

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 15 November 2022
TIME: 12:30 p.m. – 2:30 p.m.
PLACE: NH 3318

Open Session

Item	Action
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*	Information
2. Approval of the 4 October 2022 Minutes* and Business Arising.....	UGC
3. Academic Program Reviews	
a. Religious Studies and Jewish Studies*	UGC
b. Sexuality, Marriage, and Family Studies*	UGC
4. Curricular Items for Approval & Information	
a. Arts*	SEN-C
b. Renison*	UGC
c. Science*	SEN-R, rest UGC
5. Digital Learning Framework*	Information
6. Consultation for Major Modifications	Information
7. Other Business	
8. Next Meeting: Tuesday 13 December 2022, 12:30 to 2:30 p.m. in NH 3318	

*material attached/to be distributed**

“SEN-C” to be recommended to Senate for approval (consent agenda)

“SEN-R” to be recommended to Senate for approval (regular agenda)

“UGC” to be approved on behalf of Senate & sent to Senate for information

8 November 2022

Tim Weber-Kraljevski
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 4 October 2022 Meeting
[in agenda order]

Present: Veronica Austen, Monica Barra, Benoit Charbonneau, Victoria Chu, Martin Cooke, Daniel Davison, Vivian Dayeh, David DeVidi (Chair), Leeann Ferries, Fatma Gzara, Carol Ann MacGregor, Kristiina Montero, Naman Sood, Catherine Newell Kelly, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Tyler West, Richard Wikkerink, Stephanie Ye-Mowe.

Resources/Guests: Aldo Caputo, Angela Christelis, Blair Clarence, Natalie Clifford, Jennifer Coghlin, Donna Ellis, Danielle Jeanneault, Jennifer Liu, Carrie Molson.

Organization of Meeting: David DeVidi took the chair, and Tim Weber-Kraljevski 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 13 SEPTEMBER 2022 MINUTES AND BUSINESS ARISING

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

3. Academic Program Reviews

FAR -Anthropology: Jennifer Liu provided an overview of the strength, challenges and weaknesses identified in the review, as well as the actions taken in response to the review's recommendations. Discussion included: the newly created department curriculum committee and sharing staff between departments.

PR Anthropology: The committee heard that Quality Assurance is working through a backlog of Academic Program Reviews which is why the Two-Year Progress Report is coming for approval with the Final Assessment Report. Jennifer Liu left the meeting.

There was a motion to approve the Final Assessment Report for Anthropology on behalf of Senate. Cooke, Charbonneau. Carried. There was a motion to approve the two-year progress report for Anthropology on behalf of Senate. Cooke, Wandel. Carried.

4. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Environment. Wandel presented new courses ERS 200, GEOG 414, and GEOG 457. Clarification was provided on how ERS 200 aligns with the Indigenous Entrepreneurship (INDENT) diploma and minor program at United (St. Paul's) College. There was a motion to approve the new courses on behalf of Senate. Wandel and Austen. Carried. Wandel provided an overview of the course changes for ENVS 395, ENVS 444, ERS 100, ERS 101, ERS 215, ERS 265, ERS 335, ERS 340, ERS 341, ERS 342, ERS 346, ERS 382, ERS 403A, ERS 403B, ERS 443, ERS 446, GEOG 357, GEOG 452, INTEG 240, INTEG 410, PLAN 340, INDEV 200. There was a motion to approve the course changes on behalf of Senate. Wandel, Cooke. Carried. Wandel presented the course inactivations of WKRPT 200E, WKRPT 300E, WKRPT 400E, GEOG 340, GEOG 410, and GEOG 454. There was a motion to approve the course inactivations on behalf of Senate. Wandel, Montero. Carried. Wandel provided an overview of minor academic plan revisions for Climate and Environmental Change, Knowledge Integration Honours, Knowledge Integration Honours and Joint Honours, Knowledge Integration Collaborative Design Specialization, and Knowledge Integration Science, Technology, and Society Specialization. There was a motion to approve the minor academic plan changes on behalf of Senate. Wandel, Ye-Moew. Carried. Wandel presented the minor academic regulation revisions for the Undergraduate Communications Requirement. Clarification was provided on accepting external transfer credits. There was a motion to recommend that Senate

approve the proposed regulations changes. Wandel, Barra. Carried with two abstentions.

Engineering. Davison provided an overview of the following: new course GENE 21R, GENE 23R, BME 530, BME 540, and ME540; course changes for AE 392, BME 252, BME 587, BME 588, BME 589, CIVE 306, ECE 405, ECE 457C, MTE 544, MTE 545, MTE 546, NE 109, NE 110, NE 131, NE 140, NE 333, and SYDE 263; and course inactivations of AE 392, ECE 100A, ECE 100B, ECE 200A, ECE 200B, ECE 300A, ECE 300B, ECE 400A, ECE 400B, NE 101, NE 102B, NE 201A, NE 202B, NE 301A, and NE 302. Davison requested revisions to the material submitted by Engineering to not include the removal of antireq AMATH 373 in the course changes to ECE 405, and to not include section 2.5 as it does not result in any changes to Engineering courses. Discussion was had on the use of 500 level courses. There was a motion to approve the new courses, course changes, and course inactivations on behalf of Senate. Davison, Charbonneau. Carried. Davison presented academic regulation changes for Academic Decisions and Academic Promotion Rules. There was a motion to recommend that Senate approve the proposed regulations changes. Davison, MacGregor. Carried. Davison presented major academic plan changes for Biomedical Engineering and Civil Engineering, and minor academic plan changes for Architectural Engineering, School of Architecture, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, Geological Engineering, Management Engineering, Mechanical Engineering, Mechatronics Engineering, Nanotechnology Engineering, Systems Design Engineering, Artificial Intelligence Option, Biomechanics Option, and Management Sciences Option as part of the update to Complementary Studies Electives List. There was discussion on how the changes updating the Complementary Studies Electives List would affect current students and if these courses could be taken in a blended model instead of in person. Following discussion, Davison requested a revision to the material submitted by Engineering to change ARTS 490 (Global Engagement Seminar) to ARTS 450 in the Complementary Studies Lists (List C). There was a motion to recommend that Senate approve the major academic changes and to approve the minor academic changes on behalf of Senate. Davison presented for information a change of study/work sequence for Electrical Engineering and temporary Calendar deviations due to the pandemic.

Mathematics Charbonneau presented the following: new courses ACTSC 362, AMATH 333 and AMATH 499; course changes for CO 331, CS 105, CS 106, CS 115, CS 116, CS 231, CS 234, MATH 207, CO 471, CS 240E, CS 383, CS 251, MATH 127, MATH 128, CS 349, MATH 213, ACTSC 363, ACTSC 431, and ACTSC 432; and course inactivations of WKRPT 200M, WKRPT 300M, WKRPT 400M, and ACTSC 463. There was a discussion on what also offered online promises a student. There was a motion to approve the new courses, course changes, and course inactivations on behalf of Senate. Charbonneau, Sood. Carried. Charbonneau also presented minor academic plan changes for the Undergraduate Communication Requirement, upgrading General Degree to Honours Degree, the Repeat Rule, Artificial Intelligence Specialization, Math/CPA and Data Analytics Specialization, and the Co-op Work Term Report requirements. There was a motion to approve the minor academic plan changes on behalf of Senate. Charbonneau, Sood. Carried.

Computer and Financial Management Cooke presented a course change for CFM 101 and minor academic plan change for Computing and Financial Management. There was a motion to approve the minor academic plan changes on behalf of Senate. Cooke, Charbonneau. Carried.

Software Engineering. Davison presented minor academic plan changes for Software Engineering. There was a motion to approve the minor academic plan changes on behalf of Senate. Davison, Charbonneau. Carried.

Sustainability and Financial Management Cooke presented new courses SFM 328 and SFM 329, a major academic changes for the Bachelor of Sustainability and Financial Management. Discussion included replacing ERS 200 with ERS 275 and the required Arts Undergraduate Affairs Group (UGAG) approval, and including indigenous language into the program. There was a motion to approve the new courses on behalf of Senate and to recommend that Senate approve the major academic changes. Cooke, Wandle. Carried.

Co-operative Education: Natalie Clifford presented a course change of PD20. There was discussion about having Engineering in the course name. There was a motion to approve the course change on behalf of Senate. Wikkerink, West. Carried. Natalie Clifford provided an overview of the proposal to remove the double counting clause from the Certificate in Experiential Education (EDGE) calendar text. There was a motion to approve the change to the calendar text on behalf of Senate. Wikkerink, Newell Kelly. Following discussion there were concerns with the proposal and the motion was withdrawn to be brought back to a future meetings once the concerns are resolved.

5. REGISTRAR'S OFFICE

Academic Regulations. Coghlin presented academic calendar changes, highlighting the make-up dates and the exceptions on Rules 8 and 9. Discussion was had on preferences for the length of time between Spring and Fall term. There was a motion to recommend that Senate approve the academic calendar changes. Newell Kelly, Ye-Mowe. Carried.

6. Digital Learning Framework

DeVidi spoke to the importance of the framework and the accelerated timeline. Caputo provided an overview of the material provided starting with the set of principles and definitions, then the review and approval process. Motion to approved the Digital Learning Framework in spirit with Council encouraged to provide feedback to Caputo to make small tweaks/revisions to the review and approval process section as needed. DeVidi, Cooke. Carried. It was noted that the revised version will be submitted to SUC for information, unless requested changes substantially alter the intent, then it will be presented for approval. The revised version will go to GSRC at their November meeting and we will send it to November Senate for approval as a late joint report with the GSRC. Discussion included: Synchronous online offerings, balancing CEL's approval process with the ability of faculty members to make updates to courses, the rigidity of the framework and the need for a bit more flexibility, the need for further discussion of the definitional statement, clarification on the definition of exams, and the need to define blended learning to ensure blended learning does not become a back door for online learning.

7. Class Delivery Modes and Components

This item was deferred to a future meeting.

8. OTHER BUSINESS.

There was no other business.

