc.), to ensure the long-term sustainability of the Medieval Studies program.

Response: In 2017-2018, SJU passed, through its Senate Council, governance documents to clarify the position of Medieval Studies within that University's governance structure. Those documents clarified that Medieval Studies is a unit within the Office of the Vice-President & Academic Dean (VPAD), that the SJU co-Director reports directly to the SJU VPAD, and that the program Directors shall benefit from the support of an advisory board comprised of UW and SJU faculty members who teach and research in Medieval Studies. The Co-Directors agree that a similar structure should exist at UW.

The Co-Directors (lead: Porreca) will, thus, draft governance documents for the Medieval Studies program, with a view to:

1. Clarifying the role of the interdisciplinary program within the Faculty of Arts and in relation to the Department of Classical Studies;
2. Establishing a joint “Advisory Board” which draws on faculty members appointed to those academic units that contribute significantly to the list of Medieval Studies approved courses, as identified on pp. 49-50 of the October 2017 Program Review report (i.e., History, Classical Studies, Études françaises, Italian Studies, English Language & Literature, Germanic & Slavic Studies, Religious Studies, Philosophy);
3. Establishing the roles and responsibilities of the Co-Directors;
4. Establishing the roles and responsibilities of participating faculty members and departments, including appropriate rotation of responsibilities over time.

To facilitate buy-in from affected individuals, it would be helpful to have a letter from the Dean of Arts (for UW-employed faculty members) and from the Academic Dean at SJU (for SJU-employed faculty members), that explicitly notes that service to the Medieval Studies program may count as “departmental” or “faculty”-level service. In the case of UW-employed faculty members, recognition of departmental service requires the consent of the departmental chair.

It would be similarly beneficial for the governance documents adopted for the Medieval Studies program to receive institutional approval at the departmental and faculty levels.

With regard to the Advisory Board, the intent is to have representation from each of the significant contributing departments and units, and to bring these representatives together twice a year through a roundtable lunch. This is the model adopted by Peace and Conflict Studies (PACS) and it has been proven effective over a number of years.

Dean of Arts: Comment (February 2021)

Faculty performance reviews – including service – are carried out in accordance with the Memorandum of Agreement; standards/criteria of performance are found in Policy 77. In addition, each Faculty has FPR guidelines, and individual departments have addenda to those guidelines; both sets of guidelines are subject to regular approval by their constituencies. It is not up to the Dean to direct Chairs or departments on how to assess service.

2. The program should develop a systematic mapping of the undergraduate curriculum indicating a clear progression of expectations for majors and minors and giving guidance about how to select and integrate courses from a variety of disciplines.

Response: The Co-Directors will seek the assistance of CTE for an interdisciplinary curriculum mapping exercise, drawing inspiration from existing curriculum maps from other interdisciplinary programs, such as Gender and Social Justice or Peace and Conflict Studies (PACS). The resulting map will be considered and modified at a future meeting of the Advisory Board discussed under Recommendation 1.

3. Full information on the program options and a timely account of offerings available in each academic term should be accessible on the program's website, not only for the benefit of the current students, but equally to attract prospective students.

Response: There is both a short-term and a long-term response to this recommendation. The former involves establishing a regular schedule of Medieval Studies website updates that follows closely upon the release of course offering information in upcoming terms from the Registrar's Office. This short-term response needs to be reiterated during each upcoming term until the long-term response becomes active. In the longer term, and as recommended in previous program reviews, it is anticipated that the Registrar's Office will aggregate the relevant data on course offerings and send it to the Co-Directors for uploading to the Medieval Studies website.

Dean of Arts: Comment (February 2021)

It is not clear to me what expectations the program has of the Registrar's Office, or what the distinction is between the short-term and long-term response.

4. The program website should also publicize the Medieval Studies students' skills and achievements from traditional forms of research and writing, public outreach and the latest digital technologies.

Response: The Co-Directors will seek the assistance of Alumni Affairs and both Deans' Offices (main-campus and SJU) to better understand how to obtain information about alumni as well as the opportunities for public outreach. Alumni profiles on the program's website are a most likely outcome, and these will need to be refreshed and supplemented regularly as students graduate.

5. The entire chronology of the Middle Ages (c. 400 - c. 1500) should be covered in at least one of the MEDVL core courses. This scope should be clearly indicated in both the course title and its rubric.

Response: The course that already does this chronological coverage is HIST/MEDVL 260. The course's title does not match the contents, as the reviewers have pointed out, so the Co-Directors are proposing to change the title to reflect the full chronological range of the material it covers.

6. With the History Department, the program should look for ways to offer regular sections of the capstone HIST 450 that are better suited to the inclusion of the Medieval Studies students.

Response: Over the course of discussions during Fall 2018, the History Department has agreed to provide annually either one HIST 450 (1.0 unit) or two HIST 422 (0.5 units each) that are medieval in content.

7. Diversify and then rotate entry-level courses on the Middle Ages with broad appeal to attract the attention of the larger campus community.

