

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Notice of Meeting**

DATE: Tuesday 13 December 2022  
TIME: 12:30 p.m. – 2:30 p.m.  
PLACE: NH 3318

---

**Open Session**

<b>Item</b>	<b>Action</b>
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1* .....	Information
2. Approval of the 15 November 2022 Minutes* and Business Arising.....	UGC
3. Curricular Items for Approval & Information	
a. Arts* .....	4 SEN-R; rest UGC
b. Health* .....	SEN-R
c. Renison* .....	UGC
4. Senate Governance Review	
a. Senate Governance Review Recommendations* .....	Discussion
b. New Program Development Phase 3: Approval Timelines* .....	Information
5. Other Business	
6. Next Meeting: Tuesday 10 January 2023, 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

7 December 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 15 November 2022 Meeting**  
**[in agenda order]**

**Present:** Veronica Austen, Monica Barra, Benoit Charbonneau, Martin Cooke, Daniel Davison, Vivian Dayeh, David DeVidi (Chair), Leeann Ferries, Fatma Gzara, Carol Ann MacGregor, Kristiina Montero, Troy Osborne, Naman Sood, Ryan Trelford, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Tyler West, Richard Wikkerink

**Resources/Guests:** Jennifer Coghlin, Jason Grove, Danielle Jeanneault, Scott Kline, Amanda McKenzie, Denise Whitehead

**Regrets:** Victoria Chu, Catherine Newell Kelly

**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 4 OCTOBER 2022 MINUTES AND BUSINESS ARISING**

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

**3. Academic Program Reviews**

**PR Religious Studies and Jewish Studies:** Scott Kline joined the meeting. Kline spoke to the two-year progress report, highlighting: the impact of the pandemic slowing the progress of the implementation plan; and the renewal of the doctoral program taking place over the next year which is anticipated to dramatically change what the program will look like. Discussion included: clarification on the newly developed policy on course development, scheduling, and inactivation, and how it works in practice; how the department is addressing faculty course releases and planned future retirements. Kline left the meeting.

**PR Sexuality, Marriage, and Family Studies:** Denise Whitehead joined the meeting. Whitehead spoke to the two-year progress report, highlighting: the process of revising the program's name to address concerns with the use of "marriage"; challenges with faculty hiring; opportunities for growth; connecting with WatSPEED on Continuing Education and Professional Development Courses/Certificates. Discussion included: faculty hiring and the reviewer recommendation process. Whitehead left the meeting.

There was a motion to approve the two-year progress report for Religious Studies and Jewish Studies on behalf of Senate. Charbonneau and Montero. Carried. There was a motion to approve the two-year progress report for Sexuality, Marriage, and Family Studies on behalf of Senate. Cooke and Vigna. Carried.

**4. CURRICULAR ITEMS FOR APPROVAL & INFORMATION**

**Arts.** Cooke presented an overview of the regulation changes for PD Courses and Work Term Reports. In a response to a question, Members heard that the PD Courses changes would be retroactively affective for the 2021-2022 and 2022-2023 calendars, as well as going forward. There was a motion to recommend that Senate approve the proposed regulations changes. Cooke and Wikkerink. Carried.

**Renison.** Montero presented course changes for SWREN 423R, SWREN 424R, SWREN 431R, SWREN 434R, SWREN 470R, and an update to the Bachelor of Social Work Admission section of the calendar. Members discussed the removal of SDS 250R as a required prerequisite course and the affect on the methodology course

requirement. There was a motion to approve the course changes and admissions page revisions on behalf of Senate. Montero and Barra. Carried.

**Science.** Barra provided an overview of the following course inactivations of work-term report courses WKRPT 200S, 300S and 400S. There was a motion to approve the course inactivations on behalf of Senate. Barra and Charbonneau. Carried. Barra also provided an overview of the renewal of the joint academic agreement between Dalian Maritime University (DMU) and the University of Waterloo. Discussion included: the process included in section 3.2.1. “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”; the need for more than one champion to ensure resiliency of an agreement; and the current status of the Dual Degree Admissions Specialist role. There was a motion to recommend that Senate approve the proposed renewal of the joint academic agreement between DMU and the University of Waterloo. Barra and Dayeh. Carried.

#### **5. DIGITAL LEARNING FRAMEWORK**

The chair spoke to the updated Digital Learning Framework included with the material and informed members that it had been approved by the Senate Graduate and Research Council (SGRC) at their November meeting to go forward to Senate. Members discussed concerns with the current Review and Approval Process, particularly with the timing and the potential for the process to be overly prescriptive or burdensome. The chair reminded members that the Review and Approval Process is still being developed and encouraged the Associate Deans and Undergraduate Operations Committee (UOps) to meet with Aldo Caputo to provide their feedback.

#### **6. CONSULTATION FOR MAJOR MODIFICATIONS**

McKenzie provided an update from the Quality Council, that in the new Quality Assurance Framework there is a new requirement for major modifications that “Input from current students and recent graduates of the program should be considered as part of the development of the [major modification], with the Proposal [written rationale] including a statement on the way in which the proposed major modification will improve the student experience”. McKenzie highlighted: additional information has been sent to the Associate Deans; recent graduates can be contacted through Alumni Relations; feedback should be anonymous; trivial changes, such as adding an ‘s’ to a program name, will only require proportional consultation; and that further guidance is anticipated.

#### **7. OTHER BUSINESS**

There was no other business.

#### **8. NEXT MEETING**

The next meeting is Tuesday 13 December 2022, 12:30 to 2:30 p.m. in NH 3318

5 December 2022

Tim Weber-Kraljevski  
Associate University Secretary

**Undergraduate Affairs Group**  
Report to Senate Undergraduate Council  
December 2022

---

**For approval**

**1. New Courses**

REES  
PSCI  
PSYCH  
APPLS  
EASIA

**2. Course changes**

AFM  
ANTH  
HIST  
PSCI  
SDS  
SI  
SOCWK  
RS  
SOC

**3. Course Inactivations**

AFM  
WKRPT  
PSCI

**4. Academic Plan Changes – major modifications**

*4.1. English Language and Literature*

To change the name of the Technical Writing Minor to the Technical and Professional Writing Minor, and to include courses in additional writing genres that will enhance the skills of professional writers.

**5. Academic Plan Changes – minor modifications**

*5.1. English Language and Literature*

To add additional courses to the Technical Writing Specialization, making it easier for students to complete the specialization.

*5.2. Renison University College*

To add three special topics courses to the list of courses in Applied Language Studies Minor and to make APPLS 205R Second Language Acquisition a required course for the Diploma in Applied Language Studies.

**NEW COURSES** (for approval)

**Germanic & Slavic Studies**

**Effective 01-SEP-2023**

REES 240 (0.50) LEC Mediterranean Cultures in their European Context

An introduction to modern eastern Mediterranean societies, focusing primarily on Croatia and its neighbours, and examining the historical, cultural, economic, and socio-political interconnectedness of these societies, situated at a crossroads of both East/West and North/South communication and commerce. Students will discuss different perspectives on issues such as cultural diversity, gender relations, migration, and the place of the Mediterranean in the human imagination, developing critical thinking skills by analyzing relevant readings and engaging in independent research.

Requisites : Antireq: REES 260 taken spring 2021, winter 2022  
Rationale : The course was previously offered as a topics course and had consistent enrolment. It will add a cultural component to Croatian Studies, and has proven very attractive to social science majors, including students from Political Science, Social Development Studies, and History, as well as to students pursuing our Russian and Eastern European Studies Minor. Short title: Med Cultures in Euro Context.

**Political Science**

**Effective 01-SEP-2023**

PSCI 228 (0.50) LEC Introduction to Indigenous Political Thought

In this course students will learn theories, concepts, and topics in contemporary Indigenous political thought in Canada and North America including settler colonialism, assimilation policies, gender and sexuality, ecology, law, treaties, reconciliation, and decolonization. By exploring a variety of sources, students will understand and engage critically with structures, interests, and processes of settler-colonial institutions in North America. Students will learn to articulate diverse perspectives from Indigenous peoples critical of such institutions.