9. NEXT MEETING

The next meeting is Tuesday 15 November 2022, 12:30 to 2:30 p.m. in NH 3318

11 November 2022

Tim Weber-Kraljevski
Associate University Secretary

Two-Year Progress Report

Religious Studies (BA, Minor, PhD) and Jewish Studies (Minor)

April 2022

Background

In 2018, in accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), the Religious Studies Department was asked to review its programs:

- Religious Studies (BA) including,
 - Religious Studies (Major)
 - Religious Studies (Minor)
 - Jewish Studies (Minor)
- Religious Studies (PhD) – joint with Wilfrid Laurier University

The self-study (Volumes I, II, III) for this cyclical review of the Religious Studies and Jewish Studies programs was submitted in October 2018. In December 2018, a review team, consisting of one Waterloo faculty member and two external reviewers, visited both the University of Waterloo and Wilfrid Laurier University (with respect to the joint doctoral program only). In January 2019, the reviewers submitted their report that the above programs were “in overall good standing and have excellent faculty.” In April 2019, the Department responded to the External Reviewers’ report including submitting an Implementation Plan that addressed the reviewers’ recommendations and added others outlined in its April response. This two-year report follows the structure of that Implementation Plan (attached).

In January 2020, the department received its Final Assessment Report, which was approved by Senate Undergraduate Council in June of that year. This current Two-Year Progress Report documents the departments attempt to address the recommendations of the reviewers and the goals its members set. At every step of the review process from early 2018 to June 2020, administrators at the five agencies that support the department (Waterloo’s Faculty of Arts, Conrad Grebel University College, St. Jerome’s University, St. Paul’s University College, and Renison University College) were consulted—as were our partners at Wilfrid Laurier University (with respect to the joint doctoral program only).

Enrollment over the past two years

	Honours	4YR General	3YR General	Minor – Religious Studies	Minor – Jewish Studies	PhD
2021-2022	2	1	2	12	1	6
2020-2021	4	1	4	11	1	10

Based on Active Students Extract retrieved from Quest, January 31, 2022.

Progress on Implementation Plan

Naturally, the implementation of responses to the various recommendations of the external reviewers has been impacted by the Covid-19 emergency and closure of campus. While there have been no significant alterations to the *substance* of the original implementation plan, *timelines* obviously have been affected. Despite these challenges, the department has moved forward where it could. In fact, most of the substantive issues have been addressed. However, long-term issues (items 8-10 below) that require extended negotiations with the heads of the five agencies remain to be addressed. It should be noted that these items were not raised by the external reviewers but by the department itself in its self-study and response to the reviewers. The concerns of the reviewers have all been addressed in whole or in part.

Recommendations

1. Increase the visibility of the Department, its programs, and its courses on the UW campus in order to address decline in number of Majors and course enrolments.

Status: In progress

Details: In 2019-2020, the Department undertook a series of very successful student-oriented meet-and-greet events to promote its program. Promoted on course Learn sites and in classrooms, these well-attended events were held on main campus and at the Affiliated and Federated Institutions at Waterloo (AFIW). Regrettably, the Covid-19 emergency put an end to these events, but we intend to resume them as soon as possible. Moreover, the departmental web site has been updated, and we have renewed the presence of the department on social media sites (Twitter, Instagram, and Facebook). The Undergraduate Affairs Committee is currently examining ways to promote the visibility of the program and department. Necessarily work on this recommendation will never be “completed.”

2. Review the program requirements and curriculum in order to make the program more coherent and feasible for students and to attract more majors and course enrolments.

Status: Completed

Details: The department undertook an extensive overhaul of its plan and course offerings. The Undergraduate Affairs Groups (UGAG) approved of the simplification of the department's plan in fall 2019. Between January and June 2020, the department either inactivated (deleted) or modified the titles and course descriptions of 31 courses spread over the five agencies that sponsor the department. A number of new courses were also developed and approved. In this process, the department sought to make the program more relevant to today's student cohort (the majority of whom have had little to no experience of religion). It eliminated courses that once were popular but no longer attract student interest.

The external review noted that structuring and offering the program was difficult in light of the fact that each agency made its own decisions about course creation, offerings, and deletions. Therefore, the department charged its Undergraduate Affairs Committee to develop a policy on course development, scheduling, and inactivation. The committee developed a four-page policy document that was approved at a departmental meeting in March 2020. The new policy softens this concept of "ownership" of courses by agencies, allows for more collaboration, and gives the department (rather than each agency) more control over the curriculum. The goal is to empower the department to attract majors and to fashion the program and courses in a way that makes it easier for students to meet requirements.

3. Renewal of the doctoral program to expand its purview to allow broader participation, partner with other units at Waterloo, and implement an Indigenization plan.

Status: Ongoing

Details: Working through the Joint Committee on the Laurier-Waterloo Doctoral Program in Religious Diversity in North America, the department effected important changes to the doctoral program that included:

- Expanding the range of formats of the General and Field Comprehensive Exams to allow supervisory committees to tailor them to student needs;
- Introducing a "manuscript option" for the doctoral dissertation (based largely on the Geography Department's [model](#));
- Introducing more detailed requirements and instructions for the doctoral dissertation proposal process;
- Introducing more detailed requirements and instructions for the public presentation milestone.

Discussions to partner with other units at Waterloo and to introduce Indigenization into the program were interrupted by the departure of the Program Director at Laurier (the position rotates between the two institutions on a three-year basis) and the Covid-19 crisis. The director's position has returned to Waterloo as of 1 July 2021, and Doug Cowan now serves as the Director of the Joint Program and RS Graduate Officer. He is committed to addressing the remaining recommendations.

4. Address doctoral student request for a Methods course to be offered in the Winter semester.

Status: Complete.

Details: In response to our request, Laurier, which offers the required RS/RE 710 course, has committed to refashioning this course as a course in research methods.

5. Foster communication, community, and collegiality among the doctoral students, between the two institutions, and between the faculty and doctoral students.

Status: Complete and ongoing.

Details: Up until March 2020, the department organized a series of in-person social events for doctoral students, which were well attended and very successful. These have since been suspended in light of the Covid-19 emergency. However, during her term from 1 July 2020 to 30 June 2021, the Acting Director at Laurier, Dr. Carol Duncan, responded to the isolation the Covid-19 crisis by introducing regular bi-weekly online “check-in” sessions. Moreover, she organized a series of colloquia featuring scholars from within the program and from outside universities. Finally, she organized workshops for our doctoral students on such topics as “research methods,” “the process of writing,” and “writing a plan of study” for a grant application (e.g., SSHRC, OGS, etc.). Doug Cowan, the current director, has committed to maintaining these avenues of communication, community, and collegiality.

6. Increase the decision-making power of the Chair.

Status: Ongoing.

Details: Given that it is sponsored by five separate agencies (the Faculty of Arts and four AFIW), the Department of Religious Studies operates more as a centre than a regular Arts department. (It is the only unit at Waterloo in which the majority of professors are located at the AFIW, which do their own hiring and schedule their own courses.) The external reviewers felt that the Chair—working collaboratively and collegially with department members—needed more power to define the program and the curriculum. This need was particularly acute in light of falling numbers of majors and course enrolments. This issue was largely addressed by the adoption of a new policy on course creation, scheduling, and deletion (see point 2 above).

However, to address this issue fully would require the cooperation and approval of the heads of the five agencies. Consequently, the Chair arranged a meeting of the head and deans of the agencies in February 2020. The meeting was very productive, and the heads agreed to review this issue and others (see below). Regrettably, the University began its Covid-19 response in early March 2020, and the department chair, deans, and

heads of the agencies turned their attention to more immediate concerns. Consequently, there has been no further progress on this issue. Meanwhile, several agencies are experiencing changes in leadership (three new deans, two new heads), which will slow further progress on this issue for the next year. We have initiated a process to address this issue in the Winter 2022 semester.

7. Increase the hours of the Administrative Manager to full-time.

Status: Incomplete.

Details: The Chair approached the Heads of the five agencies to enquire about the possibility of increasing the Administrative Manager's position to full-time (35 hours) as per the external reviewers' recommendation. This issue was to be one element of the review agreed to at the meeting of heads and deans in February 2020. However, in light of the financial restraints introduced by the Covid-19 crisis (including the 15 percent hold-back of budgets introduced by Waterloo), there was no appetite to increase spending in this area. The Chair has initiated a process to address this issue in the Winter 2022 semester.

8. Address the issue of RS faculty course releases due to secondments, administrative duties, and teaching in other units.

Status: Ongoing.

Details: While the department officially has 13 members, because of secondments, course releases for administrative duties, and teaching in other units, it has the equivalent of six fully active faculty members, making scheduling courses and filling administrative roles in the department difficult. This issue was to be one element of the review agreed to at the meeting of heads and deans in February 2020. However, in the meantime, the terms of three AFIW administrators who are Religious Studies members have expired, which means they will be returning to their teaching duties. This will greatly alleviate this problem by July 2022.

9. Plan for future retirements, which could represent half of the current faculty complement within the next seven years.

Status: Incomplete.

Details: Given that each agency controls its own hiring, this medium-term concern was to be one element of the review agreed to at the meeting of heads and deans in February 2020. We have initiated a process to address this issue in the Winter 2022 semester.

10. Address equity issues in the Department.

Status: Incomplete.

Details: This is a long-term issue (connected to #9 above) that was to be one element of the review agreed to at the meeting of heads and deans in February 2020. The issue will be addressed again when the university resumes its normal operations in the Fall.

Updated Implementation Plan update table below to reflect timelines etc.