Response: A collaborative “Medieval Monsters” team-taught online course is currently in development with the assistance of CEL (Bednarski leads). This course will draw on approximately ten medievalists from different disciplines and areas of specialization and, through the use of a common theme (monsters), will expose students to interdisciplinary methodologies.

Additional possibilities are to be discussed at a future meeting of the Advisory Board.

8. Build alignment with the co-op program and further linkages to the EDGE initiative to stir attention and enhance experiential learning.

Response: In collaboration with the Department of Classical Studies, the program shall investigate the possibilities for online offerings of LAT 101 and 102, since the sequence of language class offerings has been identified as one of the principal obstacles to the greater integration of coop students in Medieval Studies (and Classical Studies as well). Along with the curriculum mapping exercise identified in the response to Recommendation 2 above, the program shall create a greater alignment of experiential learning outcomes that are already available through current study-abroad exchange programs, such as those identified for the Herstmonceux Castle exchange, to reflect EDGE outcomes.

9. Seek ways, informal and institutional, to encourage fuller participation and a greater sense of “ownership” of the program among faculty with medieval expertise. These would include more prominent presence on the website, more regular and rotating roles on the Advisory Board and some form of recognition by the administration of that service.

Response: See response to Recommendation 1 above.

10. To increase flexibility and provide opportunities to try out new courses, the reviewers support Medieval Studies’ plan to set up “Topics in Medieval Studies” offerings at several levels. Most ARTS programs allow for Special Topics course codes for these reasons and this would bring Medieval Studies in alignment with those other programs.

Response: Propose MEDVL 299, 399, and 499 as topics-based courses to Undergraduate Advisory Group (UGAG).

Dean of Arts: Comments (February 2021)

At a few points in this document, the Medieval Studies program is characterized as being owned/offered by the Department of Classical Studies in the Faculty of Arts. It is important to be clear that the program is jointly offered by Classical Studies and by St. Jerome's University.

The small number of majors in the program is evidently seen as a program strength. While I certainly concur that there are advantages in having smaller groups of students, in terms of the quality and intensity of both pedagogy and advising, I would like to see the program acknowledge that a small number of majors presents challenges in other ways.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	The constitution of a solid governance structure, with clear terms of reference (membership rotation of representatives from the core disciplines of the program, regular meetings, etc.), to ensure the long-term sustainability of the Medieval Studies program.	a.) Create a Constitution for the Medieval Studies program at UW to align with SJU's and create an "Advisory Board" of contributing faculty members * Constitution to define roles & responsibilities of → Co-Directors → Department of Classical Studies → representation of faculty members from contributing departments b.) Need for Deans' "note of recognition" that service to Medieval Studies counts as faculty-level or potentially departmental service c.) Implementation of twice-yearly roundtable lunches for all participating departments	David Porreca (lead) With support by: Steven Bednarski (SJU) Dean of Arts (UW) VPAD (SJU) <i>Comment from Dean of Arts: on the "note of recognition", see my comment on p. 5 above.</i>	a.) constitution circulated Spring 2021 b.) Dean's note in Fall 2021 c.) First meeting of Advisory Board to approve Constitution: Fall 2021
2.	The program should develop a systematic mapping of the undergraduate curriculum indicating a clear progression of expectations for majors and minors and giving guidance about how to select and integrate courses from a variety of disciplines.	a.) Seek assistance from CTE for interdisciplinary curriculum mapping b.) Investigate curriculum maps from other interdisciplinary programs (e.g., GSJ, PACS) * Curriculum map to be considered/modified by Advisory Board	-David Porreca & Steven Bednarski -With support from CTE	a.) consultation with CTE Winter-Spring 2021 b.) Draft curriculum map ready for Fall 2021 Advisory Board meeting discussion

3.	Full information on the program options and a timely account of offerings available in each academic term should be accessible on the program's website not only for the benefit of the current students, but equally to attract prospective students.	<p>* (short-term): Establish regular schedule of website updates that follows closely upon release of course offering information for subsequent terms</p> <p>* (longer term): As recommended in previous program reviews, the Registrar's Office should aggregate data and make it available to the Co-Directors</p>	Lead: David Porreca Brigitte Schneebeli UW Registrar's Office	Each term by 15 May, 15 September, and 19 January to coincide with the course selection periods for each term On agenda for Fall 2021 Advisory Board meeting
4.	The program website should also publicize the Medieval Studies students' skills and achievements from traditional forms of research and writing, public outreach and the latest digital technologies.	<p>* Seek assistance from Alumni Affairs and Deans' Office (both main campus and SJU)</p> <p>* Contact alumni</p>	David Porreca Steven Bednarski Brigitte Schneebeli	Ongoing
5.	The entire chronology of the Middle Ages (c. 400- c. 1500) should be covered in at least one of the MEDVL core courses. This scope should be clearly indicated in both the course title and its rubric.	* Adjust title of HIST/MEDVL 260 to reflect full date range of material actually considered in that class	Steven Bednarski History UGAG rep	Done, approved, and to be integrated into the 2021-2022 Academic Calendar
6.	With the History Department, the program should look for ways to offer regularly sections of the capstone HIST 450 that are better suited to the inclusion of the Medieval Studies students.	<p>a.) SJU HIST has agreed to provide annually either one HIST 450 (1.0 credit) to Medieval Studies or two HIST 422 (0.5 credits each).</p> <p>b.) Plan must be modified to reflect these two options</p>	Steven Bednarski Chair of History (UW) David Porreca Brigitte Schneebeli	<p>a.) Agreement-in-principle already reached with Chair of History</p> <p>b.) Plan changes were approved by UGAG in April 2019</p>
7.	Diversify and then rotate entry-level courses on the Middle Ages with broad appeal to attract the attention of the larger campus community.	<p>a.) "Monsters" team-taught online course in development with CEL</p> <p>b.) Discuss additional possibilities with Advisory Board</p>	Steven Bednarski (lead) + contributing colleagues David Porreca Anne-Marie Rasmussen Gabriel Niccoli	<p>a.) Course creation is ongoing, First offering is planned for Fall 2021</p> <p>b.) Fall 2021</p>

