

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 11 April 2023
 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 7 March 2023 Minutes* and Business Arising	UGC
3. Curricular Items for Approval & Information	
a. Arts*	UGC
b. Health*	4.1 SEN-C, rest UGC
c. Mathematics*	UGC
d. Science*	3.1 SEN-R, rest UGC
4. Registrars Office	
a. Effective Dates Chart for 2023-2024 Academic Year*	Information
5. Senate Governance Review	
a. Guiding Questions*	Discussion
b. Sketch of SUC Subcommittees*	SEN-R
6. Other Business	
7. Next Meeting: Tuesday 9 May 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

4 April 2023

Tim Weber-Kraljevski
 Governance Officer

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 7 March 2023 Meeting
[in agenda order]

Present: Katherine Acheson, Janice Aurini, Veronica Austen, Monica Barra, Antonia Cass, Benoit Charbonneau, Victoria Chu, Blaire Clarence, David DeVidi (Chair), Leeann Ferries, Fatma Gzara, Carol Ann MacGregor, Kristiina Montero, Cici Neely, Catherine Newell Kelly, Ryan Trelford, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Richard Wikkerink, Mike Wood, Stephanie Ye-Mowe

Regrets: Henry Cheung, Jason Grove

Resources/Guests: Angela Christelis, Jennifer Coghlin, Andrew Houston, Andrew Hunt, Danielle Jeanneault, Grit Liebscher, Carrie MacKinnon

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 14 FEBRUARY 2023 MINUTES AND BUSINESS ARISING

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

3. Academic Program Reviews

FAR - Theatre and Performance: Andrew Houston and Grit Liebscher joined the meeting. Liebscher spoke to the Final Assessment report, highlighting: the recent hire of two new tenure-track faculty members; updates to the Humanities Theatre; the creation of a curriculum committee, the comprehensive review of curriculum, centering core pedagogical values and EDI, and connecting with CTE; integrating core performances into the program; new possibilities for delivering content that can be taught by program staff; and support for the co-op program. Members discussed: co-op opportunities, setting expectations for co-op students, and the Co-op for Social Good program; balancing foundational canonical content with an openness of voices that have been invisible in dominant culture; and the program's commitments to beauty and justice. Houston and Liebscher left the meeting.

There was a motion to approve the Theatre and Performance report on behalf of Senate. Acheson and Ferries. Carried.

History: Andrew Hunt joined the meeting. Hunt spoke to the two-year progress report, highlighting: the progress on growing the co-op stream; being mindful of broadening of course offerings to look at people and places that have been traditionally overlooked by the program and the recent faculty hires supporting this; and additional context for the recommendation on support staff. Members discussed: clarification on if the co-op students presented in the report were Honours Arts co-op students or Arts and Business co-op students; the tone of the report and steps being taken for the next round; instituting a permanent curriculum committee; and the inclusion of only Department Faculty members with the exclusion of the AFIW faculty members in the program. Hunt left the meeting.

Members recommended the editorial change to include the AFIW faculty members in the report and discussed the Institutional Quality Assurance Process (IQAP) for programs that include faculty members from the AFIW. There was a motion to approve the History report with the editorial change on behalf of Senate. Auston and Newell Kelly. Carried.

Liberal Studies: Acheson spoke to the two-year progress report, highlighting: the change in student demographics with the increase of honours students choosing the program; and the program's alignment to the universities' strategies priorities by offering flexible paths and being interdisciplinary. Acheson left the meeting.

There was a motion to approve the Liberal Studies report on behalf of Senate. Motion Charbonneau and Barra. Carried. Acheson rejoined the meeting.

4. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Environment and Science. Wandel presented course changes for Geography & Environmental Management and Interdisciplinary Studies. There was a motion to approve the course changes on behalf of Senate. Wandel and Barra. Carried.

5. SENATE GOVERNANCE REVIEW

The chair provided an overview of the Sketch of SUC Subcommittees document. Members discussed: AFIW representation on the subcommittee and that the ADUs from the AFIW members on the subcommittee should be updated to the correct term; the potential time of subcommittee meetings; the possibility of making changes to the subcommittee and Senate QA committee in the future; allowing for important or controversial items to still go to Senate as needed; and the practice for QA committees at other institutions, the workload for the proposed QA committee, and the committee's membership. The Associate Deans were asked to provide the approval mapping for their Faculty. The chair and the secretary will put together a draft proposal for Senate to be discussed at the next meeting.

6. OTHER BUSINESS

There was no other business.

7. NEXT MEETING

The next meeting is Tuesday 11 April 2023, 12:30 to 2:30 p.m. in NH 3318

20 Mach 2023

Tim Weber-Kraljevski
Associate University Secretary

Undergraduate Affairs Group
Report to Senate Undergraduate Faculty Council
April 2023

For approval

1. New Courses

BLKST
MEDVL
FINE
ITALST

2. Course changes

MUSIC
MEDVL
FINE
GER
PSYCH
EASIA, SDS
RS
SOC
SPAN
ITALST

3. Course Inactivations

AFM

4. Academic Plan Changes – minor modifications

- 4.1. Classical Studies/St. Jerome's University
- 4.2. Dean of Arts
- 4.3. French Studies
- 4.4. Philosophy
- 4.5. St. Jerome's University

1. NEW COURSES (for approval)

Dean of Arts

Effective 01-SEP-2024

BLKST 242 (0.50) LEC The Emergence of Black Italy

This course examines race in postcolonial Italy. Through literature, film, and postcolonial theory, students will assess the development of the Italian colonial mindset (1880s-1940s) in order to dismantle post-WWII narratives that attempted to subvert and deny Italian colonialism and its legacy. Students will critically evaluate the connections between Italy's colonial past, the Mediterranean migration crisis in the 1990s, and the contemporary Italian response to migrations. Students will listen to music, read novels, and engage with web content created by contemporary Afro-Italians whose artistic responses to racial discrimination invite a consideration of the crucial values that define Black Italy, and the underlying link between Italian colonialism and Mediterranean migrations.

Cross-listed as:

ITALST 242

Rationale :

The current ITALST course offerings do not include a sustained interrogation of the Mediterranean migration crisis, African/Black immigration to Italy, and the links between these circumstances and Italy's colonial past. Given the importance of these issues nationally, as well as globally, it is paramount that this gap be filled. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to integrate one of its courses with the new and important Black Studies program. The people in charge of the new program at Waterloo have been consulted and approve the creation of this cross-listed course. The course fits with the BLKST focus on diaspora and global ideas, as well as on expressions of blackness.

Classical Studies

Effective 01-SEP-2024

MEDVL 492 (1.00) FLD Medieval Archaeology Field School

This course offers learners an intensive introduction to archaeological methods and interpretation through fieldwork. It focuses on a live excavation. Learners will also, to a more limited extent, experience field lectures and discussions, hands-on training, laboratory work, and visits to archaeological sites and museums. Learning sessions will include topics such as the history and archaeology, stratigraphy, general principles of artifact conservation, identification of the main classes of artifacts and procedures to follow in the archaeology lab, use of survey tools and software, heritage protection, and appropriate display of finds. [Note: This is a repeatable course, subject to different content; it may be completed a total of two

times.]

Rationale : Medieval Studies has, for ten years, been running an archaeology field school in partnership with Queen's University and the Bader International Study Centre at Herstmonceux Castle. Students taking this course have done so on a letter of permission, which requires course equivalency. There is currently no comparable course equivalent in Medieval Studies. This course also meets a strategic need by expanding experiential learning opportunities in medieval studies. This course requires department consent to enrol and is not repeatable in the same term. Short title: Medieval Archaeol Field School.

Fine Arts

Effective 01-SEP-2024

FINE 261 (0.50) LEC Italian Innovators: Italy by Design

Students will explore how ideas by Italian designers in the last 150 years have developed into innovative products. Through an analysis of a range of media and advertisements, students will gain insight into the history of Italian design and assess the role of designers as storytellers in Italy's industrial aesthetics.

Cross-listed as: ITALST 261

Rationale : The Italian Studies program does not currently include any courses that offer a study of Italian design and manufacture, a pillar of the world-renowned Italian creative industries. The St. Jerome's Italian and French Studies department seeks to expand the reach of its ITALST courses to other programs and in this case to support the University of Waterloo's commitment to innovation, design, and entrepreneurship. This course will add to the range of media and cultural offerings of the visual culture program. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both units approve the creation of this cross-listed course. Short title: Italy by Design.