	Recommendations	Proposed Follow-up	Responsibility for Leading and Resourcing (if applicable) Follow-up	Timeline for addressing Recommendation
1.	Increase the visibility of the Department, its programs, and its courses on the UW campus in order to address decline in number of Majors and course enrolments.	Continue revision of the RS department website to consistently target the typical undergraduate student (19-25 years old, etc.).	Chair	December 31, 2022
	Visibility (con.)	Develop and institute a public communications procedure that regularly promotes the department, focusing especially on maximizing the effectiveness of online tools (social media, UW Learn, etc.) and adding a public presentation event of undergraduate research in RS.	Associate Chair, Undergraduate Affairs	August 31, 2022
2.	Review the program requirements and curriculum, and visibility	Largely completed. We will continue to introduce new courses as AFIW administrators return to teaching, we will introduce new courses that reinforce the curriculum attract more students. Emphasis will be put on Indigenization.	Associate Chair, Undergraduate Affairs	July 1, 2022



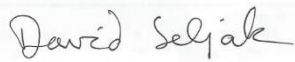
	Review the program requirements and curriculum (con.)	The Department will request a meeting of the Heads (or their delegates) of the five agencies to come to an agreement around Teaching Equity levels in Religious Studies, asking for clarification and commitments re: teaching levels in relation to administrative/teaching responsibilities within the agencies, etc.	Chair	January 31, 2022
3.	Renewal of the doctoral program to expand its purview to allow broader participation, partner with other units at Waterloo, and implement an Indigenization plan.	The department will begin exploratory discussions with potential Waterloo partners regarding the possibility of expanding the scope of the doctoral program and partnering with other units at Waterloo.	Associate Chair, Graduate Studies	January 31, 2022
	Doctoral program (con.)	The department will hold a joint retreat with its Laurier counterpart to review the doctoral program and to consider an expanded vision moving forward.	Associate Chair, Graduate Studies	July 1, 2022
4.	Address doctoral student request for a Methods course to be offered in the Winter semester	Completed	N/A	N/A
5.	Foster communication, community, and collegiality among the doctoral students, between the two institutions, and between the faculty and doctoral students.	Ongoing. The Department will further coordinate with its Laurier counterpart to address this issue.	Associate Chair, Graduate Studies	December 31, 2021

6.	Increase the decision-making power of the Chair.	The Department will request a meeting of the Heads (or their delegates) of the five agencies to discuss, clarify, and agree upon the role and powers of the Chair.	Chair	January 31, 2023
7.	Increase the hours of the Administrative Manager to full-time.	The Chair will approach the Heads of the five agencies to enquire about the possibility of increasing the Administrative Manager's position to full-time (35 hours).	Chair	January 31, 2022
8.	Address the issue of RS faculty course releases due to secondments, administrative duties, and teaching in other units.	The Department will meet with the Heads of the five agencies to confirm their commitment to Religious Studies, including both teaching essential courses and participating in service essential to the well-being of the department.	Chair	January 31, 2022
9.	Plan for future retirements, which could represent half of the current faculty complement within the next seven years.	The Department will undertake a study of the impact of impending retirements on the undergraduate and doctoral programs, asking each agency for a commitment to replace retiring professors.	Chair	January 31, 2022
10.	Address equity issues in the Department.	The Department will meet with the Heads of the five agencies to negotiate a renewed commitment to equity in hiring in Religious Studies.	Chair	January 31, 2022

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

Date of next program review: _____ **2024-2025.** _____
Date

Signatures of Approval:



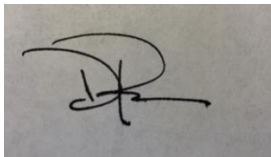
April 1, 2022

David Seljak, Chair

Date

AFIW Administrative Dean/Head (For AFIW programs only)

Date



5/vi/2022

Douglas Peers, Acting of Dean, Faculty of Arts

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.

AVPGSPA signed on behalf of AVPA

March 31, 2022

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

Date



March 31, 2022

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date

(For graduate and augmented programs)

Two-Year Progress Report

Sexuality, Marriage, and Family Studies (BA)

March 2022

Background

The SMF program review was conducted in March 2019. The next cyclical review for this program is scheduled for 2024-2025.

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.

External reviewers found that the programs (BA, Minor, and Diploma) delivered by the Department of SMF at St. Jerome's University (SJU), which is federated with the University of Waterloo, were in good standing. The SMF program is also quite a distinct program at SJU, where it is one of the few programs without a counterpart on the main University of Waterloo campus (i.e., an unshared program).

The Reviewers noted, *"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."* They commented that they see "huge potential for growth" as a distinct scholarly field and that more than ever, a program like SMF is needed. One area of potential growth is a graduate program. Overall, it was identified that the long history of a severe faculty shortage has hampered efforts to grow the SMF program. It was acknowledged that, "This program has only survived due to the unparalleled commitment of its skeleton teaching staff—truth be told, many others would have left (and perhaps this explains why so many have left). We are quite worried that if one member should for any reason be unable to teach that the program would, in essence, collapse, which would be a huge loss most immediately to students currently enrolled in the program, but also the very rich potential for future development within the program."

The following strengths of the program were noted:

- 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.

The following challenges of the program were identified:

- 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.

Enrollment over the past two years

	Honours	General (4 yr)	General (3 yr)	Minors	Diploma	Co-op	Graduate Students
2021-2022 (CURRENT YR)	32	3	1	30	1	18	N/A
2020-2021 (LAST YR)	29	5	1	22	2	6	N/A

March 2022

A total of seven recommendations were provided by the reviewers.

Progress on Implementation Plan

Short Term 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.**

Status: In progress

Details: At our department meeting on September 17, 2021 it was resolved that we will be conducting a facilitated fall retreat in 2022 with relevant stakeholders (i.e., faculty, staff, and students). The retreat will be led by Jane Allison (<https://www.dovetailcommunity.com/about-jane>) and will also include participation from senior leadership at St. Jerome’s University. The retreat will culminate in a recommendation to be approved by the department, the SJU Senate Council, and relevant committees at the University of Waterloo (UGAG etc.). As part of this process, we have slated to have an informal “launch” of our new name in 2023 to coincide with our 10th year spring Research Symposium with formal UGAG changes to be implemented in 2024.

2. **We recommend that a long-serving contractual lecturer¹ 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.**

Status: Incomplete

Details: Some limited progress was made in “formalizing” this position. In May 2019 this individual was appointed into a two-year Definite Term Appointment at the rank of Lecturer, which marked a departure from the previous approach of a series of term-limited Contract Academic Staff appointments for individual courses taught, plus a stipend for overseeing the SMF Practicum program. This appointment was paused before its completion when the lecturer took a leave of absence beginning September 2020 and is scheduled to end April 30, 2022, with the member returning May 1, 2022 on a proposed full-time two-year Definite Term Appointment. Efforts to formalize this into

¹ The name of the lecturer has been redacted for privacy reasons.
March 2022

a permanent full-time position is expected, but the additional two years will allow the member to complete some additional education and for the potential creation of a new type of teaching position category that can only be done when the full-time Collective Agreement is negotiated. The current full-time Collective Agreement expires April 30, 2023.

- 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.**

Status: In Progress

Details: We are pleased to report that administrative approval to recommence the search for a new SMF hire was made December 2021 for a tenure track Assistant Professor for July 2022. This “reconvened” search follows a rather unfortunate series of events that resulted in our first hiring attempt being cut short in March 2020 due to the pandemic. Previously, a faculty hire was approved by the VPAD and President in fall 2019. A search committee was convened, the position advertised, and a fulsome process was conducted to the point of short listing two candidates. Their interview days were planned for the week of March 16, 2020. The Friday before their scheduled interviews the university was closed due to COVID and Administration elected to put the hiring process on hold. There were many overtures seeking to have the process reopened, but ongoing concerns about the impact of COVID on the budget were given as the primary reason for ongoing resistance to get this hiring process back on track, until this past fall 2021 when it was resumed. That said, the recommendation was that SMF needs two new hires. While completing this first is very welcomed, we are aware that we still need a second hire as we continue to experience ongoing leaves of absence amongst faculty (e.g., medical, parental, sabbatical etc.). At this juncture, we are eager to welcome a new SMF colleague, with great hope that the second hire will not be too far behind (1 year, or at most 2 years from now), while recognizing that this requires administrative approval while the institution is still grappling with the financial implications that the pandemic has wrought.

- 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.

Status: In progress

The department has been working on developing two kinds of opportunities for accreditation/certification and expanding our teaching to offer certificates in various programming areas.

- I. ***Certified Family Life Educator (CFLE)***: accreditation with the National Council on Family Relations (NCFR). NCFR will grant provisional status as a Certified Family Life Educator (CFLE) to students who complete courses in 10 content areas. Until 2019 we lacked courses in the areas of family law/family policy in order to pursue accreditation. In 2019, we added two new courses that fill the content gap needed for departmental accreditation (SMF 250: Family Policy and the Law and SMF 350: Love and the Law). Next up is to apply for NCFR accreditation of SMF courses in 10 content areas. As a step in that process, we must have at least one faculty member who is a member of NCFR and has their own full status as a Certified Family Life Educator. Dr. Denise Whitehead completed the review process and exam and became certified in August 2021. This year we will submit our course syllabi for external review in the 10 content areas. It is expected that this process will be completed by June 2022. Once SMF is accredited, students who complete courses in the 10 content areas will be able to apply for *provisional* CFLE status without having to write the required exam. Full CFLE status is achieved with additional work experience.

- II. ***Continuing Education and Professional Development Courses/Certificates***: SMF faculty have developed several ideas for additional education, training, and certificates. A proposal was submitted in late 2019/early 2020 to the then SJU VPAD and SJU President outlining various opportunities that were ripe for development. Not much has happened since then (partly due to the pandemic and lack of full-time faculty). SMF has identified the need for additional education and training in sexuality and relationships among human service providers and mental health professionals. The proposal recommends workshops, courses, and post-degree certificate programs to address gaps in the current academic climate for post degree certifications and respond to a need for “continuing education” opportunities and specializations for professionals. We welcome the opportunity to work with the new SJU administration (new President appointed July 2020 and new VPAD appointed August 2021) to create and launch these certificate courses or programs. Of course, this 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 our current responsibilities to existing students while we work to expand our resources, re-structure, and vision for the future. This can only be done when we cease to have ongoing issues with lack of teaching/faculty resources within SMF.

- 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.**

Status: **Complete**

We are delighted to report that there was a student-initiated revival of the SMF Student Society (SMFSS) in February 2020. As the reviewers noted, our students are the department’s best ambassadors for recruiting new students to the program and building the community and relationships that make studying in SMF a positive learning experience. Students have always been actively engaged in the department, but formalizing the SMFSS has provided a wonderful conduit for student events that often involve faculty. Similarly, when faculty want student participation, such as at future student recruitment events, channeling that message through the Society facilitates that outreach. In Winter 2022 they have been given designated office space on campus, close to other offices housing St. Jerome’s student leadership teams – a natural fit as we often have SMF students who are also committed to leadership at SJU.