			Andrew Moore + others	
8.	Build alignment with the co-op program and further linkages to the EDGE initiative to stir attention and enhance experiential learning.	* Investigate possibilities for online offerings of LAT 101 & 102 in alternating terms * Align experiential learning outcomes available through current exchange programs (e.g., Herstmonceux) to reflect EDGE outcomes	David Porreca & Department of Classical Studies	Discussed at departmental meeting, April 2019 → Resources not available at the time; pandemic has forced all teaching to go online in any case.
9.	Seek ways, informal and institutional, to encourage fuller participation and a greater sense of “ownership” of the program among faculty with medieval expertise. These would include more prominent presence on the website, more regular and rotating roles on the advisory committee and some form of recognition by the administration of that service.	* See responses to Recommendation 1 above		
10.	To increase flexibility and provide opportunities to try out new courses, the reviewers support Medieval Studies’ plan to set up open rubric, “Topics in Medieval Studies” offerings at several levels.	* Propose MEDVL 291, 391, and 491 as topics-based courses to UGAG	David Porreca & Department of Classical Studies	Done, approved, and to be integrated into the 2021-2022 Academic Calendar

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

Date of next program review _____ **2023-2024**
Date

Signatures of Approval

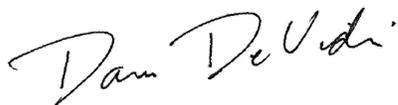
Chair/Director _____ Date

AFIW Administrative Dean/Head (*For AFIW programs only*) _____ Date



12 February 2021

Faculty Dean _____ Date
Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



October 8, 2019

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

Associate Vice-President, Graduate Studies and Postdoctoral Affairs _____ Date
(For graduate and augmented programs)

Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

Final Assessment Report: Medieval Studies (BA, Minor)

Name of Reviewer: Catherine Newell Kelly

Date: 1/5/2021

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
 - The actions that will follow from specific recommendations? **Yes** **No**
 - Those who will be responsible for acting on those recommendations? **Yes** **No**
 - Those who will be responsible for providing resources? **Yes** **No**
 - Priorities for implementation and realistic timelines for initiating and monitoring actions? **Yes** **No**
2. Provide rationales for any recommendations that have not been pursued? **Yes** **No**

General Comments

This review was clear, responses to my queries were appropriate. The action plan, assignment of responsibilities, and timelines seemed appropriate. I note that most of the timeline dates are in the past (many in 2019) and I assume that these actions would become part of the 2 year update? I also note that, of course, the pandemic will have had an impact on much of this work—both positive and negative. For example, their desire to create online versions of Latin 101 & 102 may have been accelerated.

Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

Final Assessment Report: Medieval Studies FAR

Name of Reviewer: Brendon Larson

Date: 12/11/2020

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
 - The actions that will follow from specific recommendations? **Yes** **No**
 - Those who will be responsible for acting on those recommendations? **Yes** **No**
 - Those who will be responsible for providing resources? **Yes** **No**
 - Priorities for implementation and realistic timelines for initiating and monitoring actions? **Yes** **No**
2. Provide rationales for any recommendations that have not been pursued? **Yes** **No**

General Comments

The FAR has been adequately revised in response to prior review comments.

Final Assessment Report

Sexuality, Marriage, and Family Studies

(BA, Minor)

November 2019

Executive Summary

External reviewers found that the programs (BA, Minor) delivered by the Department of Sexuality, Marriage, and Family Studies at St. Jerome’s University (SJU), which is federated with the University of Waterloo, were in good standing.

“The Department of Sexuality, Marriage, and Family is the only of its kind in Canada. As reviewers we were truly impressed by the uniqueness of the program, and what we mean by this is that this program stands alone in relation to other similar programs.”

A total of 7 recommendations were provided by the reviewers. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2024-2025.