St Jerome's University

Effective 01-SEP-2024

ITALST 242 (0.50) LEC The Emergence of Black Italy

This course examines race in postcolonial Italy. Through literature, film, and postcolonial theory, students will assess the development of the Italian colonial mindset (1880s-1940s) in order to dismantle post-WWII narratives that attempted to subvert and deny Italian colonialism and its legacy. Students will critically evaluate the connections between Italy's colonial past, the Mediterranean migration crisis in the 1990s, and the contemporary Italian response to migrations. Students will listen to music, read novels, and engage with web content created by

contemporary Afro-Italians whose artistic responses to racial discrimination invite a consideration of the crucial values that define Black Italy, and the underlying link between Italian colonialism and Mediterranean migrations.

Cross-listed as: BLKST 242

Rationale : The current ITALST course offerings do not include a sustained interrogation of the Mediterranean migration crisis, African/Black immigration to Italy, and the links between these circumstances and Italy's colonial past. Given the importance of these issues nationally, as well as globally, it is paramount that this gap be filled. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to integrate one of its courses with the new and important Black Studies program. The people in charge of the new program at Waterloo have been consulted and approve the creation of this cross-listed course. The course fits with the BLKST focus on diaspora and global ideas, as well as on expressions of blackness.

Effective 01-SEP-2024

ITALST 261 (0.50) LEC Italian Innovators: Italy by Design

Students will explore how ideas by Italian designers in the last 150 years have developed into innovative products. Through an analysis of a range of media and advertisements, students will gain insight into the history of Italian design and assess the role of designers as storytellers in Italy's industrial aesthetics.

Cross-listed as: FINE 261

Rationale : The Italian Studies program does not currently include any courses that offer a study of Italian design and manufacture, a pillar of the world-renowned Italian creative industries. The St. Jerome's Italian and French Studies department seeks to expand the reach of its ITALST courses to other programs and in this case to support the University of Waterloo's commitment to innovation, design, and entrepreneurship. This course will add to the range of media and cultural offerings of the visual culture program. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both units approve the creation of this cross-listed course. Short title: Italy by Design.

2. COURSE CHANGES (for approval)

Conrad Grebel University College

Current Catalog Information

MUSIC 491 (0.50) SEM Senior Research Seminar
A research seminar for Music majors designed to give students an opportunity to develop research techniques through individual research projects and regular meetings with other students and faculty.
No Special Consent Required
Requisites : Prereq: Level at least 3A Music

Effective 01-SEP-2024

Component Change: PRJ
Title Change: Senior Research Project
Description Change: A term-length research project for Honours Music students designed to give students an opportunity to develop research techniques through individual research projects under the supervision of a faculty advisor.
Consent Change: Department Consent Required
Rationale : To change titles, description, component, and add department consent. The proposed changes add a requirement for Department Consent to register for MUSIC 491 and reflect the current manner in which the course is administered -- that is, as a project course under the supervision of a faculty member rather than as a seminar course held with other students.

Current Catalog Information

MUSIC 492 (0.50) PRJ Senior Honours Thesis
An independent research project for Honours Music students. The topic is determined through consultation between the student and a faculty advisor.
Department Consent Required
Requisites : Prereq: MUSIC 491

Effective 01-SEP-2024

Description Change: An independent research project for Honours Music students. The topic is determined through consultation between the student and a faculty advisor. Submitted project will be evaluated by a committee of Music faculty.
Rationale : To change description. The proposed changes reflect the current manner in which the course is administered -- that is, it indicates that the thesis is evaluated by a committee of Music faculty.

Classical Studies

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change: MEDVL130 New cross-listing to existing course.
Unit Change: (0.50)
Component Change: LEC
Title Change: Norse Mythology
Description Change: This course introduces students to the medieval myths and legends of the

Norse peoples using original sources in translation. It explores Norse mythology in the context of historical and archaeological evidence and reflects on the purposes served by contemporary adaptations such as the television series "Vikings: Valhalla" or the "Thor" movies, which are ubiquitous in popular culture, but bear little resemblance to the myths they purport to represent. Through close reading/viewing, writing, and discussions, the course builds historical, cross-cultural, and literary competencies. [Note: Taught in English.]

Consent Change:
Course Attribute Change:
New Cross Listing :
Rationale :

No Special Consent Required
Also offered Online
GER 130
To add cross-listing to GER 130 thereby creating MEDVL 130 and change description. GER 130 is sufficiently medieval in content. The description change is to clarify the language of the texts. Both units are in agreement with the change.

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:
Unit Change:
Component Change:
Title Change:
Description Change:

MEDVL230
(0.50)
LEC
Vikings!

New cross-listing to existing course.

This course will examine the Viking Age cultures, which flourished in Northern Europe and beyond from c. 800 to 1100 CE. The goal of this course is to familiarize students with the Viking Age and to deepen students' understanding of the processes through which peoples in the present give meaning to the past. [Note: Taught in English; no knowledge of other languages required.]

Consent Change:
Course Attribute Change:
New Cross Listing :
Rationale :

No Special Consent Required
Also offered Online
GER 230
To add cross-listing to GER 230 thereby creating MEDVL 230. GER 230 is sufficiently medieval in content and both units are in agreement with the change.

Fine Arts

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

FINE 120

New cross-listing to existing course.

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Unit Change: (0.50)
Component Change: LEC
Title Change: Italian Cinema
Description Change: This is a survey of the most representative works of Italian cinema, from the early 20th century to the present day. Students will gain an understanding of and appreciation for one of the most influential world cinemas. Movie screenings and exposure to the vocabulary, the history and the techniques of cinema will inform students' subsequent film analyses, delivered through class presentations and/or discussions. Special attention will be given to key Italian cinematic movements, the role of directors, and the making of Italian cult movies.

Consent Change: No Special Consent Required
New Cross Listing : ITALST 120
Rationale : To change description and add cross-listing to ITALST 120 thereby creating FINE 120. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST 120 explores visual media as a form of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 120 are consistent with those of the visual culture program in their core focus on visual media, interdisciplinarity, and global cultures. Collocated within the film list in the VCULT program, the course will be an excellent complement to VCULT 100/FINE 102 (World Cinema and Visual Culture), particularly due to the seminal impact of Italian cinema within film history and film studies. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both units approve of this change.

Current Catalog Information
(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change: FINE 260 New cross-listing to existing course.
Unit Change: (0.50)
Component Change: LEC
Title Change: Italian Cinema and the Novel
Description Change: A survey of some of the principal novels of 20th century Italy as they have been adapted in film by Italian directors. Students will study literary and cinematic representations of themes such as the rise of the Italian bourgeoisie, the economic boom of the 1960s, domestic violence, and organized crime.

Consent Change: No Special Consent Required

New Cross Listing :

ITALST 281

Rationale :

To add cross-listing to ITALST 281 thereby creating FINE 260. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST 281 explores visual media as a form of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 281 are consistent with those of the visual culture program in their core focus on visual media, interdisciplinarity, and global cultures. ITALST 281 is in fact already part of the VCULT plans, but Italian Studies and Fine Arts wish now to create a cross-listing. The course is consistent with, for example, the German film courses that are cross-listed with the VCULT programs (FINE 359, 362, 363, 364) and fits in the "Film" list in the VCULT plans. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both departments approve the cross-listing.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

FINE 291

New cross-listing to existing course.

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Italian Culture and Civilization 1

Description Change:

A survey of developments in Italian late Medieval and Renaissance culture and civilization. Students will critically assess the emerging Italian short story (novella), paintings, sculptures, architectural styles, theatrical performances and opera in its nascent form. Students will be able to distinguish artistic styles of various genres pertaining to the late Medieval and Renaissance eras and understand how these reflect the cultural zeitgeist of these periods.

Consent Change:

No Special Consent Required

Course Attribute Change:

Also offered Online

New Cross Listing :

ITALST 291

Rationale :

To change description, remove prerequisites, and add cross-listing to ITALST 291 thereby creating FINE 291. The elimination of this prerequisite is part of a larger assessment of the function of prerequisites in the ITALST offerings. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST 291 explores the properties of visual media as a form

of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 291 are consistent with those of the visual culture program in their core focus on visual media, interdisciplinarity, and global cultures. In particular, each part of the course contains a section on art and architecture and also spotlights specific Italian cities, which makes the course fit in the "Art and Art History" list in the VCULT plans. Having an additional FINE course that can be offered online is also seen by VCULT as a way to improve its offerings. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it.