Requisites : Prereq: Level at least 1B  
Rationale : This course will present students with an introductory-level opportunity to obtain familiarity, and critically engage with, the key concepts of contemporary Indigenous political thought. Doing so will allow students to develop skills in identifying and evaluating problems of political analysis. Critically, this will also encourage students to not only learn the nature of power and authority in a settler-colonial society, but also to integrate those understandings with real-world applications, and to consider the ethical implications of our current political systems.

Finally, in line with departmental and university commitments to anti-racism, reconciliation, and equity, this course will amplify the perspectives of Indigenous peoples on contemporary Canadian politics. Within the political science department, course content in PSCI 228 will be further studied in PSCI 362 (Cultural Politics and Indigenous Practices) and PSCI 462 (Government and Politics of Indigenous Peoples). Short title: Indigenous Political Thought.

**Effective 01-SEP-2023**

PSCI 290 (0.50) LEC Special Topics in Political Science

This topics course will be offered from time to time to cover areas of emerging research and teaching interest. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites :

Prereq: Level at least 1B

Rationale :

We are requesting to add a special topics at the 200-level to provide flexibility to instructors who would like to develop and teach new courses that do not already have permanent course codes. We already have this type of course at the 300-level and 400-level. This course is repeatable in the same term (not shown on report). Short title: Special Topics.

**Effective 01-SEP-2023**

PSCI 326 (0.50) LEC Multiculturalism and Democracy: Within, Against, and Beyond

In this course students will gain an understanding and learn to articulate diverse perspectives on democracy, multiculturalism, and the politics of recognition as they are understood within modern political thought. Through reading and analyzing a variety of sources, and engaging in original research, students will consider and discuss multiple ways of seeing these topics. Student will learn both history of Hegelian, liberal, and multicultural concepts which have shaped normative Canadian politics as well as to apply feminist, decolonial, Indigenous, and other critiques to critically reflect on and understand the limits of such paradigms.

Requisites :

Prereq: At least 0.50 unit in PSCI at the 200-level or above

Rationale :

Presently the Department of Political Science lacks an explicit course on multiculturalism, which is a key aspect of the modern Canadian political landscape, and thus would work to fill in present gaps in the course catalogue. In doing so it will offer students an opportunity to learn and evaluate the origins of key concepts and ideas related to multicultural democracy. Additionally, through learning both core ideas and critical perspectives on them as they apply to Canada today, upon completing the course students will be able to identify appropriate questions for the political analysis of multiculturalism and recognition politics, as well as be able to develop skills for integrating concepts explored in the course with real-world political situations and evaluating their ethical implications. Importantly, in line with departmental and university commitments to anti-racism, reconciliation, and equity, this course will

shed light on diverse perspectives from marginalized peoples on normative aspects of contemporary Canadian politics. Short title: Multiculturalism & Democracy.

**Effective 01-SEP-2023**

PSCI 368 (0.50) LEC Global Discourses on Colonialism

In this course students will learn the history of colonialism. Through the study of various academic and/or peer-reviewed materials, and by engaging in original research, students will be able to demonstrate familiarity with diverse approaches to defining colonialism and its role in global politics. Students will further consider the historical evolution of colonialism as it has changed over time, including notions of postcolonialism, neocolonialism, and coloniality, as well as distinct manifestations of colonialism such as settler colonialism. Students will also engage with considerations of the social, economic, and political interplay of colonialism and other phenomena such as political economy, race, gender and sexuality, orientalism, and culture.

Requisites :

Prereq: At least 0.50 unit in PSCI at the 200-level or above

Rationale :

Presently the Department of Political Science lacks a course explicitly committed to the theoretical understanding of colonialism, its various forms, and how it interacts with other social and political issues. Given the popular and scholarly discourse on colonialism, and in particular settler colonialism, in this country and the critical nature of it to understanding a variety of questions important to political science students (Indigenous relations, political economy, international relations) this course offers the opportunity to both fill in certain gaps in the present curriculum, and to bring together various avenues of study that are currently present within a single course. In doing so students who engage the course will be able to develop essential skills related to identifying problems for political analysis and the integration of classroom ideas to real-world political situations. Importantly, in line with departmental and university commitments to anti-racism, reconciliation, and equity, this course will amplify diverse perspectives from Indigenous peoples, Black people, peoples from the global south, women, and queer people and will allow students an opportunity to discuss multiple ways of seeing the issue of colonialism. Short title: Discourses on Colonialism.

**Effective 01-SEP-2023**

PSCI 470 (0.50) SEM The Body Politic

This course examines the body as a site of governance in politics and public policy, exploring the relationships between how certain people(s) come to be governed as "groups of bodies" (e.g., racialized bodies, Indigenous bodies, reproductive bodies) and the regulation of body parts (e.g., blood, skin). Throughout the course, students engage in a variety of assignments aimed at different audiences (e.g., academic, public, policy makers) to gain an understanding of the specific relationship between macro and micro approaches to the governance of the body, and the influence of



related law and policy on experiences of (in)equality.

Requisites : Prereq: Level at least 3B. Antireq: PSCI 490 SEM 001 winter 2022, LEC 041 winter 2021, LEC 001 winter 2020; GSJ 472 SEM 001 winter 2020, SEM 001 winter 2021

Rationale : This course has been taught successfully as a special topics course and it will be taught on a continual basis in future. It has attracted students from not only political science, but also other disciplines. This course brings together the study of health, autonomy, equality and forms of marginality through a focus on how the body (and bodies) are governed. With an emphasis on state violence incurred through public policy related to biological regulation, students will: discuss multiple ways of understanding "the body" in law and policy; analyze the influence of policy decisions about the body on broader notions of equality; evaluate the relationship between intersectionality and the governance of the body/marginality; and apply their understanding of body politics in ways appropriate for different audiences and venues (e.g., blog posts, final project, reading reflections, discussion).

## Psychology

### Effective 01-SEP-2023

PSYCH 417 (0.50) LEC, SEM Mindfulness and Clinical Psychology: An Experiential Introduction

This course will introduce students to mindfulness and its links to the field of clinical psychology. Experiential learning will be central: students will participate in guided mindfulness meditations in class and use the support and structure of the course to develop and maintain a daily mindfulness practice at home. Readings, reflections, lectures, and in-class discussions will supplement students' experiential learning to provide a deeper understanding of the topic.

Requisites : Prereq: PSYCH 257, PSYCH 291, PSYCH 292; Level at least 3A Honours Psychology or Make-up Psychology; Psychology average of at least 75%

Rationale : The course fills a gap in our curriculum by deepening Psychology majors' knowledge of the role of mindfulness in clinical psychology. Mindfulness has been increasingly integrated into clinical psychology practice, and there is a growing body of research evidence on its value for promoting mental health. While mindfulness is one of several topics covered in existing psychology courses, students have expressed strong interest in a course that takes them deeper into this topic. The proposed course emphasizes an experiential approach by demonstrating guided mindfulness meditation exercises in class and training students to practice such exercises in their daily lives. Readings, lectures, and reflective discussions will provide students in-depth understanding of research evidence to supplement what they learn through these experiential practices. The course addresses program-level learning outcomes related to applying psychological methodologies in practical contexts, understanding

the profession of psychology, and using psychological knowledge to promote self-regulation and well-being. Department consent is required for enrolment. Short title: Mindfulness & Clinical Psych.

## Renison University College

### Effective 01-SEP-2023

APPLS 291 (0.50) LEC Introductory Special Topics in Applied Language Studies

This special topics course will be offered from time to time as announced by the Applied Language Studies program. The topics will focus on areas of faculty research and teaching interest. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Rationale : Currently, there are four APPLS courses: one at the 200 level, and three at the 300 level. As the introductory course (APPLS 205R Second Language Acquisition) is offered at the 200 level, it is appropriate to offer introductory-level topics in APPLS at the 200 level. Positioning a special topics course at the 200 level will allow faculty to introduce broad-based topics that will enrich student knowledge and encourage interest in the existing APPLS courses. Short title: Introductory Topics.