Student Complement (All Years)*

	General	Honours	Co-op	Minor	Diploma
Fall 2019	6	49	8	28	3
Fall 2018	11	41	7	29	1
Fall 2017	11	32	3	30	0

*based on Active Students Extract (Quest) accessed December 16, 2019

Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Sexuality, Marriage, and Family Studies programs (BA, Minor). A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on December 20, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the programs were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Dr. Jonathan Allan, Professor of Gender and Women's Studies, Brandon University, and Dr. Andrea O'Reilly, Professor of Gender, Sexuality and Women's Studies, York University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 18-19, 2019. An internal reviewer from the University of Waterloo, Dr. Barbara Moffatt, Professor of Biology, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; President and Vice Chancellor of SJU, Dean of the Faculty of Arts; Dean of SJU; Chair of SMF; as well as faculty members, staff and current students. The Review Team also had an opportunity to tour the SJU campus, and meet with representatives from the Library and Co-operative Education.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program characteristics

Sexuality, Marriage, and Family Studies (SMF) offers a BA, Minor and Diploma. The goal of SMF is to promote interdisciplinary scholarship and research in topics such as gender, sexualities, relationships, and families. In the course offerings, special attention is devoted to developing an ethical perspective and considering issues of social justice in order to develop autonomy and professional capacity for responsible citizenship. Instructors strive to create learning environments that respect academic freedom, encourage higher order learning and skills development, and promote inclusivity and anti-oppressive practices. Students are encouraged to think critically and self-reflectively about material and apply it to the social world.

Summary of strengths, challenges and weaknesses based on self-study

Strengths

- The Department is a small one, but is vibrant and close-knit, with students that match its faculty's enthusiasm, positivity, and dedication to social justice.
- The interdisciplinary nature of the faculty allows topics and issues to be addressed critically from a number of intersecting perspectives, and motivates students to think critically about the world around them.
- SMF plans are incredibly unique when compared with programs at other schools, as SMF is the only program in the country that combines studies of sexualities, relationships, and families.
- The SMF Department also prides itself on its ability to foster and support student research. The SMF Research Symposium is a unique opportunity for undergraduate students, in particular, to both attend/experience, and actively participate in an academic research conference.

Challenges

- In terms of faculty, the Department has experienced both gains and losses since the last review, and at the time of this self-assessment is still fraught with resource deficiencies. This has had an impact on SMF's ability to sustain and grow the program.
- The SMF Department has continued to broaden its reach and visibility on campus and in the community, and continued to offer special events/lectures/workshops to support students. That said, sustainability is a concern at this time. The faculty are understandably feeling depleted and tired, which will certainly have impacts on the quality and range of services or experiences the Department is able to offer moving forward.
- The Department has had difficulty retaining faculty whose primary discipline is in the Humanities. While interdisciplinarity does not require integration across the social sciences and humanities, having both areas represented in SMF faculty may be a worthy goal. Existing faculty are clearly social science researchers and instructors, many of whom are also interdisciplinary in their approach to social science more generally.

Summary of key findings from the external reviewers

The reviewers were impressed by the uniqueness of the program. While many Canadian Universities, as noted in the program review, have programs in Gender Studies, Women's Studies, Sexuality Studies, or some combination of those, this program focuses on sexuality, marriage (or relationships), and family. This is achieved by pulling from some of the methods and theories of Women's and Gender Studies, while drawing on a range of other methods and theories from other disciplines, for instance, family studies and psychology.

The reviewers voiced that they see huge potential for growth, particularly with a graduate program, and introducing additional content in the field of Motherhood Studies. However, this potential has not and cannot yet be realized due to severe shortage in faculty.

Program response to external reviewers' recommendations

Recommendations

1. We recommend that Sexuality, Marriage, and Family Studies undertake a review of its name, a concern that was brought up by nearly everyone. But we are not recommending a wholesale change, as most people mentioned a discomfort only with the use of "marriage," but not "sexuality" or "family." As such, our recommendation would be to pluralize sexuality and family, and find an additional word to better reflect the vastness of the relationships studied and considered in the courses.

Response

SMF fully supports this recommendation. In fact, the program has been engaged in informal (and formal) discussions about a name change since the previous review. They had engaged in a Visioning/Strategic Planning exercise where a name-change was discussed, however, progress on this stalled due to the faculty losses that followed a few months later.

The program is in favour of pluralizing both the “Sexuality” and “Family” parts of the name. In fact, these pluralized forms are often used in an effort to be inclusive and to better represent what they study in SMF. Similarly, the word “Marriage” is rarely used to describe SMF; it is often replaced with the word “Relationships”. Faculty members also discussed their fondness for, and familiarity with, the SMF acronym, which is also very much a part of the identity of alumni (i.e., SMFers). As such, SMF believes a name-change will be a significant alteration. It will also require the creation of a new logo and associated swag items. Therefore, a name-change will need to be well-planned so as to include a communication strategy with particular attention to the impact on former graduates who identify with “SMF” as part of their educational experience and identities. The development of a new logo and new swag items may require collaboration with an external organization to actualize a professional and appropriate logo; as such, the process may have financial implications.