Germanic & Slavic Studies

Current Catalog Information

GER 130 (0.50) LEC Norse Mythology

This course introduces students to the medieval myths and legends of the Norse peoples using original sources. It explores Norse mythology in the context of historical and archaeological evidence and reflects on the purposes served by contemporary adaptations such as the television series "Vikings: Valhalla" or the "Thor" movies, which are ubiquitous in popular culture, but bear little resemblance to the myths they purport to represent. Through close reading/viewing, writing, and discussions, the course builds historical, cross-cultural, and literary competencies.

[Note: Taught in English.]

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change:	GER 130
Unit Change:	(0.50)
Component Change:	LEC
Title Change:	Norse Mythology
Description Change:	This course introduces students to the medieval myths and legends of the Norse peoples using original sources in translation. It explores Norse mythology in the context of historical and archaeological evidence and reflects on the purposes served by contemporary adaptations such as the television series "Vikings: Valhalla" or the "Thor" movies, which are ubiquitous in popular culture, but bear little resemblance to the myths they purport to represent. Through close reading/viewing, writing, and discussions, the course builds historical, cross-cultural, and literary competencies. [Note: Taught in English.]
Consent Change:	No Special Consent Required
Course Attribute Change:	Also offered Online
New Cross Listing :	MEDVL 130
Rationale :	To add cross-listing to GER 130 thereby creating MEDVL 130 and change description. GER 130 is sufficiently medieval in content. The description change is to clarify the language of the texts. Both units are in agreement

with the change.

Current Catalog Information

GER 230 (0.50) LEC Vikings!

This course will examine the Viking Age cultures, which flourished in Northern Europe and beyond from c. 800 to 1100 CE. The goal of this course is to familiarize students with the Viking Age and to deepen students' understanding of the processes through which peoples in the present give meaning to the past. [Note: Taught in English; no knowledge of other languages required.]

No Special Consent Required

Requisites : Antireq: GER 298 taken fall 2015

Effective 01-SEP-2024

Subject/Catalog Nbr Change: GER 230

Unit Change: (0.50)

Component Change: LEC

Title Change: Vikings!

Description Change: This course will examine the Viking Age cultures, which flourished in Northern Europe and beyond from c. 800 to 1100 CE. The goal of this course is to familiarize students with the Viking Age and to deepen students' understanding of the processes through which peoples in the present give meaning to the past. [Note: Taught in English; no knowledge of other languages required.]

Consent Change: No Special Consent Required

Course Attribute Change: Also offered Online

New Cross Listing : MEDVL 230

Rationale : To add cross-listing to GER 230 thereby creating MEDVL 230. GER 230 is sufficiently medieval in content and both units are in agreement with the change.

Psychology

Current Catalog Information

PSYCH 444R (0.50) SEM Psychological Interventions

This course reviews research showing how brief, non-invasive, low-cost, social psychological treatments can have small but significant benefits months and years later. Topics include school-based interventions, health interventions, psychological well-being interventions, prejudice-reduction interventions, when and why interventions can fail, and the theories behind how interventions work.

No Special Consent Required

Requisites : Prereq: PSYCH 253/253R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A. Antireq: PSYCH 449R prior to winter 2016; PSYCH 450R taught winter 2012

Effective 01-SEP-2024

Description Change: Students in this course will learn how brief psychological exercises can improve outcomes and foster equity in areas such as school achievement, well-being, intergroup relations, and health. Students will investigate

theories behind these psychological interventions, and when and why they are successful. Students will incorporate research methodology to test interventions' effectiveness into their own psychological intervention designs.

Requisite Change :

Prereq: PSYCH 253/253R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A.

Rationale :

To change description and remove antirequisites. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. No changes proposed for SDS 431R, 441R, 450R, 490R or 495R. Removing antirequisites due to age of courses and no longer running courses under those codes.

Current Catalog Information

PSYCH 448R (0.50) SEM

Close Relationships

This course focuses on the life cycle of close adult relationships, ranging from the stages of initial attraction and development of an attachment, to growth and maintenance of the relationship, to conflict and dissolution. Seminars discuss contemporary theory and research with an emphasis on understanding the basic processes involved in intimate relationships.

No Special Consent Required

Requisites :

Prereq: PSYCH 253/253R or 220R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A. Antireq: PSYCH 450R taken in W'10, W'13; PSYCH 455 taken in F'05, W'07, W'09, F'11 (sec 001), F'13 (sec 001), W'15; PSYCH 459

Effective 01-SEP-2024

Description Change:

This course focuses on the life cycle of close adult relationships, ranging from the stages of initial attraction and development of an attachment, to growth and maintenance of the relationship, to conflict and dissolution. Students explore contemporary theory and research to understand the basic processes involved in intimate relationships and apply this knowledge to strengthening relationships in diverse contexts.

Requisite Change :

Prereq: PSYCH 253/253R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A. Antireq: PSYCH 459

Rationale :

To change description and antirequisites. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. No changes proposed for SDS 431R, 441R, 450R, 490R, or 495R. Removing most antirequisites due to age of courses and no longer running courses under those codes.

Renison University College

Current Catalog Information

(0.00)

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Subject/Catalog Nbr **Change:**
Unit **Change:**
Component **Change:**
Title **Change:**
Description **Change:**

EASIA 207R

(0.50)

LEC

Buddhism

An introduction to the unifying beliefs and philosophical presuppositions of the Buddhist world-view, and an overview of the diverse forms of Buddhism in South and South-East Asia, Tibet, China, and Japan. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

Consent **Change:**

No Special Consent Required

New Cross Listing :

RS 204

Rationale :

To add cross-listing to RS 204 thereby creating EASIA 207R. We would like to cross-list RS 204 with EASIA as the course content is relevant to East Asian Studies, and we are seeking as broad an audience as possible for the course. Cross-listing the course with EASIA 207R may bring additional students to the course. Both units are in agreement with this new cross-listing.

New cross-listing to existing course.

Current Catalog Information

SDS 400R (0.50) SEM Comparative Social Policy

This course introduces students to the main methodological approaches in comparative policy analysis. It is designed to provide students with an understanding of key issues involved in comparative social policy research, and develops their analytical skills in systematic comparison. It explores the implications of globalization on social policy development; considers the impact of transnational policy making bodies; and considers international variation in policy challenges as well as variation in policy responses to those challenges. [Note: Formerly ISS 400R]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description **Change:**

In this course students are introduced to key issues involved in comparative social policy research and develop their analytical skills in systematic comparison. Students will explore the implications of globalization and climate change for social policy development; consider the impact of transnational policy making bodies; and learn how comparative approaches can be used to critique, improve, and reimagine social policy for a just and sustainable future.

Rationale :

To change description and remove description note. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. The note is no longer required.

Current Catalog Information

SDS 405R (0.50) SEM Cosmopolitanism and Social Development

What does it mean to be a "citizen of the world"? Cosmopolitanism is a social and

political philosophy that views all human beings as members of a moral, political, relational, or cultural community. From a critical and comparative perspective, students in this course explore the philosophy of cosmopolitanism and its implications for social development in diverse social, political, and cultural contexts.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

What does it mean to be a "citizen of the world"? Cosmopolitanism is a social and political philosophy that views all human beings as members of a moral, political, relational, or cultural community. By exploring the philosophy of cosmopolitanism and its implications for social development, students will come to appreciate the complexity and diversity of the current world across intellectual, health, economic, social, cultural, and political factors.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 410R (0.50) SEM Queer and Trans Studies

Centering 2SLGBTQ+ cultural and political contributions, this course examines the ways in which sexualities, bodies, relationships, and identities have been regulated and transformed. Topics include colonialism, education, family, HIV/AIDS, psychiatry, incarceration, violence, popular culture, immigration, neoliberalism, and homonormativity.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

Centering 2SLGBTQ+ cultural and political contributions, this course examines the ways in which sexualities, bodies, relationships, and identities have been regulated and transformed. Students will analyze how ideas about gender and sexuality structure the contemporary social context, make historical connections, and apply core concepts from queer and trans studies.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 411R (0.50) SEM Decolonization and Social Action

This course focuses on the relationships between Indigenous and non-Indigenous peoples within, against, and beyond settler colonialism. We explore the concepts of decolonization, resurgence, unsettling, and reconciliation and address issues of settlement, sovereignty, treaty relationships, solidarity, appropriation, and the relationship between Indigenous struggles and other movements for social change.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

Drawing on theories of decolonization, students explore the relationships between Indigenous and non-Indigenous peoples within, against, and beyond settler colonialism. Students consider and apply the concepts of decolonization, resurgence, unsettling, and reconciliation within today's social and political context.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 415R (0.50) SEM

Gender Relations within Educational Institutions

This course focuses on gender in education as both an analytical category and a teaching/learning tool. The course introduces students to the study of gender, intersected with class, race, sexuality, and disability, by focusing on pedagogy, curriculum, and identity development. [Note: Formerly ISS 415R]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

This course focuses on gender in education as both an analytical category and a teaching/learning tool. The course introduces students to the study of gender as it intersects with class, race, sexuality, and disability, by focusing on pedagogy, curriculum, and identity development. Students will develop an understanding of intersectional gender oppression and an awareness of research, policy, and practices for gender justice in education.