### Effective 01-SEP-2023

APPLS 391 (0.50) LEC Intermediate Special Topics in Applied Language Studies

This special topics course will be offered from time to time as announced by the Applied Language Studies program. The topics will focus on areas of faculty research and teaching interest. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisites : Prereq: APPLS 205R  
Rationale : This course offers students a chance to study areas of applied linguistics that are currently not offered by the Applied Language Studies curriculum. It also allows instructors the opportunity to pilot test new concepts and pedagogical approaches with students who have completed APPLS 205R (Second Language Acquisition), which is the introductory course to the program. Short title: Intermediate Topics.

### Effective 01-SEP-2023

APPLS 491 (0.50) LEC Advanced Special Topics in Applied Language Studies

This special topics course will be offered from time to time as announced by the Applied Language Studies program. The topics will focus on areas of faculty research and include teaching apprenticeship opportunities. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisites : Prereq: APPLS 205R, APPLS 304R  
Rationale : Research in the field of applied linguistics is rapidly evolving. Positioning a special topics course at the 400 level allows students to

learn about evolving areas of research and apply theoretical concepts through teaching apprenticeship opportunities. As this is an advanced special topics course that will involve teaching apprenticeship, students should complete the introductory APPLS 205R Second Language Acquisition, and the intermediate-level APPLS 304R Language Teaching Methodology courses before completing this course. Short title: Advanced Topics.

**Effective 01-SEP-2023**

EASIA 101R (0.50) LEC Learning East Asian Languages

This course introduces learners to three East Asian languages (Chinese, Japanese, and Korean) and provides language learning strategies to help students learn any language. Students will use their full linguistic repertoires to learn the languages, develop intercultural understanding, and enhance language awareness. By moving between and amongst languages, and drawing on their linguistic, cultural, and communicative resources, students will develop skills to express themselves in multiple languages. All proficiency levels are welcome.

Rationale : This course approaches language learning from the current understanding that languages are not stored separately in our brains. Linguistic knowledge in any language may be leveraged to make learning subsequent languages efficient. We will use linguistic and cultural points of intersection amongst Chinese (Mandarin), Japanese, and Korean to support learning three languages within the same course. Students with no or any proficiency level in the target languages are welcome. This plurilingual approach to language learning allows students to take on roles of "experts" and support their classmates in the languages they already know. It emphasizes the strengths of students' linguistic repertoires and allows students to share their knowledge, backgrounds, and cultures, enhancing student agency and identity. Language learning is enhanced as the approach allows learners to make connections amongst languages and develop enhanced language awareness and intercultural competence. We anticipate the course will be attractive to students interested in travelling in East Asia, deciding which of the three languages they would like to learn further, and pursuing language learning in general. Faculty will team-teach this course. Short title: East Asian Languages.

**COURSE CHANGES** (for approval)

**Accounting & Finance - School of**

**Current Catalog Information**

AFM 206 (0.25) LEC, TST Introduction to Tax

This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this

course include tax law, professional ethics, and leveraging technology for taxation competencies.

No Special Consent Required

Requisites :

Prereq: AFM 191; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Coreq: AFM 205, 207, 208. Antireq: AFM 202

### Effective 01-SEP-2024

Component Change:

LAB, LEC, TST

Requisite Change :

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

Rationale :

To change components, and remove corequisites and antirequisites. The corequisite requirement is being removed as it is redundant as the sequence of courses to be taken by Accounting and Financial Management students is specified in the plan, including taking AFM 205, 206, 207, and 208 concurrently. Biotechnology/Chartered Professional Accounting students only take two of the four courses as part of that program plan and thus are unable to take all four courses concurrently. The antirequisite is being removed as AFM 202 is being removed from the calendar and has not been offered in a sufficient number of years such that no current students will have taken the course. The LAB component has been added as AFM 206 does utilize student meetings as labs for active learning purposes and the course is being revised to indicate this and facilitate scheduling.

### Current Catalog Information

AFM 208 (0.25 ) LEC, TST Introduction to Assurance

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

No Special Consent Required

Requisites :

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

### Effective 01-SEP-2024

Requisite Change :

Prereq: AFM 191; Level at least 2A Accounting and Financial Management, Biotechnology/CPA, Mathematics/CPA, or Sustainability and Financial Management students.

Rationale :

To remove corequisites and antirequisites. The corequisites requirement is being removed as it is redundant as the sequence of courses to be taken by Accounting and Financial Management students is specified in the plan, including taking AFM 205, 206, 207, and 208 concurrently. Biotechnology/Chartered Professional Accountancy students only take two of the four courses as part of that program plan and thus are unable to take all four courses concurrently. The antirequisite is being removed as AFM

202 is being removed from the calendar has not been offered in a sufficient number of years such that no current students will have taken the course.

### Current Catalog Information

AFM 321 (0.50) LEC, TST Personal Financial Planning and Taxation

This course integrates financial planning and taxes for individuals. It connects elements of planning, saving, spending, and reporting to budgeting and tax implications, as they evolve over an individual's lifetime.

No Special Consent Required

Requisites :

Prereq: One of AFM 273 (Biotech/CPA students only), AFM 274, AFM 275

### Effective 01-SEP-2024

Requisite Change :

Prereq: One of AFM 274, AFM 275. Coreq: AFM 273 (Biotech/CPA students only)

Rationale :

To change prerequisites and add corequisites. The structure of the BioTechnology/Chartered Professional Accountant program is such that AFM 273 Financial Instruments and Capital Markets, would be taken in the same term as AFM 321 so it is appropriate for AFM 273 to be a corequisite rather than a prerequisite.

## Anthropology

### Current Catalog Information

(0.00)

### Effective 01-SEP-2024

Description Change:

This course examines the religion, cultures, and politics associated with Islamic civilization in the modern world, focusing on the everyday lives and practices of ordinary Muslims. Through anthropological approaches based on ethnographic fieldwork in a variety of geographical areas, students study topics such as ritual, language, gender, authority, representation, stereotypes, fundamentalism, and secularism. Students will develop greater understanding of religious diversity by studying insider and outsider perspectives on Muslim lives and practices worldwide. Students will improve their critical thinking, writing, and oral communication skills to engage academic and public debates about Islam.

New Cross Listing :

RS 312 SI 312

Rationale :

To change description, remove description note, and add cross-listings to RS 312 thereby creating ANTH 312 and SI 312. The content (i.e., everyday lives and practices of ordinary Muslims around the world) and methodology (i.e., ethnography) of this religious studies course demonstrate significant overlap with anthropology and studies in Islamic and Arab cultures. Cross-listing will assist in reaching a broader range of students across humanities, social sciences, and languages and culture. The revised description highlights the ethnographic approach the course takes to the study of Islam and reflects the overlapping UDLEs of all three departments. The area requirement is no longer part of the program and the notes are

being removed from courses as they come forward for change. All participating units are in agreement with these changes.

## History

### Current Catalog Information ( 0.00 )

#### Effective 01-SEP-2024

New Cross Listing :

SDS 220R

Rationale :

To add cross-listing of HIST 255 to SDS 220R, and remove antirequisites. HIST 255 History of Childhood and Youth in Canada has not been offered by the History department for several years. Rather than inactivating the course, the History department requested a cross-listing with this similar course in the Social Development Studies department rather than keeping the courses as antirequisites of each other.

## Political Science

### Current Catalog Information

PSCI 244 ( 0.50 ) DIS, LEC Irrational and Rational Choices in Politics

Why do some powerful dictators allow independent legislatures and parties to exist?

Why are the frontlines of some civil wars spared from violence? Why do the same people sometimes choose language to define their ethnic identity but then choose religion at other times? Students will examine apparently random, puzzling, and even seemingly irrational choices made in political life. This course uses a rational choice framework to provide a unified explanation for some of these puzzling questions.

No Special Consent Required

Requisites :

Prereq: One of PSCI 100, 101, 110, 150

#### Effective 01-SEP-2024

Title Change:

Solving Puzzles in Political Science

Description Change:

Students will gain an understanding of the causes of some important puzzles in contemporary politics. For example, why do powerful dictators often allow opposition parties to exist? Why are the frontlines of some civil wars spared from violence? Why do people's ethnic identities shift between religion and race? Through a variety of research-based reading and data analysis, students will gain the skills to explain real-world political outcomes through a theoretical lens. Students will critically reflect on issues such as corruption, racial identity, conflict and autocracy, to understand the structures, interests, and processes that shape contemporary politics.