Long Term Recommendation

- 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.**

Status: **Incomplete**

Discussions about graduate programs in SMF are not new. Many program reviews (at least three) have suggested creating a graduate program once departmental resources are sufficient to do so. The type of graduate program the reviewers heard about from students (with references to the University of Guelph), is a clinical one, which is of interest to those students who desire to work as counsellors, psychotherapists, or social workers. We have a diverse group of students in SMF, a subgroup of whom are interested in research-focused graduate programs rather than clinical ones. Our general discussions of graduate programs connected to SMF have thus involved considering two possible streams: a research stream in sexualities and relationships research, and a clinical stream with a focus on relational and sex therapy.

Given the responses above, particularly with respect to the stalled hiring process, the advancement of a graduate program is still out of reach. That said, we continue to be optimistic that SMF will receive full support from our administration to forge ahead with the two full-time assistant track appointments and securing permanent full-time employment for our Definite Term Appointment Lecturer.

- 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.**

Status: **Incomplete**

See #6 above.

Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Renaming SMF Department	Facilitated Fall 2022 retreat to decide on new name, to be followed by steps at SJU and UW to officially implement name change	Dr. Denise Whitehead, as SMF Acting Chair	Implementation of new name informally by June, 2023, with formal UW adoption by September 2024.
2.	Securing permanent full-time employment for contract Lecturer	<ol style="list-style-type: none"> 1. Renew DTA contract for two years – 2022-2024 2. Establish permanent full-time position starting May 1, 2024 	Dr. Denise Whitehead as SMF Acting Chair in coordination with Office of the VPAD at SJU	<p>FT DTA Contract renewal for two years to be completed by April 30, 2022, ending April 30, 2024.</p> <p>Efforts to secure permanent full-time contract to secure position for May 1, 2024.</p>
3.	Adding 2 new full-time tenure track appointments	Revived Fall 2021 for Hire #1.	Dr. Denise Whitehead, SMF Acting Chair will serve as Chair of the search committee	Alternative: Hire #1 to start July 2022 Hire #2 in discussion (aiming for 2023 or 2024 depending upon budget)

4.	a) CFLE Accreditation b) Post-Degree Continuing Education, and Professional Development	CFLE: Submit course syllabi in 10 content areas for NCFR/Peer Review process Resume planning in consultation with the VPAD office	Dr. Denise Whitehead re CFLE certification Dr. Toni Serafini as the lead with support from the VPAD office	CFLE accreditation to be completed by September 2022. 2-3 years to implement
5.	Student “Ambassadors”	Continue to support our SMF Student Society, including providing office space	SMF Chair in conjunction with departmental faculty	Office space provided February 7, 2022

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

Date of next program review: _____ **2024/2025** _____
Date

Signatures of Approval:



March 21, 2022

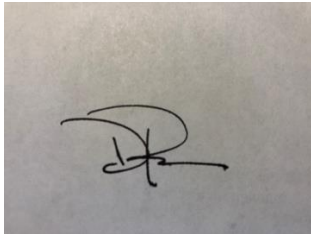
Chair/Director _____ Date



March 21, 2022

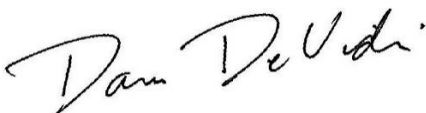
AFIW Administrative Dean/Head (For AFIW programs only) _____ Date

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.



17/viii/22

Faculty Dean _____ Date



June 10, 2022

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

March 2022

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date

Faculty of Arts
Undergraduate Affairs Group
Report to Senate Undergraduate Council
November 2022

For approval

- 1. Academic Regulations**
 - 1.1. PD Courses
 - 1.2. Work Term Reports

1. Arts Academic Regulations

1.1 PD Courses

Effective Date: Retroactive change for 2021-2022 and 2022-2023

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

Calendar page: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements>

...

In order to be eligible to receive a co-op designation at the time of graduation, students in Bachelor of Arts (BA) co-op plans are required to complete:

- a minimum of four work terms beyond the 2A level, and
- a minimum of ~~five~~ four Professional Development (PD) courses.

Professional Development (PD) Courses

PD courses are intended to enhance the professional development of the student and assist in integrating their academic and work-term experiences. With the exception of PD 1, students are expected to take the courses while on their co-op work terms. The required schedule for completing the PD courses is as follows:

- PD 1 must be taken in an academic term prior to the first work term,
- PD 12 must be taken during the first work term,
- ~~three~~ two additional PD courses of the student's choice should be taken during the second, third, ~~and~~ or fourth work terms.

...

Calendar page: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Degree-Requirements>

...

- for co-op:
 - minimum work-term units: 2.0,
 - minimum Professional Development (PD) units: ~~2.5~~ 2.0

...

Rationale: At the May 2020 SUC meeting, effective for the 2021-2022 Undergraduate Calendar, the requirements for PD courses for Bachelor of Arts students was changed.

- “Add one (1) PD course to PD course requirements, to a total of five (5) PD courses.”

The fifth PD course was expected to be a new course that supported students’ “digital literacy”, but this new course has not since been developed. We are developing other plans to support digital literacy among BA students, but this requirement will not be confined to a PD course. The requirement for five PD courses was inconsistent with other faculties and also with other Arts plans – Global Business and Digital Arts (GBDA) and Accounting and Financial Management (AFM) students only require four PD courses. Moving forward, Bachelor of Arts students will be required to complete four PD courses. In order to ensure this change meets the deadline for the 2023 Undergraduate Calendar, this regulations change has been submitted to the Senate Undergraduate Council 15 November 2022 meeting, pending approval of this committee.

1.2 Work Term Reports

Effective Date: Retroactive change for 2018-2019, 2019-2020, and 2020-2021

Related to Calendar pages: <https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements>
<https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Degree-Requirements>

Work term reports

Prior to Fall 2021, students in Co-op programs were required to complete and submit work term reports. Work term reports will no longer be accepted. Students who began Co-op before Fall 2021 are now required to complete a total of four work term reports and/or PD courses.

Rationale: At the May 2020 Senate Undergraduate Council meeting, effective for Fall 2021, the requirement to complete work-term reports was removed from Bachelor of Arts students. The intention was that BA students would meet the reports requirement by completing more PD courses, with integrated reflection assessments. With the addition of a PD course (from four to five PD courses) in the same motion, pre-2021 students could not be required to fulfil the new requirements. It was decided that we would manually track those students by using transcript text, and that they would submit their work reports rather than take PD courses. We have had larger numbers of students than anticipated falling between the two systems, however, making them impractical to track. Also, work report marking fees have since been eliminated, meaning that there is no longer a system in place to fund the marking of these reports.

Now that the PD course requirement is returning to four PD courses, it is possible to back-date the change to apply to the majority of current BA students (following 2018–2019, 2019–2020, and 2020–2021) academic calendar requirements, so that the work-term report requirement no longer needs to be tracked. This cleans up the student record with the current process. As the work-term report requirement has not been present in the Undergraduate Calendar since September 2021, this retroactive change will not be recorded in the affected Calendars.

**RENISON UNIVERSITY COLLEGE REPORT TO SENATE UNDERGRADUATE COUNCIL (SUC)
November 2022**

CONTENT

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COURSE CHANGES (for approval)

Renison University College

Current Catalog Information

SWREN 423R (0.50) LEC Advanced Social Group Work Practice

The aim of this course is to develop student's knowledge of different approaches to social group work practice, and the ways in which specialized knowledge of client's life conditions, life circumstances, and significant life events informs social work practice with groups within a generalist framework. Emphasis is placed upon conceptualizing and analyzing group work skill and the capacity for self-directed practice with groups directed towards increasing the resiliency of the group as a whole and the resiliency of individual group members. A salient goal is the use of democratic means so that group process in all social work groups reflects a vision of social justice.

Department Consent Required

Requisites :

Prereq: Bachelor of Social Work students only

Effective 01-SEP-2023

Title Change:

Social Work Knowledge and Skills for Diverse Group Work Practice

Rationale :

To change title. Given the removal of SOCWK 221R: Group Work as a BSW prerequisite, the title change is now specific to the vision and mission of the School of Social Work BSW program and does not need to be identified in such a many as to be an advanced learning connected to a prerequisite.
Updated short title: Knowledge & Group Work Skills

Current Catalog Information

SWREN 424R (0.50) LEC Diversity and Empowerment

This social work course focuses on issues of diversity and social injustice, with emphasis on culturally sensitive and anti-oppressive practice. It is based on generalist and empowerment perspectives in responding to needs and facilitating changes at appropriate system levels.

Department Consent Required

Requisites :

Prereq: Bachelor of Social Work students only

Effective 01-SEP-2023

Title Change:

Social Work and Organizations

Description Change:

In this course, students will apply critical and anti-oppressive theories to examine how organizations shape social work practice. Students will investigate the relations between social workers, service users, agency colleagues, and other institutions in particular practice settings, and how these are influenced by policies, mandates, forms, and other institutional texts. Key concepts will include diversity, inclusion, anti-racism, decolonization, and institutional (in)justice.

Rationale : To update title and description: Through a BSW curriculum review process it was determined that the title and description for SWREN 424R requires updating in terms of language and the overall intention of the course.
Updated short title: Social Work & Organizations

Current Catalog Information

SWREN 431R (0.50) LEC Fields of Practice Research

This course examines contemporary fields of practice. Attention is given to historical developments, service delivery systems, and practices. Research activities help develop a critical understanding of how social experience impacts the ways that people with diverse experiences access and encounter some of the major fields of practice.

Department Consent Required

Requisites : Prereq: Bachelor of Social Work students only

Effective 01-SEP-2023

Title Change: Practitioner Research in Social Work: Intersectional Considerations

Rationale : To change title. The new title more accurately reflects the description and objectives of the course. Updated short title: Practitioner Research in SWK

Current Catalog Information

SWREN 434R (0.50) LEC Selected Theories for Social Work Practice: Analysis and Application

This course focuses on analysis and application of selected theories and practice methods within a generalist-eclectic approach to social work practice with numerous populations in a variety of settings.