2. We recommend that [...]’s position be formalized so as to ensure the long-term stability of the program. This formal role should be at the Lecturer level or at the Assistant Professor level, in the latter case, where professional and clinical experience is recognized as being similar to the PhD qualification.

Response

SMF is in full support of formalizing the position currently held by a Definite Term Appointment (DTA) (as of May, 2019). Prior to holding the DTA, this member was a regular Contract Academic Staff (sessional) in the Department (for approximately 15 years) who taught 4-5 core courses annually and held the Practicum Coordinator position for the last several years. During this time, the member contributed regularly to departmental service, often beyond the expectations of their contract. They are considered a full member of the SMF Department and this recommendation serves to formalize what is already in place.

With the number of losses that SMF has experienced over the years, the member has been a consistent, committed, and stabilizing force for SMF and its students. This is an integral position in the Department given the administrative weight associated with chairing SMF. As the reviewers note, the administrative weight on the current Department Chair is not sustainable. The program feels that formalizing this member’s position would enable greater delegation of departmental service, which would relieve some of the administrative and leadership responsibilities of the Department Chair. The program emphasizes that every

effort should be made to prevent the instability and disruption that the loss of this member would cause.

SMF understands that the formalization of this member's position needs to align with the SJU Academic Staff Association (ASA) Collective Agreement (CA), and they look forward to working with the SJU Vice President Academic and Dean (VPAD) and the SJU-ASA to realize this goal.

3. We recommend that at least two new hires – 100% SMF – be added to the faculty complement (one could presumably organize this as 4 at 50% SMF). Over the past years, we note that many faculty members have left SMF, some for administration, [...], others for different positions, [...], others have renegotiated their contracts after hire, [...], and another has been on extended medical leave. In total, we estimate these losses at at least 200%, which is how we have arrived at a figure of two full-time hires.
 - a. We are also recommending that these hires complement the existing faculty, rather than fill in perceived gaps in the program. While a targeted hire in the humanities would be nice, it may not be the best approach given the direction and vision of the program. We would recommend a more holistic approach that hires in a “theme,” for instance, “gender and aging,” or “gender, multiculturalism, and transnationalism.”

Response

SMF is in full support of the reviewers' recommendation to focus on stability in departmental resources (i.e., faculty) by adding the equivalent of two new hires to the SMF faculty complement. The Department welcomes the flexibility the reviewers suggest in terms of how this 200% is organized (e.g., across 2-4 faculty members). Replenishing lost faculty resources would enable a focus on stabilizing the Department while increasing diversity within the faculty complement (which is very homogeneous in terms of gender and age -Generation X). SMF welcomes attracting and retaining younger scholars, including those who identify as men, and people of colour (among other social locations that are different from those of existing members).

SMF also appreciates the reviewers' additional recommendation under 3(a) and agrees that targeted hires may not serve SMF well. Instead, SMF has a desire to attract people who are a good fit, complement the program (and its faculty), and can see themselves in the program. SMF needs to focus on attracting and retaining faculty. The program appreciates the reviewers' assessment of SMF as a strong and vibrant program, “...the only of its kind in Canada...we were truly impressed by the uniqueness of the program...that this program stands alone in relation to other similar programs.” While reviewers noted SMF's “huge potential for growth,” they also cautioned that, “the program is in a state of precarity, not because of a lack of students, but because of a lack of consistent resources and faculty

complement.” SMF is in full agreement with the reviewers’ assessment that stability must be their short-term goal. Current SMF members are depleted and drained, and expanding resources is one way to promote wellness among the existing faculty complement. Moreover, in order to sustain this one-of-a-kind program, continuity in resources is required.

SMF agrees that the first step should be to strengthen and stabilize the current departmental structure and roots by adding to the existing faculty complement (so that they may focus on what is already working and build on existing capacities within the Department). Once new faculty are hired and the foundation is more secure, the SMF Department can engage in a visioning process to establish future directions, specializations, graduate programs, and so forth. Working collaboratively and involving new faculty in this process will foster a sense of belonging and commitment.

4. We recommend that the University in conjunction with the Department undertake discussions about certification and certificate programs. We note in the review, for instance, that the department is short of one course to fulfill a certification requirement. This should be resolved and addressed. Students and post-degree students desire more formal certification recognition and this could contribute to the growth of the program.

Response

Since the self-study was completed, the program has added two new courses that fulfil the Certified Family Life Educator (CFLE) certification with the National Council on Family Relations (NCFR). These courses have received institutional approval and will be in the 2019-2020 Undergraduate Calendar. The program has yet to go through the process of review and accreditation by NCFR, but will do so in the near future.