Requisite Change :

Prereq: Level at least 1B

Rationale :

To change titles, description, and prerequisites. We are changing title and description to provide a less technical and opaque introduction of the

course to students, and in this process, better align the course description with course content and include reference to plan-level learning outcomes. The existing prerequisites are too prescriptive and no longer appropriate for success in the course. PSCI 101 and 110 are courses that are no longer offered in the department. Short title: Puzzles in Political Science.

### Current Catalog Information

PSCI 334 (0.50) LEC Public Policy

An examination of the policy-making process in liberal democratic societies, and an evaluation of the tools employed by policy analysts to understand that process.

No Special Consent Required

Requisites : Prereq: One of PSCI 250, 255, 264, LS 206/PSCI 260

Cross-listed as: SOC 334

### Effective 01-SEP-2024

Description Change: Students will gain an understanding of the dynamics of public policy development in Canada. They will learn to identify key actors, interests, and institutions involved in policy development and articulate diverse perspectives on policy problems. Using sources such as peer-reviewed publications, government reports, and think tank analyses, students will complete research-based writing assignments to analyze the social context of public problems and identify, compare, and recommend potential solutions.

Requisite Change : Prereq: PSCI 100; Level at least 2B

Rationale : To change description and prerequisites (PSCI offering only). The existing prerequisites are too prescriptive and no longer appropriate for success in this course. Additionally, we would like to align the course description with course content and include reference to plan-level learning outcomes. Both units approve of these changes.

### Current Catalog Information

PSCI 362 (0.50) LEC Politics of Indigenous Peoples

Students will gain an understanding of and learn to articulate diverse perspectives on contemporary Indigenous issues, politics, and critical theory by examining these issues from the perspective of Indigenous North American peoples. Through a variety of research-based reading and writing assignments, students will critically reflect on colonialism, power, and state policy to understand the structures, interests, and processes that shape Indigenous struggles in Canada and North America.

No Special Consent Required

Requisites : Prereq: At least 0.50 unit in PSCI course at the 200-level or above; Level at least 2B

### Effective 01-SEP-2024

Description Change: Students will gain an understanding and learn to articulate diverse perspectives on contemporary Indigenous issues, politics, and critical theory by examining these issues from the perspective of Indigenous North American peoples. Through a variety of research-based reading and writing

assignments, students will critically reflect on colonialism, power, and state policy to understand the structures, interests, and processes that shape Indigenous struggles in Canada and North America.

Requisite Change : Prereq: Level at least 2B  
Rationale : To change description and prerequisites. Description change to fix grammar. This is a 300-level course and requires a certain level of academic preparation before a student can successfully engage with course content. The course topic is such that we would also like to encourage inclusivity. This revised prerequisite will also reduce the need for course override forms.

### Current Catalog Information

PSCI 423 (0.50) SEM Democratic Theory and Practice

What are the normative foundations, as well as limits, of democracy? Students will study contemporary challenges to democratic theory, focusing on questions of pluralism, inclusion and exclusion, rights, democratic organization, protest, and communication.

No Special Consent Required

Requisites :

Prereq: PSCI 225/CLAS 225 or PSCI 226; Level at least 3B

**Effective 01-SEP-2023**

Description Change:

Students will learn the normative foundations of democracy and the ways these do (and should) impact institutional design and democratic practices. Through an examination of systemic racism, sexism, and settler colonialism, students will articulate their understanding of the limits of contemporary democratic theory. Students will consider perspectives arising from an examination of inclusion and exclusion, equality, rights, democratic organization, protest, and communication, and will apply their knowledge to analyze problems and suggest solutions.

Requisite Change :

Prereq: Level at least 3B

Rationale :

To change description and prerequisites. This course has previously been taught as a split undergraduate/graduate course. We are updating the course description to incorporate plan-level learning outcomes and changing the prerequisite requirements now that the course is being offered only to undergraduate students

### Current Catalog Information

PSCI 431 (0.50) SEM Canadian Public Policy

Students will examine major trends in contemporary Canadian public policy, with course topic varying to reflect pressing policy issues. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

No Special Consent Required

Requisites :

Prereq: PSCI 334; Level at least 3B

**Effective 01-SEP-2024**

Title Change:

Topics in Public Policy

Description Change:

Students will examine the major issues and debates in public administration, with the course topic varying to reflect recent



developments in Canada and in the world. Students will learn to identify key actors, interests, and institutions involved in policy development and articulate diverse perspectives on policy problems. Through a variety of research-based assignments students will analyze the social context of public problems and identify, compare, and recommend potential solutions. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Rationale :

To change titles, description, description note, and repeat rules. We are updating the description of this repeatable course to better align with plan-level learning outcomes. Ten was the default number when the repeat rules were put in place but repeatable three times is a better fit with the overall program. The course is repeatable in the same term (not shown in the report). The description note change reflects the change to the repeat rules and the title changes allows for a broader selection of topics. Short title: Public Policy.

### Current Catalog Information

PSCI 472 (0.50) SEM Women and Public Policy

How, if at all, do public policies meet women's needs? How do women experience public policies? Reviewing developments in Canada and elsewhere, students will reflect on the significance of feminist approaches to public policy.

No Special Consent Required

**Effective 01-SEP-2024**

Title Change:

Gender and Public Policy

Description Change:

How, if at all, do gendered and intersecting forms of oppression (e.g., misogyny, racism, classism, ableism, colonialism, heterosexism) inform public policy? Reviewing developments in Canada and elsewhere, students will reflect on the significance of feminist approaches to public policy. Using peer-reviewed publications, government reports, and think tank analyses, students complete a variety of written assignments that require them to think critically and analytically about how public policy issues are framed in ways that privilege certain groups and marginalize others.

Prereq: Level at least 3B

Requisite Change :

Rationale :

To change titles and description and add prerequisite. We are changing the title because the use of "women" is quite outdated and the word "gender" would be more appropriate. Moreover, we have updated the course description to reflect of feminist public policy, which would study women in relation and as part of other groups experiencing marginality. This refocuses the examination of public policy around forms of oppression rather than "women" as a group. The new course description also aligns with plan-level learning outcomes. This is a 400-level course that has previously never had a prerequisite. We would like to add one to reflect the level of difficulty and to ensure that students are adequately prepared to take the course. Short title: Gender & Public Policy.

Renison University College

**Current Catalog Information**

SDS 220R (0.50) LEC Changing Concepts of Childhood

Childhood has changed as a social and cultural concept. This course will trace these changes, examining sociological, psychological, cross-cultural, historical and political factors. Art and literature will also be used to reflect attitudes about childhood. [Note: Formerly ISS 220R]

No Special Consent Required

Requisites : Antireq: HIST 255

**Effective 01-SEP-2024**

Requisite Change :

New Cross Listing : HIST 255

Rationale : To add cross-listing of HIST 255 to SDS 220R, and remove antirequisites. HIST 255 History of Childhood and Youth in Canada has not been offered by the History department for several years. Rather than inactivating the course, the History department requested a cross-listing with this similar course in the Social Development Studies department rather than keeping the courses as antirequisites of each other.

**Current Catalog Information**

(0.00)

**Effective 01-SEP-2024**

Subject/Catalog Nbr Change: SDS 245R

Title Change: Dying and Bereavement

Description Change: This course explores end-of-life topics including epidemiology of dying and death in Canada; sociocultural aspects of palliative and end-of-life care; and individual, survivor, and care provider experiences. Students will perform critical analysis of concepts related to dying and death; reflect and expand on personal perspectives of dying and death; and build awareness of dying, death, and grief from the professional, patient, and family/caregiver perspectives.

Rationale : To change subject code, number, titles and description. The change from SOCWK (240R) to the SDS subject code is in line with the way the course has been taught the last few years, leaves open the possibility for instructors with a variety of areas of expertise, and is consistent with the department's interdisciplinary approach to lifespan studies. The titles and description have been updated to reflect this broadened scope. The number had to be changed with the subject code change because SDS 240R is not available. Short title: Dying & Bereavement.