Rationale :

To change description and remove description note. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. The note is no longer required.

Current Catalog Information

SDS 420R (0.50) SEM

Critical Encounter with Human Nature

This course explores human nature, issues fundamental to human life, and theories which have developed around these issues. The approach is interdisciplinary and intercultural/interreligious with emphasis on such themes as self knowledge, community, loneliness and anxiety, free will and purpose in human life, and the nature of human happiness.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Cross-listed as:

RS 420R

Effective 01-SEP-2024

Description Change:

This course explores issues fundamental to human nature and related

theoretical explanations. The approach is interdisciplinary and intercultural/interreligious. Through various assignments, students will gain an understanding of their own perspectives on human nature, the questions of human "being" that those raise, and the purpose of human existence.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. Both units are in agreement with the change.

Current Catalog Information

SDS 421R (0.50) SEM (Re)framing Indigenous-Settler Relations

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

No Special Consent Required

Requisites :

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

Effective 01-SEP-2024

Description Change:

Interactions between Indigenous and Settler peoples are influenced by historical and contemporary stories told about each other. Students will experience diverse ways of knowing by examining the ideologies, knowledge, beliefs, values, and assumptions behind these stories, within the context of Canada's current Truth & Reconciliation process.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. This specific course description was also revised to allow teaching modalities beyond sharing-circle format.

Current Catalog Information

SDS 425R (0.50) SEM Educational Equity in Canada

This course examines the social foundations of education (traditionally philosophy, sociology, and history of education, but also cultural and equity studies). Through an interdisciplinary framework, this course considers the roles that schooling systems, teachers, and students play in both reproducing and challenging social inequalities and injustices. [Note: Formerly ISS 425R]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

This course examines the social foundations of education (traditionally philosophy, sociology, and history of education, but also cultural and equity studies). Through an interdisciplinary framework, this course considers the roles that schooling systems, teachers, and students play in both reproducing and challenging social inequities and injustices. Students

Rationale : will critique education processes that reproduce and challenge social inequality through analysis of literature and policy and dialogue about contemporary issues and practices.
To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 435R (0.50) SEM Restorative Approaches to Education

This course aims to develop understandings and skills in restorative approaches to education through dialogue, communication, and relational pedagogy. Through examining the current state of schools and communities engaging with restorative approaches for children and youth, this course will explore transformative options for promoting sustainable equity and inclusion.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

This course aims to develop understandings and approaches to restorative justice in education through dialogue, communication, and relational pedagogy. Students examine the current state of schools and communities engaging with restorative justice for children and youth, and learn how to explore transformative approaches for promoting equity and inclusion.

Rationale : To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 440R (0.50) SEM Optimal Living

This course takes an interdisciplinary perspective to consider what conditions foster optimal living. Topics may include the mind-body connection, spirituality, simplicity, healthy relationships, work-life balance, community engagement, leadership, generativity, and meaning. [Note: Formerly ISS 440R]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Title Change:

Approaches to Well-being

Description Change:

From an interdisciplinary perspective, students will critically examine the concept of living well, reflect on the conditions of their own well-being, and develop strategies to promote well-being in individuals, families, and communities. Specific topics may include the mind-body connection, healthy relationships, work-life balance, spirituality, community engagement, and healthy aging.

Rationale : To change titles, description, and remove description note. Title was revised after acknowledging "optimal" could perpetuate normative barriers. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with

plan-level learning outcomes. The note is no longer required.

Current Catalog Information

SDS 445R (0.50) SEM Pedagogies of Democratic Education

Engaging pedagogies for democratic education is a central goal of public and parapublic organizations, particularly schools. Yet such democratic engagement is understood in varying ways based on diverse identities. This course draws on experiential education to critically examine democratic education, including civic knowledge, values, and action.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

Engaging pedagogies for democratic education is a central goal of public and para-public organizations, particularly schools. Yet such democratic engagement is understood differently based on intersecting identities. Students develop their skills for democratic discourse through experiential education and learn how to critically examine democratic education, including civic knowledge, values, and action.

Rationale :

To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes.

Current Catalog Information

SDS 449R (0.50) SEM Prejudice and Discrimination

This course takes an interdisciplinary approach in examining causes of, impacts of, and ways to overcome stereotyping, prejudice, and discrimination. The experience and behaviour of both the target and the purveyor of discrimination will be studied from individual, interpersonal, and structural perspectives. Topics may include overt and subtle forms of prejudice, intersectionality, and situational barriers to stigmatized groups' success. [Note: Formerly PSYCH 449R]

No Special Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

This course takes an interdisciplinary approach in examining causes of, impacts of, and ways to overcome stereotyping, prejudice, and discrimination. Students will analyze the experience and behaviour of both the target and the purveyor of discrimination from individual, interpersonal, and structural perspectives, and develop anti-oppressive practices.

Rationale :

To change description and remove description note. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. The note is no longer required.

Current Catalog Information

SDS 496R (0.50) PRA, SEM Applied Apprenticeship in Social Development Studies

This course provides third- and fourth-year Social Development Studies students with an opportunity for an unpaid apprenticeship in an applied setting. The course consists of two components. The apprenticeship component normally requires a commitment of 6-8 hours per week for 10 weeks. The seminar component requires students to meet bi-weekly, as a group, with a course coordinator to set learning goals, to discuss issues arising from their apprenticeship, and to present their apprenticeship experiences and outcomes. [Note: Formerly ISS 496R. This course is offered on a CR/NCR basis.]

Department Consent Required

Requisites :

Prereq: Level at least 3A

Effective 01-SEP-2024

Description Change:

This course provides third- and fourth-year Social Development Studies students with an opportunity for an unpaid apprenticeship in an applied setting. The course consists of two components. The apprenticeship component typically requires a commitment of 6-8 hours per week for 10 weeks. The seminar component requires students to meet bi-weekly, as a group, with the course co-ordinator to set learning goals, to discuss rewards and challenges arising from their apprenticeship (including how culture, education, and other aspects of identity may impact their placement) and to present their apprenticeship experiences and outcomes. [Note: This course is offered on a CR/NCR basis.]

Rationale :

To change description and remove one description note. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. The note informing students the course used to be ISS 496R is no longer required, but the note informing students of the grading basis will remain.

Religious Studies

Current Catalog Information

RS 204 (0.50) LEC Buddhism

An introduction to the unifying beliefs and philosophical presuppositions of the Buddhist world-view, and an overview of the diverse forms of Buddhism in South and South-East Asia, Tibet, China, and Japan. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

RS 204

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Buddhism

Description Change:

An introduction to the unifying beliefs and philosophical presuppositions of the Buddhist world-view, and an overview of the diverse forms of Buddhism in South and South-East Asia, Tibet, China, and Japan. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

Change: No Special Consent Required
New Cross Listing : EASIA 207R
Rationale : To add cross-listing to RS 204 thereby creating EASIA 207R. We would like to cross-list RS 204 with EASIA as the course content is relevant to East Asian Studies, and we are seeking as broad an audience as possible for the course. Cross-listing the course with EASIA 207R may bring additional students to the course. Both units are in agreement with this new cross-listing.

Current Catalog Information

RS 420R (0.50) SEM Critical Encounter with Human Nature

This course explores human nature, issues fundamental to human life, and theories which have developed around these issues. The approach is interdisciplinary and intercultural/interreligious with emphasis on such themes as self knowledge, community, loneliness and anxiety, free will and purpose in human life, and the nature of human happiness.