The Department has several ideas for additional “certificates” that would be sought-after by SMF graduates, graduates from related programs, and community partners in the human services field. SMF welcomes the opportunity to work with the SJU administration to create and launch such certificate courses or programs. However, realization of these new opportunities will only be possible once a critical mass of SMF faculty has been established. As reviewers noted, the short-term goal must be to maintain SMF’s current responsibilities to existing students while they work to expand their resources, re-structure, and vision for the future.

5. We recommend that SMF and the University establish an “Ambassador’s Program.” We were thoroughly impressed by all of the students we met, and they are, in many ways, the best advocates for SMF because they are choosing to be there, they are excited about their work and studies. These students would go to High Schools or Recruitment events.

Response

SMF was delighted to hear how impressed the reviewers were with the students. They are truly a joy to work with and, as noted, are the strongest advocates for SMF both within the University and beyond. However, SMF struggles with making this recommendation (i.e., an “Ambassador’s Program”) something that is student-driven rather than faculty-driven.

In the past, students have attempted to form a formal SMF Student Society at the University of Waterloo, but were not able to see it through, in part due to the senior students driving the process graduating before it was completed. Since then, a few students have tried to take it up, but nothing formal resulted from their interest until this past year (2019-2020) – see below.

Recruitment initiatives are highly regulated at the University. While SMF students can volunteer to participate in campus Open Houses (e.g., March Break Open House) as they currently do, recruiting at the high-school level is organized and controlled by UWaterloo and SJU recruitment departments. Students’ enthusiasm and support for SMF could be channeled by including them in the future Visioning/Strategic Planning exercise. This would only be feasible once a critical mass of faculty resources is secured, as none of the current faculty members could spearhead this. Therefore, SMF sees this as a longer-term goal.

In Winter 2020, after the absence of a student-run society was discussed in the capstone course, one student took the initiative and established the SMF Student Society (as one of the University of Waterloo designated student societies). We have been working closely with the Society President on a number of initiatives and will continue this collaborative relationship moving forward.

6. We recommend that the University in conjunction with the Department begin to undertake discussions about a graduate program; however, this is, we stress, a long-term goal once the faculty complement has been established. In our discussions with students, a meeting at which we ran out of chairs and had 20 students, 100% of them in our straw poll desired a graduate program in SMF and if afforded the opportunity would stay at St Jerome’s for the graduate program. Moreover, we understand from discussions that a similar program at Guelph receives some 400 applications, and yet only 8 students are admitted. It seems to us that there is a potential here to develop a Master of Arts in the long term, before the next review, and even thinking in the long long-term, perhaps a PhD program could be established, especially given how many people are turned down by Guelph. We do not see this as St. Jerome’s University becoming a “second choice,” but rather as offering something unique that fills a gap and a need.

Response

SMF is very interested in pursuing one or more graduate programs in the future. This was also mentioned in the previous program review, but given the instability in departmental resources, has not come to fruition.

SMF feels that this should be a long-term goal once the faculty complement has been established. A clinical graduate program (such as the one students discussed with the reviewers) would be of interest to a specific sub-group of SMF students – those who are interested in clinical training and certification. The clinically-oriented students tend to apply to graduate programs in Social Work, Counselling, and Couple and Family Therapy. Other SMF graduates have pursued research-intensive graduate programs in areas such as sexuality/sexology, public health, family studies, and social justice. SMF would like to remain open to both research- and clinical-focused graduate programs in order to appeal to a diverse student body. Discussions of future directions in terms of graduate programs will be part of the Visioning exercise.

7. We would also recommend, with the development of a graduate program, that SMF may look outward and consider appointing “adjunct faculty,” who are able to contribute to the teaching of the program and undertake some ‘supervisory’ roles in thesis courses.

Response

Connected to Recommendation #3, SMF is eager to build partnerships across Departments (and Faculties) at the University of Waterloo and beyond. This will be explored when graduate programs become a real possibility. In the meantime, the flexibility captured in Recommendation #3 offers the opportunity to explore formal partnerships with other Departments – from the Faculty of Arts to other faculties, such as the School of Public Health and Health Systems – whose existing faculty may have teaching and research interests that fit with SMF. Such formal partnerships may require the creative reading and employment of the SJU Collective Agreement, but SMF is confident that the Administrators at both St. Jerome’s and the University of Waterloo can find ways to make such creative partnerships a reality.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) Follow-up	Timeline for addressing Recommendation
	Short Term Recommendations			
1.	<p>We recommend that Sexuality, Marriage, and Family Studies undertake a review of its name, a concern that was brought up by nearly everyone. But we are not recommending a wholesale change, as most people mentioned a discomfort only with the use of “marriage,” but not “sexuality” or “family.” As such, our recommendation would be to pluralize sexuality and family, and find an additional word to better reflect the vastness of the relationships studied and considered in the courses.</p>	<p>The Department fully supports this recommendation. In fact, the Department has been engaged in informal (and formal) discussions about a name change since the previous review.</p> <p>Once the department members who are currently on sabbatical and medical leave return*, SMF can resume concentrated discussions about how to move forward with a name-change.</p> <p>*One member has been on an extended leave and is not expected to return. One member returned from medical leave in Winter 2020; their pre-tenure sabbatical runs from January 2021 to June 2021.</p> <p>Another member who had been cross-appointed to SMF (40%) chose not to renew their cross-appointment when it expired in spring of 2020.</p>	<ul style="list-style-type: none"> • SMF Department Chair • Support from the SJU VPAD (Vice President Academic and Dean), including financial support for an external consultant, if needed. 	<p>Completion: Two to three years, once additional hires have been completed and a Visioning/Strategic Planning exercise has been undertaken.</p> <p>An update will be provided at the 2-year Progress Review.</p>