**Current Catalog Information**

SDS 351R (0.50) SEM Qualitative Research in Social Development Studies

This course introduces students to a variety of qualitative approaches to social

**University of Waterloo**  
**Undergraduate Catalog Report**  
**Faculty of Arts**

Page No. 14  
Run Date 06-DEC-2022  
Meeting Number(s) 62,61

development studies, including ethnography, narrative inquiry, participatory action research, and case study research. While undertaking short research projects, students will engage in scholarly debates regarding knowledge, ethics, power, and rigour in the analysis and production of qualitative evidence. [Note: Formerly ISS 351R]

No Special Consent Required

Requisites :

Prereq: SDS/ISS 251R; Level at least 2A. Antireq: LS 322/SOC 322

**Effective 01-SEP-2023**

Title Change:

Qualitative Research for Social Change

Description Change:

Engaging in histories, stories, language, and media, this course examines how qualitative research can support movements for social change. Students will learn how to conduct research and evaluations through a humanizing approach and have opportunities to participate in diverse research environments while reflecting on their positionalities and identities as researchers. [Note: Formerly ISS 351R]

Rationale :

To change titles and description. The new description moves away from the types of research methods that would be taught and towards the practice, process, and ethics of academic research in the service of social justice work. A title that centers social change and research practice that is justice-oriented better reflects the new description. Short title: Qualitative Research.

**Current Catalog Information**

SDS 451R (0.50) SEM Community Based Research for Social Development

This course introduces research approaches that prioritize community participation in the active creation and democratic use of knowledge for social development. Through concrete examples, this course explores the role of power in knowledge production, and examines fundamental principles and dilemmas in community-engaged research.

No Special Consent Required

Requisites :

Prereq: One of SDS/ISS 251R, HLTH 333, LS/SOC 221, LS/SOC 321, PSYCH 291, REC 270; Level at least 3A. Antireq: ISS 450R taken fall 2010 (section 002), fall 2011; SDS 450R taken fall 2012, 2013, 2014, 2015

**Effective 01-SEP-2024**

Title Change:

Research with Communities

Description Change:

This seminar emphasizes community relationships and applied learning in its pedagogy and practice using social justice informed research methods. Focusing on collaboration, communication, project facilitation, and problem solving, students will engage in practice-based learning in a community setting that addresses real-world issues.

Requisite Change :

Prereq: One of SDS/ISS 251R, HLTH 333, LS/SOC 221, LS/SOC 321, PSYCH 291, REC 270; Level at least 3A

Rationale :

To change titles, description and remove antirequisites. The course is a more interactive, interdisciplinary, and practice-based seminar that builds on skills and knowledge of SDS faculty. The title change removes the "based" and "for social development" to make it more succinct but also to signify that the course is meant to give students the opportunity to

conduct research with community not just "based" in community. The antirequisites are removed as the courses no longer exist and last the offering was beyond 5 years ago.

### Current Catalog Information

( 0.00 )

#### Effective 01-SEP-2024

Description Change:

This course examines the religion, cultures, and politics associated with Islamic civilization in the modern world, focusing on the everyday lives and practices of ordinary Muslims. Through anthropological approaches based on ethnographic fieldwork in a variety of geographical areas, students study topics such as ritual, language, gender, authority, representation, stereotypes, fundamentalism, and secularism. Students will develop greater understanding of religious diversity by studying insider and outsider perspectives on Muslim lives and practices worldwide. Students will improve their critical thinking, writing, and oral communication skills to engage academic and public debates about Islam.

New Cross Listing :

RS 312 ANTH 312

Rationale :

To change description, remove description note, and add cross-listings to RS 312 thereby creating ANTH 312 and SI 312. The content (i.e., everyday lives and practices of ordinary Muslims around the world) and methodology (i.e., ethnography) of this religious studies course demonstrate significant overlap with anthropology and studies in Islamic and Arab cultures. Cross-listing will assist in reaching a broader range of students across humanities, social sciences, and languages and culture. The revised description highlights the ethnographic approach the course takes to the study of Islam and reflects the overlapping UDLEs of all three departments. The area requirement is no longer part of the program and the notes are being removed from courses as they come forward for change. All participating units are in agreement with these changes.

### Current Catalog Information

SOCWK 356R ( 0.50 ) LEC

Developmental Disabilities and the Family

This course explores the nature and extent of developmental disability in Canada. It reviews traditional approaches to support services and social work practice with people with disabilities and their families, and it examines how these have changed in response to social change movements and milestones. Students consider social work interventions with individuals and families from a strengths-based perspective emphasizing advocacy, empowerment, and social support.

No Special Consent Required

Requisites :

Prereq: SOCWK 120R

#### Effective 01-SEP-2024

Title Change:

Developmental Disabilities and Families

Requisite Change :

Prereq: SOCWK 120R. Antireq: SDS 310R

Rationale : To change titles and add antirequisite. The titles have been updated to current terminology. Currently SOCWK 356R is listed as an antireq for SDS 310R Disability and Society, but not vice versa. There is sufficient overlap between the courses to meet the criteria for antirequisites, and the department wishes to continue offering both courses in alternating years. Short title: Dev Disabilities & Families.

## Religious Studies

### Current Catalog Information

RS 312 (0.50) LEC Muslim Lives and Practices Worldwide

This course examines the diversity of Muslim lives and practices worldwide. Selected case studies raise issues such as gender, authority, stereotypes, fundamentalism, and secularism. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

**Effective 01-SEP-2024**

Description Change:

This course examines the religion, cultures, and politics associated with Islamic civilization in the modern world, focusing on the everyday lives and practices of ordinary Muslims. Through anthropological approaches based on ethnographic fieldwork in a variety of geographical areas, students study topics such as ritual, language, gender, authority, representation, stereotypes, fundamentalism, and secularism. Students will develop greater understanding of religious diversity by studying insider and outsider perspectives on Muslim lives and practices worldwide. Students will improve their critical thinking, writing, and oral communication skills to engage academic and public debates about Islam.

New Cross Listing :

SI 312 ANTH 312

Rationale :

To change description, remove description note, and add cross-listings to RS 312 thereby creating ANTH 312 and SI 312. The content (i.e., everyday lives and practices of ordinary Muslims around the world) and methodology (i.e., ethnography) of this religious studies course demonstrate significant overlap with anthropology and studies in Islamic and Arab cultures. Cross-listing will assist in reaching a broader range of students across humanities, social sciences, and languages and culture. The revised description highlights the ethnographic approach the course takes to the study of Islam and reflects the overlapping UDLEs of all three departments. The area requirement is no longer part of the program and the notes are being removed from courses as they come forward for change. All participating units are in agreement with these changes.

## Sociology and Legal Studies

### Current Catalog Information

SOC 324 (0.50) LEC Digital Cultures

This course examines how digital play represents and structures social interaction and how games develop social norms, influence social consensus, and respond to deviance.

No Special Consent Required

Requisites :

Prereq: SOC 101/101R or 120R

**Effective 01-SEP-2023**

Description Change:

In this course students will develop a sociological lens to examine the intersection of technology and digital cultures. Students will unpack and problematize key terms, ideas, and discourse associated with digital cultures. Learning outcomes include examining how popular technology discourse both structures social action and obscures underlying relations of power and inequality. Sample topics students will work on include critical investigations of "smart" technologies and cities, online communities, maker cultures, sharing and platform societies, as well as automation and gig work.

Rationale :

To change description. Changes to course description to be better suited to multiple instructors teaching the course and to student learning outcomes.

**Current Catalog Information**

SOC 334 (0.50 ) LEC Public Policy

An examination of the policy-making process in liberal democratic societies, and an evaluation of the tools employed by policy analysts to understand that process.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Cross-listed as:

PSCI 334

**Effective 01-SEP-2024**

Description Change:

Students will gain an understanding of the dynamics of public policy development in Canada. They will learn to identify key actors, interests, and institutions involved in policy development and articulate diverse perspectives on policy problems. Using sources such as peer-reviewed publications, government reports, and think tank analyses, students will complete research-based writing assignments to analyze the social context of public problems and identify, compare, and recommend potential solutions.