Department Consent Required

Requisites : Prereq: Bachelor of Social Work students only

Effective 01-SEP-2023

Description Change: In this course, students are provided an overview of selected theories that guide a generalist-eclectic approach to social work practice. It offers students the opportunity to engage in the critical analysis and application of contemporary theories by integrating theory with social work values and principles. The course emphasizes the critical use of theory to understanding, critiquing, and transforming the social work profession.

Rationale : To change description: Through a BSW curriculum review process it was determined that the description for SWREN 434R requires updating in terms of language and the overall intention of the course.

Current Catalog Information

SWREN 470R (0.50) LEC Mental Health and Addiction Issues: Social Work Responses

This course will focus on social work practice in the fields of mental health and addictions providing social work students with knowledge concerning the etiology and intervention issues related to mental health and addictions. A life-span perspective will allow an integration of practice, policy and research in relation to mental health, addictions, substance use and concurrent disorders. The continuum of services, including community-based and institutional care perspectives will be

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Undergraduate Catalog Report
Faculty of Renison**

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presented, along with "best practice" models for the future.

Department Consent Required

Requisites :

Prereq: Bachelor of Social Work students only

Effective 01-SEP-2023

Title Change:

Mental Health Landscapes, Concepts, and Practice Approaches

Description Change:

This course uses an intersectional lens to critically explore social work practice and distress, mental health, and substance use. Students explore, understand, and apply different knowledges, worldviews, and intervention frameworks related to distress, mental health, and substance use, including national policy frameworks and Indigenous approaches to wellness and healing. Key topics in mental health and substance use are considered including trauma and trauma-informed services, harm reduction, and recovery-oriented principles and services as they are relevant to social work practice. Students are introduced to community- and peer-based approaches to distress and recovery.

Rationale :

To change title and description. Through a BSW curriculum review process it was determined that the description for SWREN 470R requires updating in terms of language and the overall intention of the course. A title that centers on mental health research and practical approaches better reflects the new description. Updated short title: Mental Health Landscapes

End of Report

2. OTHER – Admissions Page Revisions

Effective Date: September 01, 2023

**Action: Updating Bachelor of Social Work Admission section of the [calendar](#)
Removal of three of ten SDS social work pre-requisite courses: SOCWK 221R: Social Group Work, SOCWK 222R: Community Organization, SDS 250R: Social Statistics**

Rational:

Currently, the part-time BSW program has two admission points in fall (September) and winter (January). The two-point admission structure creates complexity for the program in that part-time BSW students are starting the BSW program at various points during the academic year. Similarly, the two-point admission structure causes stress on the practicum matching process as part-time students admitted in the fall compete with full-time BSW students for practicum sites. Finally, the application numbers for the fall and winter admission points are typically quite low. For the reasons noted above, the School believes that a one-point part-time admission structure will continue to support the needs of potential applicants and the School's admission targets while addressing complexities and stresses associated with the two-point admission structure.

Currently, ten (10) social work pre-requisite courses offered by Social Development Studies (SDS) are required for admission to the 10-month post-degree BSW program. The historical rationale for the ten pre-requisite courses is not clear/available; however, it is presumed that the requirement of ten social work pre-requisite courses was to mimic a two-year BSW degree program (one year of social work pre-requisite courses and a 10-month BSW post degree that includes 11 courses – three of which are practicum courses). The pre-requisite course requirement is a barrier to post-degree applicants who have degrees from universities/programs other than UW/Renison/SDS. Often this cohort of BSW degree applicants must take some/many of the pre-requisite courses (in one, two, or perhaps three terms) before applying to the BSW degree program. A cumbersome conditional admission pathway to the BSW degree was invented to help resolve this problem; however, it largely adds uncertainty to the admission process with respect to the School's admission target process. Moreover, cohorts of BSW graduates have indicated repetition between some of the social work pre-requisite courses and BSW degree program courses. The School is working to address this repetition, yet it is the case that two of the social work pre-requisite courses are of the same topic/content of two courses offered in the BSW degree program; these include:

- SOCWK 221R: Social Group Work due to duplication with SWREN 423R and need for only one group work course in a BSW degree program. BSW applicants completing an SDS BA will still complete this course as a requirement of the social work specialization. The social work specialization is not required to be admitted to the BSW program.
- SOCWK 222R: Community Organization due to duplication with SWREN 422R and need for only one community organizing course in a BSW degree program. BSW applicants completing an SDS BA will still complete this course as a requirement of the social work specialization.

A third social work pre-requisite course, SDS 250R: Social Statistics, is not normally required for a BSW degree program; often offered as an elective course instead. BSW applicants completing an SDS BA will still complete this course as a requirement of the BA.

The department will review inactivating SWREN 221R, 222R and 250R in 2024, as these courses are still required for current conditionally admitted students to complete before entering into the Bachelor of Social Work program.

Consultation: The Andrea Daley, Director, SSW did consult with Denise Marigold, Chair, SDS regarding these proposed changes.

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

Admission requirements to the 10-month Bachelor of Social Work (BSW) program include the successful completion of either a three-year or four-year undergraduate university degree (Bachelor of Arts or equivalent) with a minimum overall average of 70% and at least 6.0 units in the social sciences, including ~~10~~ seven required prerequisite courses or their equivalents.

Applicants will be selected on a competitive basis, considering both academic and non-academic factors, including demonstration of relevant volunteer and/or employment experience, community participation, and professional suitability as well as proof of personal qualities such as reliability, co-operation and collaboration, and sensitivity to others and to social problems.

Entrance to the full-time program must be for the full academic year beginning in September. Entrance to the part-time program is available for ~~September and January.~~ entry points.

Conditional Admission

Applicants may receive a conditional offer of admission to the BSW program and will be required to meet specific criteria to assure their place in the next available entry point.

Applicants with a Completed Bachelor of Arts Degree or Equivalent

Successful conditional admission applicants with a completed Bachelor of Arts degree (or equivalent) but who have not completed one or more of the BSW prerequisite courses will be given admission to the next available entry point to the Bachelor of Social Work program, conditional on successful completion of the prerequisite courses listed below with a minimum cumulative overall average in the courses of 75%.

Once admitted to the BSW program, conditional admission students must register for the prerequisite courses using the SWREN subject code.

Required Prerequisite Courses

- [SWREN 120R](#) Introduction to Social Work
- [SWREN 220R](#) Social Work with Individuals - Theory and Practice 1
- ~~[SWREN 221R](#) Social Group Work~~
- ~~[SWREN 222R](#) Community Organization~~
- ~~[SWREN 250R](#) Social Statistics~~
- [SWREN 251R](#) Social Research
- [SWREN 300R](#) Canadian Social Welfare Policy
- [SWREN 321R](#) Social Work with Families
- One of
 - [SWREN 224R](#) Poverty in Canada and its Social Consequences
 - [SWREN 312R](#) Homelessness and Public Policy
 - [SWREN 331R](#) Social Inequality, Social Justice, and Social Action
- One of
 - [SWREN 301R](#) Understanding Diversity in Canada
 - [SWREN 349R](#) Cross-Cultural Psychology

- [SWREN 311R](#) Indigenous Peoples and Canadian Public Policy

Applicants with a Completed Social Service Worker Diploma or Equivalent

Successful conditional admission applicants with a Social Service Worker diploma (or equivalent) with a minimum overall average of 75% will be given admission to the next available entry point to the Bachelor of Social Work program, conditional on successful completion of a Three-Year General Bachelor of Arts degree in Social Development Studies with a minimum overall average of 70%, including the completion of the prerequisite courses listed below with a minimum cumulative overall average in the courses of 75%.

Applicants with a completed Social Service Worker diploma (or equivalent) will be assessed for relevant transfer credit towards the Bachelor of Arts degree.

Required Prerequisite Courses (or Equivalents)

- ~~[SDS 250R](#) Social Statistics~~
- [SDS 251R](#) Social Research
- [SOCWK 120R](#) Introduction to Social Work
- [SOCWK 220R](#) Social Work with Individuals - Theory and Practice 1
- ~~[SOCWK 221R](#) Social Group Work~~
- ~~[SOCWK 222R](#) Community Organization~~
- [SOCWK 300R](#) Canadian Social Welfare Policy
- [SOCWK 321R](#) Social Work with Families
- One of
 - [SOC 224R](#) Poverty in Canada and its Social Consequences
 - [SDS 312R](#) Homelessness and Public Policy
 - [SDS 331R](#) Social Inequality, Social Justice, and Social Action
- One of
 - [SOCWK 301R](#) Understanding Diversity in Canada
 - [PSYCH 349R](#) Cross-Cultural Psychology
 - [SDS 311R](#) Indigenous Peoples and Canadian Public Policy

Mature Students

Applicants who have completed a Bachelor of Arts degree (or equivalent) four or more years prior to applying and who do not meet the required minimum 70% overall average may be considered for admission to the Bachelor of Social Work program upon completion of the prerequisite courses with a minimum cumulative overall average in the courses of 75%.

Notes

1. Applicants who have taken courses equivalent to the required prerequisite courses should submit all documentation for course equivalency evaluation, including official transcripts and full course outlines to the Renison Registrar's Office.
2. Applicants must also demonstrate sufficient work and/or volunteer experience in the social services and professional suitability as evidenced by letters of reference and a personal statement. For further information, contact the School of Social Work.

Application Deadlines

Visit the [School of Social Work website](#) for application deadlines.

Application Procedures

Whether applying to the full-time or part-time BSW program, all applications must be submitted through OUAC using the [School of Social Work application link](#).

Further Information

For further information, visit the [Bachelor of Social Work website](#) or contact the [School of Social Work](#).

SCIENCE UNDERGRADUATE STUDIES COMMITTEE REPORT
FOR SUBMISSION TO THE NOVEMBER 2022 SENATE UNDERGRADUATE COUNCIL (SUC)

Content

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 - 2.1 Dalian Maritime University (DMU) and University of Waterloo

1 COURSE INACTIVATIONS

Motion: To inactive the work-term report courses, WKRPT 200S, 300S and 400S for the Faculty of Science

Effective Date: September 1, 2023

Background and Rationale: The removal of the work-term report requirement for co-op designation was approved at the May 2022 SUC meeting, for students starting 2023 and retroactively to the 2021 UG Calendar. As such, there is no longer a need for the work-term report courses for science students.