		Another member (DTA) is on a leave of absence (from September 2020 to present; expected return is fall 2022).		
2.	<p><i>(Note: The name has been removed from this recommendation. No other changes to the reviewers' wording have been made).</i></p> <p>We recommend that [...]’s position be formalized so as to ensure the long-term stability of the program. This formal role should be at the Lecturer level or at the Assistant Professor level, in the latter case, where professional and clinical experience is recognized as being similar to the PhD qualification.</p>	<p>The Department strongly supports this recommendation and looks forward to working with the VPAD to realize this goal.</p> <p>The formalization of this position needs to align with the SJU Academic Staff Association (ASA) Collective Agreement (CA).</p>	<ul style="list-style-type: none"> • SJU VPAD • SMF Department Chair • SJU President (final approval) 	<p>The process should begin immediately so that, if possible, it can be in place before the end of the DTA's contract.</p>
3.	<p><i>(Note: Names have been removed from this recommendation. No other changes to the reviewers' wording have been made).</i></p> <p>We recommend that at least two new hires – 100% SMF – be added to the faculty complement (one could presumably organize this as 4 at 50% SMF). Over the past years, we note that many faculty members have left SMF, some for administration, ... others for different positions, ... others have renegotiated their contracts after hire, ... and another has</p>	<p>This recommendation is understood to be in addition to the one above (#2), as they are presented separately in the report.</p> <p>The Department is in full support of the recommendation to focus on stability in departmental resources by adding the equivalent of two new hires to the SMF faculty complement. SMF welcomes the flexibility the reviewers suggest in terms of how this 200% is organized (e.g., across 2-4 faculty members).</p>	<ul style="list-style-type: none"> • SMF Department Chair • SJU VPAD • SJU President • SJU HR 	<p>Formal request for hires is to be submitted by the Department Chair to the VPAD and St. Jerome’s President.</p> <p><i>The ideal timeline is to have the equivalent of two fulltime positions filled by the end of two years. SMF is open to creative solutions to meeting this goal.</i></p>

	<p>been on extended medical leave. In total, we estimate these losses at at least 200%, which is how we have arrived at a figure of two full-time hires.</p> <p>a. We are also recommending that these hires <i>complement</i> the existing faculty, rather than fill in perceived gaps in the program. While a targeted hire in the humanities would be nice, it may not be the best approach given the direction and vision of the program. We would recommend a more holistic approach that hires in a “theme,” for instance, “gender and aging,” or “gender, multiculturalism, and transnationalism.”</p>	<p>The Department agrees that targeted hires may not serve SMF well at this time. Instead, SMF will focus on attracting and retaining faculty who are a good fit, complement the SMF program (and its faculty), and can see themselves in the program.</p> <p>In the short-term, SMF looks forward to working with the SJU administration (VPAD and President) to increase the faculty complement.</p>		
4.	<p>We recommend that the University in conjunction with the Department undertake discussions about certification and certificate programs. We note in the review, for instance, that the department is short of one course to fulfill a certification requirement. This should be resolved and addressed. Students and post-degree students desire more formal certification recognition and this could contribute to the growth of the program.</p>	<p>The courses required for accreditation with the <i>National Council on Family Relations (NCFR)</i> for the Certified Family Life Educator (CFLE) certification have been approved institutionally (SJU and UWaterloo). SMF plans to initiate the review and accreditation process with that organization by the 2-year progress review.</p>	<ul style="list-style-type: none"> • SMF Department Chair (in consultation with Department members) • SMF Administrative Staff (for support) • SJU VPAD (approval, financial) 	<p>Over the next 2-3 years, contingent upon increase in faculty complement.</p>

		<p>The Department also has several ideas for additional “certificates” that they believe would be of interest to SMF graduates, graduates from related programs, and community partners in the human services field. SMF will submit a proposal to the SJU administration for certificate courses/continuing education.</p>		
5.	<p>We recommend that SMF and the University establish an “Ambassador’s Program.” We were thoroughly impressed by all of the students we met, and they are, in many ways, the best advocates for SMF because they are choosing to be there, they are excited about their work and studies. These students would go to High Schools or Recruitment events.</p>	<p>The Department agrees that the SMF students are an exceptional group and, as noted, the strongest advocates for SMF both within the University and beyond. What is difficult is how to make this recommendation (i.e., an “Ambassador’s Program”) something that is student-driven rather than faculty-driven.</p> <p>Because recruitment initiatives are highly regulated at the University of Waterloo and reside within specific offices of the University, SMF students are limited to volunteering to participate in campus Open Houses (e.g., March Break Open House).</p> <p>In the winter of 2020, students initiated the formation of a formal SMF Student</p>	<ul style="list-style-type: none"> • An SMF Department member could take the lead on coordinating with the Director of Student Affairs (SJU) and the SJU Admissions and Recruitment Specialist • Involve senior SMF students 	<p>Short-term: Continue to reach out to SMF students to volunteer at recruitment events.</p> <p>Long-term: Consider a more formal “Ambassador’s Program” as part of Visioning exercise once faculty complement has been increased.</p>