Rationale :

To change description and prerequisites (PSCI offering only). The existing prerequisites are too prescriptive and no longer appropriate for success in this course. Additionally, we would like to align the course description with course content and include reference to plan-level learning outcomes. Both units approve of these changes.

**COURSE INACTIVATIONS** (for approval)

**Accounting & Finance - School of**

Effective 01-SEP-2023  
AFM 202 (0.50 )  
Rationale :

Introduction to Public Practice  
AFM 202, 203, and 204 have been replaced in the Accounting and Financial Management plan by AFM 205, 206, 207, and 208, and will not be offered again.

Effective 01-SEP-2023  
AFM 203 (0.50 )  
Rationale :

Introduction to Decision Support  
AFM 202, 203, and 204 have been replaced in the Accounting and Financial Management plan by AFM 205, 206, 207, and 208, and will not be offered again.

Effective 01-SEP-2023  
AFM 204 (0.50 )  
Rationale :

Introduction to Applied Finance  
AFM 202, 203, and 204 have been replaced in the Accounting and Financial Management plan by AFM 205, 206, 207, and 208, and will not be offered again.

## Co-operative Education & Career Action

Effective 01-SEP-2023  
WKRPT 200A (0.13 )  
Rationale :

Arts Work-term Report 2  
The Work Term Report requirement is now embedded in PD courses so the WKRPT courses are no longer required.

Effective 01-SEP-2023  
WKRPT 300A (0.13 )  
Rationale :

Arts Work-term Report 3  
The Work Term Report requirement is now embedded in PD courses so the WKRPT courses are no longer required.

Effective 01-SEP-2023  
WKRPT 400A (0.13 )  
Rationale :

Arts Work-term Report 4  
The Work Term Report requirement is now embedded in PD courses so the WKRPT courses are no longer required.

Effective 01-SEP-2023  
WKRPT 500A (0.13 )  
Rationale :

Arts Work-term Report 5  
The Work Term Report requirement is now embedded in PD courses so the WKRPT courses are no longer required.

## Political Science

Effective 01-SEP-2024  
PSCI 352 (0.50 )

Culture and Political Violence

**University of Waterloo  
Undergraduate Catalog Report  
Faculty of Arts**

Page No. 19  
Run Date 06-DEC-2022  
Meeting Number(s) 62,61

Rationale :

This course has not been taught in the last five years because none of our current faculty members has an interest to teach this course and there is no plan to teach it in the future. This course is an elective in the Global Experience Certificate but there are many other PSCI courses that students can choose from.

Effective 01-SEP-2023  
PSCI 435 (0.50 )

**Comparative Public Policy**

Rationale :

This course has not been taught in the past five years. The content has been moved to other courses (e.g., PSCI 431 Canadian Public Policy). This course is not included in any plan requirements.

End of Report



## 4. Academic Plan Changes – Major Modifications

Effective Date: 01 September 2024

### 4.1. Academic Unit: English Language and Literature

Plan Title(s): Technical and Professional Writing Minor

**Rationale:** Students have had trouble completing the minor because of course availability. In consultation with the Undergraduate Committee, the Associate Chair, Undergraduate has added appropriate courses that can count towards the minor, and changed the name of the minor to reflect that its scope, while still focusing on technical writing, has broadened to include courses in additional writing genres as well as courses that enhance the skills of professional writers.

This minor is picking up steam and demand but there are some roadblocks when it comes to availability of courses. Adding some more options to the minor will help make it easier for students to complete. Because these changes include more kinds of writing than just technical writing, a name change is recommended. It's believed that the new name will have wider appeal and that it more accurately reflects what the minor does.

Students enrolled under the current requirements and plan name will be given the option of moving to the revised plan with the new name or remaining with their current requirements and plan name.

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

Students enrolled in any degree program may pursue a minor designation in Technical and Professional Writing.

The Technical and Professional Writing Minor requires successful completion of a minimum of four academic units (eight courses) with a minimum cumulative minor average of 65%, including:

- ENGL 210E, ENGL 210J, ENGL 292, ENGL 392A
- two of ENGL 109, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193, ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291
- two of ENGL 293, ENGL 306B, ENGL 335, ENGL 371, ENGL 392B, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 472, ENGL 493

#### Courses List

ENGL 293 – Introduction to Digital Media Studies

ENGL 306B – How English Grammar Works

ENGL 371 – Editing Literary Works

ENGL 408A – Writing for the Media

ENGL 493 – Topics in Professional Writing and Communication Design.

## 5. Academic Plan Changes – Minor Modifications

Effective Date: 01 September 2024

### 5.1. Academic Unit: English Language and Literature

## Plan Title(s): Technical Writing Specialization

**Rationale:** Students have been having difficulty completing the specialization because of course availability. We have identified additional courses appropriate for the plan and would like to add them to the specialization to make it easier for students to complete.

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

The Technical Writing Specialization requires successful completion of four courses:

- ENGL 210E, ENGL 392A
- one of ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J
- one of ENGL 306B, ENGL 392B, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 472, ENGL 493

### Courses List

ENGL 210F – Genres of Business Communication

ENGL 210H – Arts Writing

ENGL 306B – How English Grammar Works

ENGL 392B – Visual Rhetoric

ENGL 408A – Writing for the Media

ENGL 493 – Topics in Professional Writing and Communication Design.

## 5.2. Academic Unit: Renison University College

### Plan Title(s): Applied Language Studies Minor

**Rationale:** Applied Language Studies (APPLS) is seeking to add three special topics courses to its list of APPLS courses. To include these courses and avoid future calendar revisions to the program description when further APPLS courses may be approved, we propose removing the list of specific APPLS courses, and simply referring to APPLS courses generally. However, we would like to retain the APPLS 205R: Second Language Acquisition (the introduction to the minor) as a mandatory course. As a result, the minor will now list only APPLS 205R in the calendar list.

In addition, the approved APPLS language course list now reflects the new ASL courses (ASL 201R American Sign Language 3 and 202R American Sign Language 4) that were previously approved and effective fall 2022.

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

Students enrolled in any degree program may pursue a minor designation in Applied Language Studies.

The Applied Language Studies Minor requires successful completion of a minimum of four academic course units (eight courses) in APPLS and Applied Language Studies approved language courses ~~core and approved language courses~~ with a minimum cumulative minor average of 65%, including:

- APPLS 205R, ~~APPLS 301/GER 301, APPLS 304R, APPLS 306R~~
- Three additional APPLS courses

- four approved language courses (all in one language that is not the student's first language, or two in each of two languages that are not the student's first language):
  - ARABIC 101R, ARABIC 102R, ARABIC 120R, ARABIC 201R, ARABIC 202R, ARABIC 301R, ARABIC 302R
  - ASL 101R, ASL 102R, **ASL 201R, ASL 202R**
  - CHINA 101R, CHINA 102R, CHINA 120R, CHINA 200R, CHINA 201R, CHINA 202R, CHINA 301R, CHINA 302R, CHINA 310R, CHINA 320R, CHINA 390R, CHINA 391R, CHINA 401R, CHINA 402R
  - CROAT 101, CROAT 102, CROAT 299
  - DUTCH 101, DUTCH 102
  - EMLS 101R, EMLS 102R, EMLS 103R, EMLS 104R, EMLS 105R, EMLS 110R, EMLS 129R/ENGL 129R
  - FR 101, FR 151, FR 152, FR 192A, FR 192B, FR 203, FR 250, FR 251, FR 252, FR 255, FR 303, FR 351, FR 353, FR 355, FR 373, FR 400, FR 403, FR 452, FR 473
  - GER 101, GER 102, GER 201, GER 202, GER 211, GER 250, GER 299, GER 303, GER 304, GER 307, GER 308, GER 331, GER 350
  - GRK 101/RS 101, GRK 102/RS 102, GRK 105, GRK 201/RS 223, GRK 202/RS 224, GRK 351, GRK 451
  - ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITAL 251
  - JAPAN 101R, JAPAN 102R, JAPAN 111R, JAPAN 112R, JAPAN 201R, JAPAN 202R, JAPAN 301R, JAPAN 302R, JAPAN 391R
  - KOREA 101R, KOREA 102R, KOREA 201R, KOREA 202R, KOREA 301R, KOREA 302R, KOREA 391R
  - LAT 101, LAT 102, LAT 201, LAT 202, LAT 351, LAT 451
  - MOHAWK 101R/INDG 101, MOHAWK 102R/INDG 102
  - PORT 101, PORT 102
  - RUSS 101, RUSS 102
  - SPAN 101, SPAN 102, SPAN 201A, SPAN 201B, SPAN 210, SPAN 301A, SPAN 301B

## Plan Title(s): Diploma in Applied Language Studies

**Rationale:** Applied Language Studies (APPLS) is seeking to add three special topics courses to its list of APPLS courses. The diploma program description has already been revised to remove the list of specific APPLS courses; however, we would now like to add APPLS 205R as a mandatory course for the diploma to ensure the introductory course is included in the plan.