2 JOINT ACADEMIC AGREEMENT RENEWAL

Motion: To approve the renewal of the joint academic agreement between Dalian Maritime University (DMU) and the University of Waterloo.

Background and Rationale: The pre-existing agreement between DMU and UWaterloo has expired, but the program will continue. The agreement requires renewal (draft agreement attached).



UNIVERSITY OF
WATERLOO



JOINT ACADEMIC PROGRAM AGREEMENT

BETWEEN

**DALIAN MARITIME UNIVERSITY
CHINA**

AND

**UNIVERSITY OF WATERLOO
CANADA**

JOINT ACADEMIC AGREEMENT

This Joint Academic Agreement is made between:

DALIAN MARITIME UNIVERSITY, a university established under the Ministry of Transport,
People's Republic of China, with its main campus located at 1 Linghai Road, Dalian.
(**"DMU"**)

- AND -

UNIVERSITY OF WATERLOO, a university established by an Act of the Legislature of the
Province of Ontario, with its main campus located at 200 University Avenue West, Waterloo,
Ontario, Canada N2L 3G1.
(**"Waterloo"**)

CONTEXT:

- A. DMU and Waterloo (singularly an **"Institution"**, or collectively the **"Institutions"**) wish to establish a collaborative Joint Academic Program, under which successful students will be awarded an academic credential from each Institution.
- B. The Institutions recognize the benefits of internationalizing their educational programs through joint academic programming aimed at developing global citizenship and thereby increasing student adaptability, cultural sensitivity, intercultural communication skills, and employability.
- C. Within their interests and abilities, the Institutions agree to (i) the exchange of information necessary for educational activities; (ii) the encouragement of educational activities involving the other Institution; and (iii) the interchange of students.
- D. All contents of the Joint Academic Agreement(s) signed in May 2005 will be replaced with the following revisions;

THEREFORE, both Institutions agree to provide for a Program (hereinafter defined) under the following conditions:

1. DEFINITIONS

- 1.1 In this Agreement, in addition to terms defined elsewhere in this Agreement, the following terms shall have the following meanings:

"Academic Year" refers to a period of twelve months from 1st September until 31st August, unless otherwise stated.

"Agreement" refers to this Joint Academic Agreement and any schedules and appendices attached, and includes any amendments the Institutions may agree to in writing.

“Applicant(s)” refers to Undergraduate student(s) enrolled at DMU who formally apply to participate in the Program, but who have not yet met admissions criteria and have not been admitted to the Program.

“EFAS” refers to the Renison University College’s English for Academic Success program.

“ELP” refers to the English Language Proficiency requirements for admission to the Program.

“Indemnitees” refers to any or all of each Institution’s governors, directors, officers, faculty, students, employees, alumni, independent contractors, agents, and volunteers.

“Participating Student(s)” refers to the Undergraduate student(s) admitted into, and participating, in the Program.

“Program” refers to the overall joint academic program operated under this Agreement.

“Signatories” refers to the individual representatives of the Institutions who have legal signing authority to bind their respective Institutions into the Agreement.

“Term(s)/Semester(s)” refers to the broad study segments of the Academic Year at the Institutions.

In regards to DMU, a two-semester system of study is in place with start dates in September and March.

In regards to Waterloo, a tri-semester system of study is in place with start dates in September, January, and May. For full details, refer to the Waterloo Academic Calendars:

Undergraduate: <http://ugradcalendar.uwaterloo.ca/page/uWaterloo-Undergraduate-Calendar-Access>

“Undergraduate” refers to any student who is in pursuit of a bachelor’s degree that is a minimum of three (3) years in length.

2. SCOPE OF PROGRAM

2.1 Program Duration

Participating Students will complete two (2) years of study as a DMU student and spend a minimum of two (2) years as a Waterloo student.

2.2 Institutional Involvement

Applicants can apply to one of the following eligible Waterloo Faculty of Science Undergraduate regular programs:

Biology
Chemistry

Environmental Sciences
Physics
Mathematical Physics

2.3 Program Quota

2.3.1 For each Academic Year of the Program, DMU and Waterloo will work together to select up to:

Fifteen (15) Participating Students for the Faculty of Science

2.3.2 Program quota may be adjusted by written mutual agreement of both Institutions. Once an Applicant is enrolled in the Program, they shall be included in the overall quota of Participating Students in that Academic Year, even if they withdraw from the Program for any reason.

2.4 Program Advertisement

DMU is responsible for making Applicants aware of the Program in order to attract the most qualified students.

3. ADMISSIONS

3.1 Potential Participants

Prior to application to the Program, potential Applicants will have been admitted to DMU through its standard procedures into any eligible programs at DMU.

3.2 Selection of Applicants

3.2.1 DMU will pre-select Applicants according to Waterloo qualification criteria and Waterloo's minimum admission requirements. Where possible, DMU will encourage pre-selected Applicants to take part in extracurricular English language training and other preparatory activities while at DMU. When possible, Waterloo staff will visit DMU annually during Waterloo's Fall Term (September to December) to examine and interview Applicants for English language skills. Waterloo will be responsible for travel and living expenses of its staff while visiting DMU.

3.3 Admissions Decisions and Requirements

Admission decisions will be made by Waterloo in accordance with this Agreement, subject to Waterloo's policies, procedures, and regulations in effect at the time of said decisions.

3.3.1 Applicants must satisfy the following Waterloo minimum admission requirements before entering the Program:

3.3.1.1 **Academic Requirements**

Applicants must have successfully completed the first two (2) years of jointly recognized curriculum at DMU, including completing all courses with a minimum overall average of 72%.

3.3.1.2 **English Language Proficiency Requirements**

Applicants must complete an official ELP test with satisfactory scores. Waterloo's required ELP tests and scores are outlined on Waterloo's admissions website: <https://uwaterloo.ca/future-students/admissions/english-language-requirements>

- (i) Applicants who do not achieve satisfactory ELP scores, but who have satisfied all other conditions for admission, may meet the minimum required ELP scores to be considered for EFAS. Waterloo will coordinate placement of qualifying Applicants into the 6-week EFAS program. Students must obtain an overall average of 75% in the EFAS program to begin full-time Undergraduate studies in the Program at Waterloo.
- (ii) Applicants who did not successfully complete EFAS will require additional intensive English language training and may request to have their conditional offer of admission deferred for one term (or two terms maximum) in order to meet ELP criteria.
- (iii) Applicants who have successfully met the ELP test criteria, are exempt from completing EFAS, although they are strongly recommended to take part in EFAS.
- (iv) Applicants who qualify for EFAS are responsible for enrolling in and attending EFAS, which begins annually in mid to late July.
- (v) Applicants are responsible for all costs associated with English language training.

3.3.1.3 **Transfer Credits**

Waterloo will grant eligible transfer credits for the first two years of course work to Participating Students who obtain marks with a minimum final grade of 60% in each course taken at DMU, to a maximum of 10.0 lecture units (or 20 semester courses) and associated laboratory units.

3.3.1.4 **Transfer Credit Assessment**

DMU will provide sufficient course information, including course syllabi, and course codes to allow Waterloo to determine which of its courses qualify for Waterloo transfer credits.

3.4 **Application Fees and Form**

Applicants are responsible for all relevant application fees at each Institution.

3.5 **Application Deadlines and Required Documents**

Waterloo admission deadlines and required supporting documents are subject to change. Waterloo will advise DMU of relevant deadlines and required supporting documents on an annual basis.

3.6 **Right to Refuse**

Waterloo may refuse Applicants based on space limitations, fiscal constraints, Applicant's failure to meet admission standards, or external factors such as failure of the Applicant to obtain valid travel and study documents.

3.7 **Inclusivity**

Neither Institution will deny participation to, or unlawfully discriminate against, Applicants or Participating Students on the grounds of race, ancestry, place of origin, ethnic origin, citizenship, creed, colour, age, sex, sexual orientation, gender identity, gender expression, marital status, family status, or disability, or any other factor prohibited by the applicable laws of Canada or Ontario or People's Republic of China.

4. **REGISTRATION**

4.1 **Continuous Registration**

Participating Students are responsible for maintaining continuous registration at both Institutions for the duration of their studies at Waterloo.

4.2 **Program Length**

The Program is designed for completion within four years of consecutive full-time study comprised of two years of full-time residence at DMU followed by four full-time academic Terms/Semesters (two Academic Years) at Waterloo. The actual length of study at Waterloo will depend on the number of transfer credits and the number of courses a Participating Student takes each Term/Semester.

4.3 **Program Transfer**

4.3.1 Participating Students must pursue the approved program's course of study for the agreed period.

4.3.2 Participating Students are not permitted to apply for transfer to other Waterloo programs or Faculties, unless comparable Joint Academic agreements already exist with DMU and the transfer is agreed to in writing by both Institutions.

4.4 **Full-Time Enrolment**

Participating Students must maintain full-time enrolment for the duration of their studies at Waterloo.

4.5 **Degree Progression**

Waterloo is solely responsible for decisions regarding Participating Students' progression in years three and four of the Program.

4.6 **Regulations**

Notwithstanding any provisions in Section 9, Participating Students must comply with Waterloo's regulations, including the following (as same may be supplemented and/or updated from time to time):

4.6.1 Academic Regulations contained in the Undergraduate Studies Academic Calendar: <http://ugradcalendar.uwaterloo.ca>, and the Graduate Studies Academic Calendar: <https://uwaterloo.ca/graduate-studies-academic-calendar/>;

4.6.2 Academic and non-academic misconduct regulations contained in Policy 71 – Student Discipline: <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>;

4.6.3 Ethical conduct of research through the Office of Research: <https://uwaterloo.ca/research/office-research-ethics>;

4.6.4 Academic integrity through the Office of Academic Integrity: <https://uwaterloo.ca/academic-integrity/>; and

4.6.5 All other applicable rules and regulations governing student discipline, academic misconduct, ethical research, and academic integrity.

4.7 **Travel and Study Documentation**

Participating Students are solely responsible for obtaining and maintaining valid travel and study documents for the duration of their studies.

5. TUITION AND EXPENSES

5.1 Tuition and Incidental Fees

Participating Students will pay tuition and incidental fees to the Institution at which they are in residence, as set by that Institution according to its usual procedures. While at Waterloo, Participating Students will be charged according to the relevant international student tuition standard.