		<p>Society (through UWaterloo). We will continue to work closely with the Student Society regarding involvement in recruitment initiatives, departmental events, and some form of “Ambassador Program”. SMF will also continue to explore other ways to channel students’ enthusiasm and support for SMF as part of the future Visioning/Strategic Planning exercise.</p>		
	Long Term Recommendations			
6.	<p>We recommend that the University in conjunction with the Department begin to undertake discussions about a graduate program; however, this is, we stress, a <i>long term</i> goal once the faculty complement has been established. In our discussions with students, a meeting at which we ran out of chairs and had 20 students, 100% of them in our straw poll desired a graduate program in SMF and if afforded the opportunity would stay at St Jerome’s for the graduate program. Moreover, we understand from discussions that a similar program at Guelph receives some 400 applications, and yet only 8 students are admitted. It seems to us that there is a</p>	<p>The SMF Department is very interested in pursuing one or more graduate programs in the future and agrees that this should be a long-term goal once the faculty complement has been established.</p> <p>Discussions of future directions in terms of graduate programs can be part of the Visioning/Strategic Planning exercise.</p>	<ul style="list-style-type: none"> • SMF Department members (led by Department Chair) • SJU Administration (VPAD, President) • University of Waterloo Graduate Studies 	<p>Planning may begin in three to five years, once departmental stability is achieved.</p>

	<p>potential here to develop a Master of Arts in the long term, before the next review, and even thinking in the long long-term, perhaps a PhD program could be established, especially given how many people are turned down by Guelph. We do not see this as St. Jerome’s University becoming a “second choice,” but rather as offering something unique that fills a gap and a need.</p>			
7.	<p>We would also recommend, with the development of a graduate program, that SMF may look outward and consider appointing “adjunct faculty,” who are able to contribute to the teaching of the program and undertake some ‘supervisory’ roles in thesis courses.</p>	<p>Connected to the Short-term Recommendation #3, the Department is eager to build and/or deepen partnerships across Departments (and Faculties) at the University of Waterloo and beyond. This is an important area to explore when graduate programs in SMF are a real possibility.</p> <p>SMF looks forward to working with the VPAD to explore such possibilities in the future.</p>	<ul style="list-style-type: none"> • SMF Chair • SJU Administration (VPAD and President) • University of Waterloo Faculty Deans • University of Waterloo Graduate Studies 	<p>Planning for adjunct or cross-appointments may begin within the next year or two; planning for graduate programs may begin in three to five years, once departmental stability is achieved.</p>

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

Date of next program review

2024-2025

Date

Signatures of Approval



January 4, 2021

Chair/Director

Date



January 18, 2021

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

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

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date

Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

Final Assessment Report: Sexuality, Marriage, and Family Studies

Name of Reviewer: Chris Vigna

Date: 2/10/2021

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
 - The actions that will follow from specific recommendations? **Yes** **No**
 - Those who will be responsible for acting on those recommendations? **Yes** **No**
 - Those who will be responsible for providing resources? **Yes** **No**
 - Priorities for implementation and realistic timelines for initiating and monitoring actions? **Yes** **No**
2. Provide rationales for any recommendations that have not been pursued? **Yes** **No**

General Comments

The Final Assessment Report for Sexuality, Marriage, and Family Studies (BA, Minor) was clear and concise. The Department proposed clear and attainable actions to address the reviewer's recommendations. The individuals responsible for those action items were clearly identified, and the corresponding timeline for completing the action items were reasonable.

Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

Final Assessment Report: Sexuality, Marriage, and Family Studies

Name of Reviewer: Megan Town

Date: 2/17/2021

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
 - The actions that will follow from specific recommendations? **Yes** **No**
 - Those who will be responsible for acting on those recommendations? **Yes** **No**
 - Those who will be responsible for providing resources? **Yes** **No**
 - Priorities for implementation and realistic timelines for initiating and monitoring actions? **Yes** **No**
2. Provide rationales for any recommendations that have not been pursued? **Yes** **No**

General Comments

As noted by external reviewers in the report, SMF is a strong department and program. The most pressing challenge identified appears to be lack of faculty which the department is enthusiastically seeking to remedy. From an undergraduate perspective, the creation and success of the SMF Student Society is an excellent initiative. I encourage the department to continue supporting their Student Society and partnering with students in the future.