We are also taking the opportunity to remove the terms “second or foreign” from the calendar program description, mirroring the movement in applied linguistics to refer to second/foreign language teaching more accurately as simply language teaching.

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

Students enrolled in any degree program or non- or post-degree academic plan may pursue the Diploma in Applied Language Studies. This Diploma may be of particular interest to students who wish to explore issues of ~~second or foreign~~ language teaching and acquisition.

The Diploma in Applied Language Studies requires successful completion of a minimum of two academic course units (four courses) in APPLS courses with a minimum cumulative diploma average of 65%, **including:**

- **APPLS 205R**
- **Three additional APPLS courses**

**FACULTY OF HEALTH – UNDERGRADUATE REPORT (FUGS: January 7, 2022 & FC: January 28, 2022)**

**to**

**SENATE UNDERGRADUATE COUNCIL (December 13, 2022)**

**Faculty of Health undergraduate curricular changes for  
*for inclusion in the 2024/2025 Undergraduate Studies Academic Calendar***

1. NEW ACADEMIC PLANS/PROGRAMS  
Neuroscience Minor

## 1. NEW ACADEMIC PLANS/PROGRAMS

### 1.1. Neuroscience Minor

Effective September 1, 2024

#### Background and rationale:

To add a shared Neuroscience Minor between the Departments of Kinesiology and Health Sciences, Biology, Psychology, and the School of Public Health Sciences. This interdisciplinary minor will encourage students to take courses across four disciplines and will provide undergraduate students the ability to enhance their breadth and depth of knowledge related to Neuroscience. By leveraging the expertise of each program, we will be able to provide students an impactful educational experience. The collaborative and interdisciplinary aspects of this minor align well with the core values and strategic goals of the University.

The Departments of Kinesiology and Health Sciences, Biology, Psychology, and the School of Public Health Sciences, have developed the Neuroscience Minor through in-depth consultations and appropriate approval of the requirements, which includes the list of courses (PSYCH, BIOL, KIN, HLTH). Permission to include the SYDE (cross-listed with BIOL) course was granted by the Department of Systems Design Engineering. The Departments and School associated with the minor approved the Neuroscience Minor at their departmental-level committees (Department of Kinesiology and Health Sciences on December 22, 2021; Department of Biology on May 31, 2022; Department of Psychology on October 18, 2021; School of Public Health Sciences on October 20, 2021). The Neuroscience Minor was approved at the faculty-level committees as well (Health Faculty Undergraduate Studies Committee on January 7, 2022, and Faculty Council on January 28, 2022; Science Faculty Undergraduate Studies Committee on June 7, 2022, and Faculty Council on July 18, 2022; Arts Faculty Undergraduate Affairs Group on October 6, 2022, and Faculty Council on November 15, 2022). The Faculty of Health is submitting this motion to Senate Undergraduate Council on behalf of Science and Arts.

The Minor will be managed by the Associate Chair of Kinesiology and Health Sciences, with regular discussions of the administrative structure including academic requirements, advising, curricular revisions, etc. with the Associate Chairs of Biology, Psychology, and Associate Director of Public Health Sciences. Academic advising will occur within the student's respective faculty. Students not in the Faculty of Arts, Health, or Science may contact an academic advisor in any one of the host faculties.

Academic regulations associated with new plan: The Neuroscience Minor will not be awarded together with a Medical Physiology Minor, Biology Minor, Addictions, Mental Health, and Policy Minor, or the Psychology Minor due to the common themes and courses in the minors.

#### *Calendar text:*

The Neuroscience Minor is a shared minor between the Departments of Biology, Kinesiology and Health Sciences, Psychology, and the School of Public Health Sciences. The Neuroscience Minor provides students a breadth of course offerings including neurobiology, neurophysiology, neuropharmacology, motor control systems, neurological disorders, neurorehabilitation, and behavioural, cognitive, computational, developmental, health, and systems neuroscience. The Neuroscience Minor is designed to provide additional elective courses to prepare University of Waterloo students for health professional school and/or other neuroscience graduate programs/careers.

#### Requirements:

1. Students must be in an honours or three- or four-year general program at Waterloo.
2. An overall minimum average of 60% will be required for courses presented for the Minor.
3. Courses obtained on a Letter of Permission or in transfer credit must be equivalent to courses listed in the course requirements.
4. Successful completion of 5.0 units from the requirements listed below.
  - 2.5 units to be chosen, with no more than 1.5 in the same subject, from:  
BIOL 371, BIOL 373, BIOL 376  
KIN 255, KIN 301, KIN 312  
HLTH 290  
PSYCH 261, PSYCH 306, PSYCH 307, PSYCH 335
  - 2.5 units to be chosen, with no more than 1.5 in the same subject, from:  
BIOL 472, BIOL 476, BIOL 477L, BIOL 487/SYDE 552  
HLTH 358, HLTH 458, HLTH 459, HLTH 461, HLTH 471  
KIN 356, KIN 357, KIN 359, KIN 360, KIN 415, KIN 416, KIN 459  
PSYCH 390, PSYCH 420  
Independent project, senior essay, or honours thesis courses (see Note 2):  
BIOL 499A, BIOL 499B, HLTH 432A, HLTH 432B, HLTH 472, KIN 431, KIN 432, KIN 433, KIN 472, PSYCH 461,  
PSYCH 481, PSYCH 483, PSYCH 499A, PSYCH 499B, PSYCH 499C

## Notes

1. Students in the Neuroscience Minor are expected to have already taken BIOL 130, BIOL 273, and PSYCH 101, which are prerequisites for one or more of the courses listed.
2. The independent project, senior essay, or honours thesis courses must be a topic on neuroscience or related area of study that is approved by the associate chair/director, undergraduate studies, for the respective department/school in charge of the course listed. Independent project, senior essay, or honours thesis courses from programs not listed (e.g., Sociology) must be a topic on neuroscience or related area of study that is approved by the Department of Kinesiology and Health Sciences associate chair, undergraduate studies.

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

**CONTENT**

- 1. NEW COURSE**
  - 1.1. SWREN 490R – Special Topics in Social Work
  
- 2. MINOR COURSE MODIFICATION**
  - 2.1. SWREN 422R – Advanced Macro Practice

**NEW COURSES** (for approval)

**Renison University College**

**Effective 01-SEP-2023**

SWREN 490R (0.50) LEC Special Topics in Social Work

This special topics course will provide students with opportunities to learn about emerging trends and issues in the field of social work. [Note: For permission to enrol in the course, students should consult the department offering the desired section. This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites : Prereq: Bachelor of Social Work students only  
Rationale : This special topics course will cover emerging research and teaching interests in the School of Social Work, providing students the opportunity to learn practice skills aligned with the School's ongoing commitments to social justice.

**COURSE CHANGES** (for approval)

**Current Catalog Information**

SWREN 422R (0.50) LEC Advanced Macro Practice

The course examines and compares the strengths, limitations, differential uses, and interconnections of the range of skills needed for community organization, social planning, and social policy practice. Practical applications such as conference planning, proposal writing and fund raising will be explored.

No Special Consent Required

**Effective 01-SEP-2023**

Title Change: Macro Practice: Critical Considerations of Community Organization  
Rationale : To change title. Given the removal of SOCWK 222R: Community Organization as a Bachelor of Social Work prerequisite in November 2022 submission to Senate Undergraduate Council, there is now no longer an Advanced follow-up course.