5.2 Health Insurance

Participating Students are responsible for obtaining appropriate personal health and hospitalization insurance coverage (and other insurance, if required) while in residence at the Host Institution:

5.2.1 In regards to Waterloo, Participating Students are required to enrol in, and maintain coverage through, the University Health Insurance Plan (UHIP) and Waterloo's student health and dental plan or equivalent.

5.3 Expenses

Neither Institution is responsible for expenses incurred by Participating Students or visiting faculty and staff, including, but not limited to, travel/study documents, living, accommodation, medical care, ELP training, and personal expenses, except as may be arranged for specific cases, or such grants explicitly agreed upon by the Institutions.

5.4 Facilities and Services

Waterloo facilities and support services will be available to Participating Students on the same conditions and, where applicable, at the same incidental fees as for domestic students.

5.5 Accommodation

Waterloo will not responsible for providing accommodation for Participating Students, but may offer advice and assistance in securing housing during their participation in the Program.

5.5.1 Participating Students who receive a formal offer of admission are eligible to apply for, but are not guaranteed, Waterloo accommodation. More information on both Waterloo's on-campus accommodation and private housing can be found on Waterloo's Housing and Residences webpage: <https://uwaterloo.ca/housing/>.

5.6 Entrance Awards

At Waterloo's discretion, Participating Students may be awarded Waterloo entrance awards.

5.7 **Scholarships and Bursaries**

While in residence at Waterloo, Participating Students are entitled to apply for any Waterloo scholarship or bursary funds for which they are eligible.

6. **RECORDS**

6.1 **Official Records and Transcripts**

Each Institution will maintain official records for Participating Students during their enrolment in the Program and Terms/Semesters of residence.

6.1.1 Participating Students will be issued official transcripts by each Institution as appropriate. In regards to Waterloo, Participating Students are responsible for requesting official transcripts and any associated costs.

6.1.2 Should translations of official transcripts and/or other documents be required, Applicants and Participating Students shall be responsible for this requirement and any associated costs.

6.2 **Privacy and Data Sharing**

Subject to applicable laws or regulations regarding privacy and access to student information, each Institution will transmit to the other:

6.2.1 Grades for all courses completed or attempted by Participating Students;

6.2.2 Disciplinary case summaries when a penalty has been imposed; and

Each Institution will use reasonable efforts to obtain Participating Students' consent to the release of information described in this Section.

6.3 **Curricular Co-operation**

Where possible, DMU will incorporate courses, information and materials from Waterloo into its curricula in order to help Participating Students to meet Waterloo prerequisites for upper year courses.

6.3.1 Waterloo and DMU will work together to facilitate curriculum compatibility in support of the Program.

6.4 **Degree Completion**

6.4.1 In regards to DMU, the appropriate DMU credential will be issued to Participating Students who successfully fulfill all DMU degree requirements, including requirements relating to enrolment, progression, and coursework.

6.4.2 In regards to Waterloo, the appropriate Waterloo Honours Bachelor's Degree will be issued to Participating Students who successfully fulfill all Waterloo degree requirements, including requirements relating to enrolment, progression, and coursework.

6.5 **Program Non-Completion**

DMU agrees to accept returning Participating Students who cannot, for academic or other reasons, continue their study at Waterloo. For any Participating Student who returns having not completed Waterloo degree requirements, DMU will assess successfully completed Waterloo courses for possible credit transfer, so that these courses may count towards degree completion at DMU.

7. COORDINATOR(S)

7.1 **Administrative Coordinator**

Each Institution agrees to appoint an Administrative Coordinator for the Program to serve as the contact person for matters related to admissions and the academic progression of Participating Students

7.1.1 In regards to DMU, the Administrative Coordinator of this Program is:

International Programs Specialist
International Cooperation & Exchange Office
Phone: +86-0411-84727149
Email: nanli@dlnu.edu.cn

7.1.2 In regards to Waterloo, the Administrative Coordinator of this Program is:

Dual Degree Admissions Specialist
Registrar's Office
Telephone: +1 (519) 888-4567, ext. 41768
Email: registrar.jointacademic@uwaterloo.ca

7.2 **Partnership Coordinator**

Each Institution agrees to appoint a Partnership Coordinator to serve as the contact person for matters related to the institutional level relationship and other partnership details.

7.2.1 In regards to DMU, the Partnership Coordinator for this Agreement is:

Dr. Mingfei MA
Deputy Director
International Cooperation & Exchange Office
Phone: +86-0411-84724278
Email: mamingfei@dlnu.edu.cn

7.2.2 In regards to Waterloo, the Partnership Coordinator for this Agreement is:

Suping Zhao
International Relations Manager
Waterloo International
Phone: +1 (519) 888-4567, ext. 45486
Email: s3zhao@uwaterloo.ca

7.3 Faculty-level Coordinator

Each Institution may appoint a Faculty-level Coordinator. The Faculty-level Coordinator will work with the Administrative Coordinator to ensure that Participating Students are progressing appropriately.

7.3.1 In regards to DMU, the Faculty Coordinator of this Program is:

Dr. Mingfei MA
Deputy Director
International Cooperation & Exchange Office
Phone: +86-0411-84724278
Email: mamingfei@dlnu.edu.cn

7.3.2 In regards to Waterloo, the Faculty Coordinator of this Program is:

Dr. Jonathan Witt
Associate Dean International Programs
Faculty of Science
Phone: 35951
Email: jwitt@uwaterloo.ca

8. NOTICES

8.1 Any notice to be given under this Agreement shall be in writing and addressed to the appropriate Contact for Notices.

8.1.1 In regards to DMU, the Contact for Notices of this Agreement is:

Deputy Director
International Cooperation & Exchange Office
Dalian Maritime University
1 Linghai Road, Dalian
Phone: +86-0411-84724278
Email: mamingfei@dlnu.edu.cn

8.1.2 In regards to Waterloo, the Contact for Notices of this Agreement is:

Manager, International Agreements

Waterloo International
University of Waterloo
200 University Avenue West
Waterloo, Ontario, Canada, N2L 3G1
Phone: +1 (519) 888-4567, ext. 40151
Email: international.agreements@uwaterloo.ca

- 8.2 Notice will be deemed given when verified by written receipt if sent by courier, or electronic log if sent by email.

9. INTELLECTUAL PROPERTY

- 9.1 When a Participating Student is enrolled at Waterloo, Waterloo's Intellectual Property Policy will apply to the Participating Student. For further clarity, when a Participating Student is enrolled at Waterloo, Waterloo's Intellectual Property Policy will apply to a Participating Student during the Program regardless of whether the Participating Student participates in the Program by physically studying at Waterloo or by remotely studying at Waterloo (including as a result of operational changes implemented at Waterloo in response to Covid-19).

9.1.1 In regards to DMU, ownership of intellectual property is governed by relevant laws and regulations of People's Republic of China and relevant regulations of DMU.

9.1.2 In regards to Waterloo, ownership of intellectual property is governed by Policy 73 – Intellectual Property Rights, as it is amended from time to time, which operates under the principle that intellectual property rights created in the course of teaching and research activities belong to the creator. Where a Participating Student wishes to enter into an agreement that waives, limits or assigns intellectual property rights, that agreement must be reviewed and approved by Waterloo's Vice-President, Research & International or delegate and, if graduate students are parties to the research, Waterloo's Associate Vice-President, Graduate Studies & Postdoctoral Affairs, or delegate. Waterloo's Policy 73: <http://www.secretariat.uwaterloo.ca/Policies/policy73.htm>.

10. COMMENCEMENT, TERM, AND TERMINATION

10.1 Term

This Agreement will be effective from the date of the last required signature on the signing page of this Agreement.

10.2 Renewal, Extension, and Amendment

This Agreement may be renewed, extended, or amended by written mutual agreement of the Institutions.

10.3 Termination

This Agreement will terminate on August 31 of the fifth calendar year from the Effective Date. This agreement may be terminated at any time upon the written request of either Institution with at least six (6) months' notice in accordance with the following provisions, provided such termination shall not affect any other existing contracts:

10.3.1 The terminating Institution will deliver a signed notice of termination to the designated Contact for Notice of the non-terminating Institution, which notice will expressly state it is a "Notice of Termination".

10.3.2 If an Institution elects to terminate this Agreement, all Program arrangements will cease on the effective date of termination, save and except for arrangements regarding Participating Students in the process of completing the Program at such time. The Institutions agree to reasonably permit any such Participating Student to complete their Program on the terms and conditions of this Agreement.

10.4 This Program may require approval from the Senate at Waterloo prior to the admission and enrolment of Participating Students.

11. OTHER TERMS AND CONDITIONS

11.1 Entire Agreement

This Agreement constitutes the entire agreement between the Institutions pertaining to the subject matter of this Agreement and supersedes all prior agreements, understandings, negotiations and discussions, whether oral or written, of the Institutions.

11.2 Non-Exclusivity

This agreement in no way restricts the Institutions from participating in similar activities or arrangements with others.

11.3 Independent Institutions

Nothing contained in this Agreement should be construed to create or imply any joint venture, partnership, principal-agent, trust, or employment relationship between the Institutions, and an Institution may not make, or allow to be made, any representation that any such relationship exists between the Institutions. An Institution shall not have the authority to act for, or to incur any obligation on behalf of, the other Institution, except as expressly provided for in this Agreement.

11.4 Confidentiality

Each Institution recognizes that, in connection with this Agreement, it may receive information regarding the business, affairs, operations and finances of the other Institution and personal information of Participating Students or Applicants (collectively, "Confidential Information"). Except

as set out in this Agreement, each Institution agrees to not disclose any Confidential Information provided to it by the other Institution to any other person or party and agrees to use such Confidential Information solely for the limited purpose for which it was provided. Each Institution shall make all reasonable security arrangements necessary to protect the Confidential Information provided to it by the other Institution and will not copy or disclose the Confidential Information to a third party without the prior written consent of the Institution that provided it or as may be required by applicable law.