No Special Consent Required

Requisites : Prereq: Level at least 3A

Cross-listed as: SDS 420R

Effective 01-SEP-2024

Description Change: This course explores issues fundamental to human nature and related theoretical explanations. The approach is interdisciplinary and intercultural/interreligious. Through various assignments, students will gain an understanding of their own perspectives on human nature, the questions of human "being" that those raise, and the purpose of human existence.

Rationale : To change description. The department wishes to update all 400-level seminar course descriptions to better inform students on course content and align with plan-level learning outcomes. Both units are in agreement with the change.

Sociology and Legal Studies

Current Catalog Information

SOC 302 (0.50) LEC Contemporary Sociological Theory

An examination of the nature and functioning of sociological theory in the 20th and 21st centuries, with a focus on selected types of theory that have been influential in shaping the discipline.

No Special Consent Required

Requisites : Prereq: SOC 202 or 305

Effective 01-SEP-2024

Description Change: Students will examine the nature and functioning of sociological theory from the mid-20th century to today. Students will critically analyze selected types of theory that have been influential in shaping the discipline of sociology in more recent decades. Students will apply these

Requisite Change : theories to everyday realities to develop a better understanding of our social world.
Rationale : Prereq: SOC 202
To change description and prerequisites. The description is being updated to better reflect student learning outcomes. The version of SOC 305 to which this prerequisite refers was inactivated in 2001. The course number was reused for an unrelated new course, effective September 2022 (SOC 305 Socio-Legal Approaches to Privacy in Contemporary Contexts).

Current Catalog Information

SOC 330 (0.50) LEC Special Topics in Sociology

An in-depth analysis of research in selected topics in Sociology. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

No Special Consent Required

Requisites : Prereq: SOC 101/101R; Level at least 3A

Effective 01-SEP-2023

Description Change: Students will learn in-depth about a selected topic in sociology. Topics covered each term will be announced with the topic title in the Schedule of Classes during the course selection period. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisite Change : Prereq: SOC 101/101R

Rationale : To change description and prerequisites. The description is being updated to embed student learning outcomes. The prerequisite is being changed to align with other SOC 300-level courses.

Spanish & Latin American Studies

Current Catalog Information

SPAN 201A (0.50) LEC, TUT Intermediate Spanish 1

This course develops intermediate skills in reading, writing, speaking, and listening. The primary goals are to build communicative competence and enhance social and cultural awareness of the Spanish-speaking world.

No Special Consent Required

Requisites : Prereq: SPAN 102 or 4U Spanish. Antireq: SPAN 210

Effective 01-SEP-2024

Requisite Change : Prereq: SPAN 102 or 4U Spanish

Rationale : To remove antirequisite. SPAN 210 was recently converted into a conversation class to support the Spanish language sequence in the context of broader changes to the Spanish plans and should not be listed as an antirequisite.

Current Catalog Information

SPAN 201B (0.50) LEC, TUT Intermediate Spanish 2

The course continues development of intermediate skills in reading, writing,

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speaking, and listening. The primary goals of the course are the further enhancement of communicative competence, and social and cultural awareness. Particular attention is placed on the use of the subjunctive mood.

No Special Consent Required

Requisites :

Prereq: SPAN 201A. Antireq: SPAN 210

Effective 01-SEP-2024

Requisite Change :

Prereq: SPAN 201A

Rationale :

To remove antirequisite. SPAN 210 was recently converted into a conversation class to support the Spanish language sequence in the context of broader changes to the Spanish plans and should not be listed as an antirequisite.

Current Catalog Information

SPAN 301A (0.50) LEC, TUT Spanish in Context 1

This course promotes students' oral and written abilities, as well as their critical understanding of Latin American history and culture. Course components include: written and oral/aural practice of Spanish through oral reports, class discussions and debates on assigned topics, short literary works, and films. It offers a review of more advanced grammatical structures with the aim of achieving greater accuracy.

No Special Consent Required

Requisites :

Prereq: SPAN 201B or 210. Antireq: SPAN 261W/303W

Effective 01-SEP-2024

Requisite Change :

Prereq: SPAN 201B. Antireq: SPAN 261W/303W

Rationale :

To change prerequisites. SPAN 210 was recently converted into a conversation class to support the Spanish language sequence in the context of broader changes to the Spanish plans and should not be listed as an prerequisite.

St Jerome's University

Current Catalog Information

ITALST 120 (0.50) LEC Italian Cinema

This is a survey of the most representative works of Italian cinema, from the early 20th century to present day. Students will gain an understanding and appreciation of one of the most influential world cinemas. Special attention will be given to cinematic movements, the role of directors, and cult movies.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ITALST 120

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Italian Cinema

Description ~~Change~~:

This is a survey of the most representative works of Italian cinema, from the early 20th century to the present day. Students will gain an understanding of and appreciation for one of the most influential world cinemas. Movie screenings and exposure to the vocabulary, the history and

Consent Change:
New Cross Listing :
Rationale :

the techniques of cinema will inform students' subsequent film analyses, delivered through class presentations and/or discussions. Special attention will be given to key Italian cinematic movements, the role of directors, and the making of Italian cult movies.

No Special Consent Required
FINE 120

To change description and add cross-listing to ITALST 120 thereby creating FINE 120. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST 120 explores visual media as a form of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 120 are consistent with those of the visual culture program in their core focus on visual media, interdisciplinarity, and global cultures. Collocated within the film list in the VCULT program, the course will be an excellent complement to VCULT 100/FINE 102 (World Cinema and Visual Culture), particularly due to the seminal impact of Italian cinema within film history and film studies. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both units approve of this change.

Current Catalog Information

ITALST 281 (0.50) LEC Italian Cinema and the Novel

A survey of some of the principal novels of 20th century Italy as they have been adapted in film by Italian directors. Students will study literary and cinematic representations of themes such as the rise of the Italian bourgeoisie, the economic boom of the 1960s, domestic violence, and organized crime.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

ITALST 281

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Italian Cinema and the Novel

Description Change:

A survey of some of the principal novels of 20th century Italy as they have been adapted in film by Italian directors. Students will study literary and cinematic representations of themes such as the rise of the Italian bourgeoisie, the economic boom of the 1960s, domestic violence, and organized crime.

Consent Change:

No Special Consent Required

New Cross Listing :

FINE 260

Rationale :

To add cross-listing to ITALST 281 thereby creating FINE 260. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST

281 explores visual media as a form of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 281 are consistent with those of the visual culture program in their core focus on visual media, interdisciplinarity, and global cultures. ITALST 281 is in fact already part of the VCULT plans, but Italian Studies and Fine Arts wish now to create a cross-listing. The course is consistent with, for example, the German film courses that are cross-listed with the VCULT programs (FINE 359, 362, 363, 364) and fits in the "Film" list in the VCULT plans. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it. Both departments approve the cross-listing.

Current Catalog Information

ITALST 291 (0.50) LEC Italian Culture and Civilization 1

A survey of developments in Italian culture - history, literature, and the arts - up to and including the Renaissance.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

ITALST 291

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Italian Culture and Civilization 1

Description Change:

A survey of developments in Italian late Medieval and Renaissance culture and civilization. Students will critically assess the emerging Italian short story (novella), paintings, sculptures, architectural styles, theatrical performances and opera in its nascent form. Students will be able to distinguish artistic styles of various genres pertaining to the late Medieval and Renaissance eras and understand how these reflect the cultural zeitgeist of these periods.

Consent Change:

No Special Consent Required

Course Attribute Change:

Also offered Online

Requisite Change :

FINE 291

New Cross Listing :

Rationale :

To change description, remove prerequisites, and add cross-listing to ITALST 291 thereby creating FINE 291. The elimination of this prerequisite is part of a larger assessment of the function of prerequisites in the ITALST offerings. The St. Jerome's Italian and French Studies department seeks in general to expand the contributions of its ITALST courses to other programs and in this particular case to the visual culture program, based in Fine Arts. ITALST 291 explores the properties of visual media as a form of communication in Italian culture and society within such parameters as identity, politics, diaspora, and intersectionality. The aims of ITALST 291 are consistent with those of the visual culture program in their core focus

on visual media, interdisciplinarity, and global cultures. In particular, each part of the course contains a section on art and architecture and also spotlights specific Italian cities, which makes the course fit in the "Art and Art History" list in the VCULT plans. Having an additional FINE course that can be offered online is also seen by VCULT as a way to improve its offerings. The visual culture program is in the process of being renovated and are considering changing these courses to VCULT. Because all of our film courses are under FINE at the moment, we want to be sure to be consistent so that students can find it.