End of Report





## MEMORANDUM

TO: Senate Undergraduate Committee

FROM: Andrea Kelman, Acting University Secretary

DATE: December 7, 2022

SUBJECT: Senate Governance Review Recommendations

---

Senate endorsed the recommendations of the [Senate Governance Review](#) at its meeting on June 20, 2022, and you will be aware the recommendations were broad and will impact many aspects of the work of Senate and Senators.

Each of the Senate Committees and Councils will be working in a coordinated fashion, supported by the Secretariat, to review their terms of reference concurrently, with recommendations being brought forward as they are ready through the two-step Senate review and approval process.

Each Committee/Council will be provided with key documents (e.g., terms of reference) and a series of guiding questions will be provided to encourage strategic discussion, streamline conversations, and create consistency between and amongst recommendations. Selected excerpts from key documents have been included as an appendix to this memo for ease of reference and in support of the questions provided, however, the complete original documents are hyperlinked as well.

The following guiding questions are provided to encourage strategic conversation and similar conversations between Committees, however, discussion is not limited to these questions. Additionally, the questions may solicit discussion around guiding governance principles for Senate at the University of Waterloo.

### Guiding Questions

- How would you describe the current level of engagement within the Senate Undergraduate Committee?
- Is the current timing, cadence, and length of meetings appropriate? Could improvements be expected from changing one or more of these elements?
- Does the Committee's agenda accurately reflect its mandate? Is the Committee appropriately engaged on matters in its mandate? What examples support this (if any)? Are there any changes required to the mandate of the Committee?
- Do members observe any inappropriate overlap (whether minor or significant) in the mandate, membership, or responsibilities with other Senate Committees and Councils? Are there committees with similar mandates that could be combined?

- Are the Senate-delegated powers of the Committee appropriate? Are there any matters/powers that could be delegated from Senate to this Committee or from this Committee to a subcommittee or other university committee? Would creation of a subcommittee (e.g. committee to handle curricular submissions on behalf of the Senate councils) be appropriate to handle routine approvals, and so to liberate time and space to focus on more strategic issues?
- Is the membership composition of the committee appropriate? How could it be changed with tasks delegated to sub-committees or other committees?
- How does this Committee communicate with Senate? How might the Committee communicate differently with Senate?
- For consideration of proposals with a scope that is cross-campus/interdisciplinary or otherwise does not neatly fall within the remit of a single governance body, could the committee adopt mechanisms (for itself or with other bodies) to provide a more efficient pathway toward approval?

The Secretariat is also exploring implementation of an annual orientation for each of the Senate Committees and Councils. Please provide feedback on those topics you would like covered in an orientation.

Finally, the Secretariat is proposing that all Committees/Councils undertake regular reviews of the respective terms of reference (on a five-year staggered cycle), with monitoring and accountability to Senate (or an appropriate Senate Committee). This cycle ensures regular review without assigning any obligation to amend the terms of reference.

**Request:**

Committees and Councils of Senate may provide their observations and input through the chair and secretary, for inclusion within the suite of changes under contemplation in the implementation of the Senate Governance Review.

## APPENDIX

Excerpt from the [University of Waterloo Act](#)

### POWERS OF THE SENATE

22. The Senate has the power to establish the educational policies of the University and to make recommendations to the Board of Governors with respect to any matter relative to the operation of the University and without restricting the generality of the foregoing, this includes the power,

- (a) to make recommendations to the Board of Governors relative to the creation, establishment, maintenance, modification, or removal of organizational structures such as faculties, schools, institutes, departments or chairs within the University;
- (b) subject to the approval of the Board of Governors, in so far as the expenditure of funds is concerned, to establish, maintain, modify or remove, curricula of all courses of instruction including extension courses;
- (c) to determine policies concerning the qualifications of faculty members within the University with respect to appointments or promotions in rank, or to the granting of tenure, in connection with research or teaching or academic administration;
- (d) to determine standards of admission of students to the University;
- (e) to consider and determine the conduct and results of examinations in all faculties or academic units;
- (f) to hear and determine appeals from the decisions of the faculty councils on applications and examinations by students;
- (g) to confer degrees, diplomas and certificates or other awards in any and all branches of learning and in any subject taught in the University or its federated or affiliated colleges;
- (h) to confer honorary degrees in Divinity, without fees, upon the recommendation of any theological college federated or affiliated with the University;
- (i) to confer honorary degrees in any department of learning;
- (j) to undertake, consider and co-ordinate long-range academic planning;
- (k) to consider and to recommend to the Board of Governors policies concerning the internal allocation or use of University resources;
- (l) to consider and to recommend to the Board of Governors the federation or affiliation of the University with any college for teaching any branch of learning;
- (m) to create councils and committees to exercise its powers;
- (n) to provide, if considered necessary, for an executive committee which shall act in the name and on behalf of the Senate between regular meetings of the Senate; and
- (o) to enact by-laws and regulations for the conduct of its affairs.

Excerpts from [Senate Bylaw 1 – Business and affairs of Senate](#)

**4. Committees and councils - agenda and background material to be available**

4.01 Notice in writing of each general meeting of any committee or council shall be available at least seven (7) days prior to the date of each such meeting.

4.02 The agenda and available background material for any general meeting of any committee or council shall be available at least seven (7) days prior to the date of each such meeting.

**12. Limit on service on committees**

12.01 An elected member of Senate shall not serve on more than one of the Executive, Finance or Long Range Planning Committees.

**14. Bylaws - general**

14.01 The passage of a new bylaw or amendment(s) to an existing bylaw is accomplished in two readings by Senate. At the first reading, such discussion as is deemed appropriate by Senate shall take place. At the second reading, further discussion may take place and the vote on the document shall be taken. The two readings shall take place at different, but not necessarily consecutive, meetings of Senate.

14.02 No proposed bylaw or amendment(s) will be given reading unless it has been bound into or accompanies the agenda portfolio distributed in advance of the meeting.

14.03 Any proposed bylaw or amendment(s) shall include the proposed wording of the bylaw or amendment(s), and where appropriate, a summary of the reasons for such bylaw or amendment(s).

14.04 In order to be approved by Senate, any new bylaw or amendment(s) to bylaws must receive the affirmative vote of at least two-thirds of the members of Senate present and voting at the meeting.

## **5. Undergraduate Council**

5.01 There shall be a council of the university, appointed by and responsible to Senate, called the Undergraduate Council.

### **5.02 Undergraduate Council Membership**

The membership of this council shall consist of the following:

- a. *Ex Officio*
  - i. The president of the university.
  - ii. The vice-president, academic & provost.
  - iii. The associate vice-president, academic, who shall co-chair this council.
  - iv. The dean of the federated university.
  - v. The associate dean for undergraduate studies for each faculty.
  - vi. The registrar of the university.
  - vii. The university librarian, or delegate.
  - viii. The vice-president (education) or equivalent from the Undergraduate Student Association of each faculty of the university.
- b. Elected / Appointed
  - i. One member of the faculty from each faculty of the university which offers undergraduate programs, each of whom shall serve for a term of two years.
  - ii. One member of faculty from the federated university, who shall serve for a term of two years.
  - iii. One member of faculty from the affiliated university colleges, who shall serve for a term of two years.
  - iv. A director appointed from Co-operative Education & Career Action.
  - v. An executive member appointed from the Federation of Students.

### **5.03 Powers and Duties of the Undergraduate Council**

The Undergraduate Council shall consider all questions relating to the academic quality of undergraduate studies within the university and, without intending to restrict the generality of the foregoing, the Undergraduate Council shall,

- a. Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university.
- b. Make recommendations to Senate with respect to new undergraduate programs/plans, the deletion of undergraduate programs/plans, and major changes to undergraduate programs/plans.
- c. On behalf of Senate, consider and approve all new undergraduate courses, the deletion of undergraduate courses, and proposed changes to existing undergraduate courses and minor changes to programs and/or plans, and provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.
- d. Advise the vice-president, academic & provost on all matters relating to undergraduate studies.
- e. Consider, study and review briefs on any aspect of undergraduate studies from members of the university.

# New Program Development Phase 3: Approval Timelines

Based on Fall 2025 intake

Approval phase for undergraduate programs = 2 years