11.5 **Force Majeure**

Neither Institution shall be in breach of this Agreement if it is unable to carry out any obligation hereunder for any reason beyond its reasonable control (a “**Force Majeure Event**”) including without limiting the generality of the foregoing, any acts of God, new legislation or acts of a governmental authority, resource shortages, war, fire, flood, drought, failure of power supply, civil commotion, employee action, epidemic, outbreak of disease or public health emergency (including as a result of any measures imposed by any governmental authority in connection with Covid-19), provided that the non-performing Institution shall (i) notify the other Institution as soon as reasonably possible following the occurrence of a Force Majeure Event; and (ii) make best efforts to seek to resume full performance as soon as it is reasonably possible to do so.

11.6 **News Releases and Publications**

Each Institution grants to the other Institution a non-exclusive, non-transferable, royalty-free license to use, reproduce, publish and display that Institution’s logo and name during the term of this Agreement solely (i) in conjunction with the materials created during the term of, and in connection with, this Agreement by either, or both, of the Institutions; and (ii) in conjunction with marketing and promotion of the Program described in this Agreement. All such displays of the logo and name of one Institution by another will comply with reasonable guidelines that may be provided by either Institution to the other Institution from time to time.

11.7 **Governing Law**

This Agreement, and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) (each, a “**Dispute**”), shall be governed by, and construed in accordance with, the laws of the Province of Ontario and the laws of Canada applicable therein.

11.8 **Dispute Resolution**

11.8.1 In the event of any Dispute, the Institutions shall first meet and use reasonable efforts to resolve the Dispute by negotiation between the Institutions acting in good faith.

11.8.2 If a Dispute is not resolved by good faith negotiations, then the Dispute will be finally determined by a sole arbitrator under the *Arbitration Act, 1991* (Ontario) appointed in accordance with such Act. The seat, or legal place, of arbitration shall be Toronto, Ontario.

11.9 Indemnification

Each Institution (the “**Indemnifying Institution**”) shall indemnify and hold the other Institution (the “**Indemnified Institution**”) harmless in respect of any claim, demand, action, investigation, proceeding, cause of action, damage, loss, injury, cost, liability, or expense, which may be made or brought against the Indemnified Institution or which the Indemnified Institution or its Indemnitees may suffer or incur as a result of or arising out of:

11.9.1 Any breach or non-fulfillment of any representations, warranties, covenants, or other contractual obligations under this Agreement on the part of the Indemnifying Institution; or

11.9.2 Any negligence or willful misconduct on the part of the Indemnifying Institution or anyone for whom the Indemnifying Institution is responsible at law, except intellectual property.

Neither Institution will be liable for any indirect, special, incidental, consequential, punitive or exemplary damages or damages for loss of revenue or profit arising in any way from a breach of this Agreement or the performance of an Institution’s duties and responsibilities under this Agreement.

The foregoing indemnity shall survive the termination of this Agreement notwithstanding any provisions of this Agreement to the contrary.

11.10 Insurance

During the term of this Agreement, each Institution shall maintain professional liability insurance and comprehensive general liability insurance, or equivalent protections, for itself, its students, faculty, staff, and employees, as applicable, on a basis and in amounts sufficient to provide coverage in respect of all matters related to this agreement, and in no event, less than CAD five million dollars (\$5,000,000.00), or equivalent, per occurrence.

Each Institution shall provide to the other Institution professional liability and comprehensive liability certificate(s) of insurance, with at least CAD five million dollars (\$5,000,000.00), or equivalent, per occurrence limit, including the other institution as an additional insured.

11.11 Translations

11.11.1 The official operational language of this Agreement is English.

11.11.2 Should a translation of this Agreement be completed:

(i) Any differences in interpretation of this Agreement shall defer to the official English language version; and

(ii) Any translations of this Agreement will not require a signature page.

11.12 Counterparts

The Agreement shall be executed in English, and may be executed in two (2) counterparts, each of which is deemed as original, but which taken together will constitute one and the same Agreement. This Agreement may be signed digitally and/or electronically by using electronic signature technology (i.e. ConsignO, DocuSign, or other electronic signature technology). The parties hereto further acknowledge and agree that this Agreement may be transmitted digitally and/or electronically, which will constitute due and sufficient delivery of such counterpart, provided such signing and transmission processes ensure a reasonable level of reliability and security.

[Signature Page follows]

In signing hereunder, the Signatories affirm their legal authority to bind their respective Institutions into, and execute, this Agreement on the dates shown hereunder.

DALIAN MARITIME UNIVERSITY

per: _____
Dr. Youtao ZHAO
Vice-President

date: _____

per: _____
Dr. Mingfei MA
Deputy Director, International Cooperation & Exchange Office

date: _____

UNIVERSITY OF WATERLOO

per: _____
Dr. Charmaine Dean
Vice-President, Research & International

date: _____

per: _____
Dr. Ian Rowlands
Associate Vice-President, International

date: _____

per: _____
Dr. Robert Lemieux
Dean, Faculty of Science

date: _____

Digital Learning Principles and Guidelines [v.Oct'22 SGRC]

Universal Principles for Digital Learning¹

1. Learning materials and delivery platforms must conform to all relevant University policies, including meeting security, privacy, ancillary fee, and course outline requirements.
2. Platforms and materials must meet or exceed Accessibility for Ontarians Disability Act (AODA) requirements.
3. Learning materials must conform to Canadian Copyright law and UW Copyright guidelines.
4. Learning materials are subject to Policy 73 (see brief <https://uwaterloo.ca/associate-vice-president-academic/remote-teaching-and-learning-intellectual-property>) unless covered by separate development agreement or licensing (e.g., Creative Commons or Ontario Open License).
5. Waterloo encourages the reuse of digital materials created at Waterloo as well as the use of open educational materials (OERs) developed elsewhere, in an effort to reduce costs to the institution and to students.
6. Instruction should make use of university-supported platforms that provide adequate instructor and student support and ensure a more consistent teaching and learning experience.

Principles for an ONLINE class:²

1. is indicated in the schedule as “ONLN” and uses the appropriate components and scheduling.
2. can be completed remotely via digital delivery and does not require in-person activity or on-campus presence, except for in-person final exams (which may be supported in the student’s geographic location), although some online programs may have a short on-campus requirement (e.g., orientation session or capstone).
3. has the approval of the Dean or delegate (as determined in each Faculty), or Vice-President Academic & Dean (VPAD), and undergoes appropriate process to ensure quality and compliance with above principles before offer.
4. is recognized as equivalent to all other offers of the same course in terms of course credit, learning outcomes, and academic rigor.³
5. involves instructor effort equivalent to all other modalities.^{3, 4}
6. provides regular and timely access to instructors, as well as opportunities for meaningful interaction with instructors, other students, and content.
7. has a schedule that conforms to the academic calendar for the term including start and finish dates and any study breaks, and provides milestones and due dates for activities, assignments, and assessments.
8. uses the appropriate modality (asynchronous or synchronous) for the course content and learning outcomes, with consideration of the needs of the prospective/intended students. Waterloo encourages asynchronous delivery as it offers the greatest flexibility and access, among other benefits.

¹ “Universal” includes on-campus, blended, and online modalities.

² “Class” is intentionally used here as it denotes a specific offer and section of a course (i.e., there may be other sections or classes of the same course offered in different modes).

³ Online principles 4 and 5 were established by the UW Online Learning Task Force, 2008.

⁴ This principle supposes that modalities should be considered equivalent in terms of instructor workload.

Digital Learning Principles and Guidelines [v.Oct'22 SGRC]

Guidelines for Specific Online Modes

An asynchronous ONLN class:

1. has no scheduled meets.
2. may include *limited* synchronous elements, for which equivalent alternatives or flexible options exist.
3. has key content elements prepared sufficiently in advance of the course offer to facilitate a quality review, as well as ensure that students have timely access to necessary content during the course.
4. is developed either with the full assistance of CEL through the regular intake process *OR* undergoes an alternative process (see below) to ensure compliance with these guidelines and the academic standards of the Faculty that will offer the course before offer and receives final approval by Dean/VPAD (or delegate) before being scheduled.
5. features regular and substantive interaction, including access to instructors and meaningful interaction among students and instructors.⁵

A synchronous⁶ ONLN class:

1. has regular (usually weekly) scheduled online meets throughout term posted in Quest.
2. provides an alternative for students who cannot attend individual classes (e.g., recording of lectures).
3. has a course design and delivery plan that is reviewed by the Centre for Extended Learning (CEL).
4. is approved by Dean/VPAD (or delegate) before scheduling.

⁵ For reference, the phrase “regular and substantive interaction” is used in the U.S. to delineate between “distance education” and “correspondence education” for the purposes of establishing eligibility for federal aid.

⁶ i.e., a live class facilitated in real time using a tool like Zoom or Teams. This pre-supposes that synchronous online delivery will be a common ongoing strategy; the pending Digital Learning Strategy findings and recommendations may have a bearing on that.

Digital Learning Principles and Guidelines [v.Oct'22 SGRC]

Review and Approval of ONLN Courses developed outside of CEL process

Online courses developed outside the full CEL intake and development process (either with Agile Development Team assistance or fully instructor developed)⁷ would follow the following approval steps:

1. Dean/VPAD (or delegate) approves request for new ONLN course.
2. Author requests review by CEL. Timing should allow for review to be completed and approved by Dean/VPAD *before* course is scheduled for offer.
3. CEL reviews final course design using a checklist based on above principles, with the following possible outcomes:
 - a. Recommend
 - b. Recommend, with minor issues that can be quickly/easily rectified without additional review, or
 - c. Course has serious issues which must be addressed before offer and may require support and review (return to step 2).
4. In addition to CEL review, the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) may elect to conduct a peer review of content and course design.
5. Dean/VPAD (or delegate) issues final approval based on review(s).
6. A subsequent review or expiry date should be set for the course.

Questions and Implications

- Review and approval process really pushes the timeline forward for course creation.
- Diverging from historical practices (that most online courses were created and maintained with CEL assistance) removes the quality and subsequent oversight of above standards.
- should there be periodic review of these courses to ensure they meet standards in subsequent offers??
- Should Faculty, Dept, or program engage with CEL to review courses at regular intervals (e.g., like program reviews)?
- Should peer review be employed?
- CEL will have to create a Quality Checklist/resource package and also support reviews in a timely fashion

⁷ Currently, there is no policy requiring CEL support or approval for any modality.