3. COURSE INACTIVATIONS (for approval)

Accounting & Finance - School of

Effective 01-SEP-2024
AFM 473 (0.50)

Rationale :

Advanced Topics in Corporate Finance

Course has not been taught in a number of years and there are no plans to offer it in the future. This course is not listed in any academic plans.

Effective 01-SEP-2024
AFM 484 (0.50)

Rationale :

Advanced Management Control Systems

Course has not been taught in a number of years and there are no plans to offer it in the future. This course is not listed in any academic plans.

End of Report

4. Academic Plan Changes – Minor Modifications

Effective Date: 01 September 2024

4.1 Academic Unit: Medieval Studies/St. Jerome's University

Plan Title(s): Medieval Studies Three-Year General
Medieval Studies Four-Year General
Honours Medieval Studies
Medieval Studies Minor

Rationale:

1. Plan changes:

The proposed plan changes reflect an effort at simplifying the course selection process for students, as well as the plan requirement verification process at all levels. We are seeking to collapse the existing eight narrow categories of topics down into three broader ones: 1. Languages, 2. Cultures, and 3. History.

The “Languages” category includes first-year courses in languages that are relevant to the study of the Middle Ages. A substantial body of scholarship regarding the Middle Ages is written in languages other than English and gaining access to that scholarship is a crucial component of the professionalization of every Medievalist.

The “Cultures” category includes courses that are dedicated to the study of Medieval cultures and their products writ broadly.

The “History” category includes courses dedicated to the study of names, dates, and events.

Note that the latter two categories are not 100% mutually exclusive in that certain courses (e.g., Art History) contain material that can legitimately be construed as involving the study of the history of cultural artifacts. For the sake of maximizing the flexibility of our program requirements, we have listed these courses in both categories because the program is interdisciplinary and the courses fit those categories.

2. Adding courses to list of approved courses:

We are seeking to add ARABIC 101R, 102R, and 120R to the “Languages” category as described above for the sake of consistency with the rest of the language courses considered relevant to the Middle Ages, and therefore to the Medieval Studies degree.

Other courses are being added whose material has been judged sufficiently Medieval in content to be included on our list. Each department has provided their permission to add the courses to our list.

Summary:

- Three-Year General : Add MEDVL 491 as an elective requirement with HIST 450, 421 422 (one of).
- Four-Year General, Honours: Add MEDVL 491 as an elective requirement with MEDVL 105/CLAS 105, MEDVL 252, MEDVL 260/HIST 260.
- Three-Year General, Four-Year General, Honours, Minor: Change the approved courses list from eight subject fields to three; add additional options to the approved courses list.
- Three-Year General, Four-Year General, Honours Combine notes 1 and 4 (keeping note 1, removing remainder of note 4. Remove Note 3.
- Minor: Combine notes 1 and 3 (keeping note 1, removing remainder of note 3).

Plan Title(s): Three-Year General Medieval Studies

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

.....

- at least six academic course units (12 courses) in MEDVL and Medieval Studies approved courses, including:
 - MEDVL 105/CLAS 105, MEDVL 252, MEDVL 260/HIST 260 (~~see Note 3~~)
 - ~~Either a medieval~~ **one of:** HIST 450, ~~or two of~~ HIST 421, ~~or~~ HIST 422, **MEDVL 491** (see Note 2)
 - two courses from each of ~~four of the eight~~ **the three** subject fields specified in the list of Medieval Studies approved courses
 - two courses at the 300-level or above from the list of Medieval Studies approved courses
 - list of Medieval Studies approved courses:
See list below

Notes

1. Special Topics (e.g., MEDVL 291, MEDVL 391, MEDVL 491), Senior Seminars, Directed Studies, **approved** courses taken ~~in the~~ on international exchange program, and generally any course with medieval content may be permitted at the discretion of the Medieval Studies academic advisors and with special permission. See one of the Medieval Studies academic advisors for details. **They will also count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.**
2. HIST 421, HIST 422, and HIST 450 are topic-based courses, therefore their ~~inclusion~~ **approval as credits** within this plan is subject to Medieval Studies academic advisor's approval. If approved, they may count toward the required course units needed in History.
3. ~~MEDVL 105 counts toward the required course units needed in Classical Studies and MEDVL 260 counts toward the required course units needed in History.~~
4. ~~MEDVL 291, MEDVL 391, and MEDVL 491 count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.~~

Plan Title(s): Four-Year General Medieval Studies Honours Medieval Studies

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

.....

- at least eight academic course units (16 courses) in MEDVL and Medieval Studies approved courses, including:
 - MEDVL 105/CLAS 105, MEDVL 252, MEDVL 260/HIST 260, **MEDVL 491** (~~see Note 3~~)
 - ~~either a medieval~~ **one of:** HIST 450, ~~or two of~~ HIST 421, ~~and/or~~ HIST 422 (see Note 2)
 - two courses from each of ~~five of the eight~~ **the three** subject fields specified in the list of Medieval Studies approved courses
 - two courses at the 300-level or above from the list of Medieval Studies approved courses
 - ~~one additional course at the 400-level from the list of Medieval Studies approved courses~~
 - list of Medieval Studies approved courses:
See list below

Notes

1. Special Topics (e.g., MEDVL 291, MEDVL 391, MEDVL 491), Senior Seminars, Directed Studies, **approved** courses taken ~~in the on~~ international exchange program, and generally any course with medieval content may be permitted at the discretion of the Medieval Studies academic advisors and with special permission. See one of the Medieval Studies academic advisors for details. **They will also count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.**
2. HIST 421, HIST 422, and HIST 450 are topic-based courses, therefore their ~~inclusion~~ **approval as credits** within this plan is subject to Medieval Studies academic advisor's approval. If approved, they may count toward the required course units needed in History.
3. ~~MEDVL 105 counts toward the required course units needed in Classical Studies and MEDVL 260 counts toward the required course units needed in History.~~
4. ~~MEDVL 291, MEDVL 391, and MEDVL 491 count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.~~

Plan Title(s): Medieval Studies Minor

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

.....

- one of CLAS 105/MEDVL 105, HIST 115/MEDVL 115
- one of CLAS 205/MEDVL 205, MEDVL 252, HIST 260/MEDVL 260
- list of Medieval Studies approved courses

Notes

1. Special Topics (e.g., MEDVL 291, MEDVL 391, MEDVL 491), Senior Seminars, Directed Studies, **approved** courses taken ~~in the on~~ international exchange program, and generally any course with medieval content may be permitted at the discretion of the Medieval Studies academic advisors and with special permission. See one of the Medieval Studies academic advisors for details. **They will also count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.**
2. HIST 421, HIST 422, and HIST 450 are topic-based courses, therefore their ~~inclusion~~ **approval as credits** within this plan is subject to Medieval Studies academic advisor's approval. If approved, they may count toward the required course units needed in History.
3. ~~MEDVL 291, MEDVL 391, and MEDVL 491 count towards the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies academic advisors' approval.~~

Current list of Medieval Studies approved courses:

1. Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, CLAS 221/ANTH 201, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224
2. English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ENGL 361
3. Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363, SI 230R
4. History: HIST 110, HIST 115/MEDVL 115, HIST 211, HIST 235/RS 240, HIST 236/LS 236, HIST 252/CLAS 252, HIST 262, HIST 304/MEDVL 304/RS 342, HIST 317/SMF 317, HIST 329, HIST 347/GSJ 347, HIST 379/RS 343, MEDVL 250R/SI 250R, MEDVL 251R/SI 251R, MEDVL 305

5. Latin: LAT 101, LAT 102, LAT 201, LAT 202, LAT 331, LAT 332, LAT 341, LAT 351, LAT 381, LAT 421, LAT 422, LAT 451
6. Modern European Languages: DUTCH 271, FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITALST 291, ITALST 311, ITALST 360, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 446W (see Laurier calendar)
7. Philosophy: PHIL 207J, PHIL 220J/CLAS 220, PHIL 283/CLAS 261, PHIL 380/CLAS 361, PHIL 382, PHIL 403/CLAS 461, PHIL 404, PHIL 451J
8. Religious Studies: RS 101/GRK 101, RS 102/GRK 102, RS 110, RS 223/GRK 201, RS 224/GRK 202, RS 240/HIST 235, RS 250, RS 314/JS 314, RS 315/CLAS 325, RS 327/CLAS 326/GSJ 327, RS 342/HIST 304/MEDVL 304, RS 343/HIST 379, RS 354, RS 357/MUSIC 363/CMW 363

Proposed list of Medieval Studies approved courses:

- **Languages:** ARABIC 101R, ARABIC 102R, ARABIC 120R, ENGL 305A, ENGL 305B, **FR 101**, FR 151, FR 152, FR 192A, FR 192B, FR 410, **FR 424**, GER 101, GER 102, GRK/RS 101, GRK/RS 102, GRK 201/RS 223, GRK 202/RS 224, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, LAT 101, LAT 102, 201, LAT 202, LAT 331, LAT 332, LAT 341, LAT 351, LAT 381, LAT 421, LAT 422, LAT 451, MEDVL 492, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 446W (see Laurier calendar)
- **Cultures:** CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, CLAS 221/ANTH 201, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, DUTCH 271, ENGL 200A, ENGL 208H, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 361, FINE 212, FINE 214, FR 291, FR 296, FR 410, **FR 424**, **GER 130/MEDVL 130**, GER 271, **GER 298**, **GER 330**, ITALST 291, ITALST 311, ITALST 360, MEDVL 305, MEDVL 492, MUSIC 253, MUSIC 363/RS 357/CMW 363, PHIL 207J, PHIL 382, PHIL 404, PHIL 451J, RS 250, RS 110, RS 314/JS 314, RS 354, **SI 230R**
- **History:** CLAS 242/FINE 242, CLAS 252/HIST 252, **HHUM 306/MEDVL 306**, HIST 110, HIST 115/MEDVL 115, GER 230/MEDVL 230, HIST 211, HIST 235/RS 240, HIST 236/LS 236, HIST 262, HIST 304/MEDVL 304/RS 342, HIST 317/SMF 317, HIST 329, HIST 347/GSJ 347, HIST 379/RS 343, HIST 421, HIST 422, FINE 212, FINE 214, MEDVL 250R/SI 250R, MEDVL 251R/SI 251R, MEDVL 305, MEDVL 492

4.2 Academic Unit: Dean of Arts

Plan Title(s): Arts and Business

Rationale: COMMST 100 and COMMST 227 are courses that students in the Communication Arts and Design Practice (CADP) Major can choose to take: they are part of the “four of DAC 201/ENGL 203, DAC 202/ENGL 204, DAC 203/ENGL 304, DAC 204, COMMST 100, COMMST 220/THPERF 220, COMMST 223, COMMST 227, THPERF 102/COMMST 102, THPERF 200” requirement for the major. Students who take both COMMST 100 and COMMST 227 will cover similar material to what is covered in COMMST 204, and more. Given current enrolments in the Communication Arts and Design Practice Major and Arts & Business, we anticipate that 20 currently enrolled ARBUS & CADP students would benefit from this change, but these numbers may fluctuate over time, depending on demand for these two plans. CADP is a relatively new major which was approved at Senate Undergraduate Council in 2020 and became effective in September 2021. This change would alleviate pressure on COMMST 204, a requirement for the ARBUS plan, which is only offered in fall terms. The change was approved for students in the Honours Communication Studies Major (the change became effective in September 2020).

Consultation: Gerald Voorhees and Ceylan Enver consulted the curriculum committee and the Department of Communication Arts at large.

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

...

- seven academic course units (14 courses) in Arts and Business courses, including:
 - ARBUS 101/AFM 131, ARBUS 102/AFM 123, ARBUS 200, ARBUS 202/PHIL 215, ARBUS 300, ARBUS 301/AFM 333, ARBUS 302/MGMT 244, ARBUS 303/MGMT 345, ARBUS 400
 - ARTS 280 or a statistics course from the student's corresponding Arts major: ECON 221, PSCI 314, PSYCH 292, SDS 250R, SMF 230, SOC 280/LS 280 (see Note 9)
 - COMMST 204 (see Note 5)
 - ECON 101
 - ENGL 210F (see Note 4)
 - one of HIST 113, HIST 243, PSCI 231

...

Notes

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5. Students in the Honours Arts and Business academic plan majoring in Honours Communication Studies or Honours Communication Arts and Design Practice may replace COMMST 204 by completing both COMMST 100 and COMMST 227.

...

4.3 Academic Unit: French Studies

Plan Title(s): Honours French

Four-Year General French

Rationale: This change is proposed to offer a better balance between our courses. It is also a more accurate reflection of the present composition and fields of expertise of the faculty members of the department. It will offer more flexibility to our upper-year students regarding their advanced courses, and finally, it will create a bit more flexibility in the course offering.

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

- at least eight academic course units (16 courses) in French, including:
 - FR 192A, FR 192B, FR 250, FR 251, FR 252, FR 276, FR 296, FR 297, FR 303, FR 351, FR 452
 - ~~four~~ two literature or culture courses from FR 332, FR 343, FR 354, FR 363, FR 365, FR 367, FR 373, FR 375, FR 399A, FR 410, FR 424, FR 471, FR 473, FR 484, FR 485, FR 486, FR 487
 - ~~one~~ three additional FR course at the 300-level or above

4.4 Academic Unit: Philosophy

Plan Title(s): Philosophy Minor

Rationale: Because 100- and 200-level PHIL courses presume no prior knowledge of philosophy, requiring students to take one course at the 300-level or above will encourage them to develop more intermediate and advanced discipline-specific knowledge and skills.

Consultation: This modification was put forward by the Philosophy Department Undergraduate Committee and approved by the Department of Philosophy at the November 25, 2022 department meeting.

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

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

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

- **at least one PHIL course at the 300-level or above**

Note

Students may use no more than three PHIL courses at the 100-level to fulfil the Philosophy plan requirements.

4.5 Academic Unit: St. Jerome's University

Plan Title(s): Italian Studies Minor

Rationale: The list of Italian Studies approved courses was always meant to give additional possibilities or flexibility, NOT to compete with the ITALST offerings. The current phrasing creates the unintended anomaly that a student opting to take five or six ITALST courses would appear not to qualify for an Italian Studies minor.

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

- two ITAL courses (1.0 unit)
- ~~four ITALST courses (2.0 units)~~
- **two six ITALST courses (3.0 units), two (1.0 unit) of which can be replaced with** courses from the following list of Italian Studies approved courses: ARCH 428 (offered in Italy), ARCH 446 (offered in Italy), ARCH 449 (offered in Italy); CLAS 205/MEDVL 205; CLAS 232; CLAS 242/FINE 242; CLAS 252/HIST 252; CLAS 390 (when offered in Italy); FINE 212, FINE 213; HIST 351 (with permission of Italian Studies); LAT 101 or LAT 102; MUSIC 261

FACULTY OF HEALTH – UNDERGRADUATE REPORT (FUGS: January 6, 2023 & FC: January 27, 2023)

to
SENATE UNDERGRADUATE COUNCIL (April 11, 2023)

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

1. NEW COURSES – Undergraduate Catalog Report 14 (15-MAR-2023)
KIN
2. COURSE CHANGES – Undergraduate Catalog Report 14 (15-MAR-2023)
GERON
HLTH
KIN
3. ACADEMIC PLANS (MINOR MODIFICATIONS)
 - 3.1. Honours Kinesiology co-op sequence
 - 3.2. Rehabilitation Sciences Specialization
 - 3.3. Bachelor of Science, Honours Health Sciences
 - 3.4. Bachelor of Public Health, Honours
 - 3.5. Health Research Specialization
 - 3.6. Gerontology Minor
 - 3.7. Aging Studies Option
 - 3.8. Diploma in Gerontology
4. REGULATIONS
 - 4.1. Second Degree and Degree Upgrade

Legend

Bold = new text being added

Strikeout = text being removed

1. **NEW COURSES** (for approval)

Kinesiology and Health Sciences

Effective 01-SEP-2024

KIN 397 (0.50) LAB, LEC Strength and Conditioning Program Design for Athletes

This course is designed to provide students with an evidence-based understanding of exercise assessment and program prescription for high-level athletes. This course will combine lectures, laboratories, and practical experiences to develop students' knowledge and skills in strength and conditioning. In addition, coaching theory will be applied to strength and conditioning scenarios.

Requisites: Prereq: KIN 204, KIN 204L

Rationale: To add a new course. Experiential learning is a cornerstone of the University of Waterloo. This course will provide students' knowledge and skills in exercise assessment and program development for athletic populations by incorporating in-class and experiential learning. Currently, the Kinesiology undergraduate curriculum offers courses that primarily focus on healthy individuals, and those with acute injury or chronic disease. The proposed course will provide students with a systemized and evidence-based approach to assess the needs of high-level athletes, to interpret assessment data and to use that information to prescribe and coach the athlete to achieve their desired goals. Short course title: Strength & Conditioning

2. **COURSE CHANGES** (for approval)

Public Health Sciences - School of

Current Catalog Information

GERON 320 (0.50) LAB, LEC Psychosocial Perspectives on Lifespan Development and Health

This course will focus on the normative psychosocial aspects of development of the individual and their influence on the individual's physical and mental health and well-being. Through the use of a developmental systems, lifespan approach, the course will emphasize the life-long process of development. [Note: Formerly HLTH 220/GERON 220]

No Special Consent Required

Requisites: Prereq: HLTH 101 and 102, or PSYCH 101/101R/121R; Gerontology or Option in Aging Studies students only

Cross-listed as: HLTH 320

Effective 01-SEP-2024

Subject/Catalog Nbr Change: GERON 220

Component Change: LEC

Description Change: This course will focus on the normative psychosocial aspects of development of the individual and their influence on the individual's physical and mental health and well-being. Through the use of a developmental systems, lifespan approach, the course will emphasize the life-long process of development.

Requisite Change: Prereq: PSYCH 101/101R; Gerontology or Option in Aging Studies students only. Antireq: HLTH 320/GERON 320
(Cross-listed with HLTH 220)

Rationale: To revise the course number, remove the lab component and note from the description, and revise the requisites. Revising the course number from GERON 320/HLTH 320 to GERON 220/HLTH 220 better reflects the content level and expectations as this course is more appropriate as a second-year level to introduce students to concepts in lifespan development and health. Similar courses in other programs and universities tend to be offered at a 2nd-year level. Although this course was previously changed from a second-year course to a third-year course back in 2015 (approved at Senate Undergraduate Council, October 13, 2015; effective September 1, 2016), the switch has since been deemed inappropriate and hence this motion is reverting the course back to the proper level. The lab component is being removed as labs have not been incorporated into the course in recent years. The note is being removed from the course description and instead the antirequisites updated to reflect the change in numbering from 320 to 220. The prerequisite is being revised to remove HLTH 101 and 102 since only PSYCH 101/101R is necessary as a prerequisite. The Faculty of Science has been informed of this change as GERON 320/HLTH 320 is included as an elective in the Honours Biomedical Sciences plan. The Faculty of Arts has been informed of this change as GERON 320/HLTH 320 is also included in some of their Sexuality, Marriage, and Family Studies plans.

Current Catalog Information

HLTH 320 (0.50) LAB, LEC Psychosocial Perspectives on Lifespan Development and Health

This course will focus on the normative psychosocial aspects of development of the individual and their influence on the individual's physical and mental health and well-being. Through the use of a developmental systems, lifespan approach, the course will emphasize the life-long process of development. [Note: Formerly HLTH 220/GERON 220]

No Special Consent Required

Requisites: Prereq: HLTH 101 and 102 or PSYCH 101/101R or 121R. Antireq: HLTH 220, GERON 220

Cross-listed as: GERON 320

Effective 01-SEP-2024

Subject/Catalog Nbr Change: HLTH 220

Component Change: LEC

Description Change: This course will focus on the normative psychosocial aspects of development of the individual and their influence on the individual's physical and mental health and well-being. Through the use of a developmental systems, lifespan approach, the course will emphasize the life-long process of development.

Requisite Change: Prereq: PSYCH 101/101R. Antireq: HLTH 320/GERON 320
(Cross-listed with GERON 220)

Rationale: To revise the course number, remove the lab component and note from the description, and revise the requisites. Revising the course number from GERON 320/HLTH 320 to GERON 220/HLTH 220 better reflects the content level and expectations as this course is more appropriate as a second-year level to introduce students to concepts in lifespan development and health. Similar courses in other programs and universities tend to be offered at a 2nd-year level. Although this course was previously changed from a second-year course to a third-year course back in 2015 (approved at Senate Undergraduate Council, October 13, 2015; effective September 1, 2016), the switch has since been deemed inappropriate and hence this motion is reverting the course back to the proper level. The lab component is being removed as labs have not been incorporated into the course in recent years. The note is being removed from the course description and instead the antirequisites updated to reflect the change in numbering from 320 to 220. The prerequisite is being revised to remove HLTH 101 and 102 since only PSYCH 101/101R is necessary as a prerequisite. The Faculty of Science has been informed of this change as GERON 320/HLTH 320 is included as an elective in the Honours Biomedical Sciences plan. The Faculty of Arts has been informed of this change as GERON 320/HLTH 320 is also included in some of their Sexuality, Marriage, and Family Studies plans.

Current Catalog Information

HLTH 443 (0.50) LEC Epidemiology of Communicable Diseases

This course introduces the basic methods for communicable disease epidemiology and discusses important infectious diseases, including their history, ecology and current public health significance. The course focuses on epidemiological methods in infectious disease research, prevention, and control, such as outbreak investigations, disease surveillance, case-control and cohort studies, laboratory tools, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. A range of communicable diseases will be discussed including respiratory infections, diarrheal diseases, sexually transmitted diseases, bloodborne diseases, and vector-borne diseases.

No Special Consent Required

Requisites: Prereq: HLTH 333; Level at least 4A School of Public Health Sciences students

Effective 01-SEP-2024

Requisite Change: Prereq: HLTH 333; HLTH 335 or STAT 316; Level at least 4A School of Public Health Sciences students

Rationale: To revise the prerequisite to add a statistics/data analysis course. In addition to foundational understandings in epidemiology (from prerequisite HLTH 333), students require foundational understandings of how to organize and process data, and of basic statistical concepts in particular sampling, exploratory data analyses, and hypothesis testing. These topics are covered by HLTH 335 (with STAT 316 as a suitable alternative). Students require this background knowledge to be able to analyze example datasets from disease surveillance sources, and case-control, cohort, and vaccine effectiveness studies. Permission to include STAT 316 as one of the two options for a statistical analytics course has been granted from the Department of Statistics and Actuarial Science.

Kinesiology and Health Sciences

Current Catalog Information

KIN 104 (0.50) LEC Fundamentals of Kinesiology

This course will introduce students to the issues and approaches in the discipline of kinesiology. Students will gain foundational knowledge and learn about procedures associated with kinesiology. Emphasis will be placed on practical skills, critical analysis, problem-solving, and the integration of knowledge across the breadth of kinesiology.

No Special Consent Required

Requisites: Coreq: KIN 104L (for Kinesiology Majors only)

Effective 01-SEP-2024

Component Change: LEC, TST

Rationale: To add an additional course component. To facilitate the administration of a research poster session for KIN 104, the Department of Kinesiology and Health Sciences would like to add a TST designation to KIN 104.

Current Catalog Information

KIN 140L (0.25) LAB Sports Injury Management Laboratory

This lab provides exposure and practical training in the management of injuries in an athletic population. Techniques include musculoskeletal assessment, emergency care and management, taping and splinting supports, heating, icing, stretching, and manual therapy skills. [Note: Current first aid and CPR certification required.]

No Special Consent Required

Requisites: Prereq: Year 1 or 2 Kinesiology students

Effective 01-SEP-2024

Requisite Change: Prereq: Kinesiology students

Rationale: To revise the prerequisite. This lab-based course has traditionally been offered to only 1st and 2nd year Kinesiology students. The rationale is that students typically apply to become student trainers with a varsity team after taking the course. With the prerequisite change, the goal will still be to prioritize 1st and 2nd year students because of the path to become a student trainer with Athletics - this will be achieved using course reserves. However, we recognize that students in their upper year may gain from the skills and knowledge provided in the course and by removing "year 1 or 2" we can open the course up to more Kinesiology students.

Current Catalog Information

KIN 301 (0.50) LAB, LEC Human Anatomy of the Central Nervous System

Functionally-oriented anatomy of the brain, spinal cord, cranial nerves, and the tissues they innervate using pre-dissected cadavers. Major functional systems, including somatosensory and motor pathways, special sense pathways, and integrative systems of the brain, will be examined through an understanding of anatomical connectivity.

No Special Consent Required

Requisites: Prereq: KIN 100, KIN 100L or BIOL 201/301

Effective 01-SEP-2024

Component Change: LAB, LEC, TST

Rationale: To add an additional course component. To facilitate the administration of a midterm bell-ringer exam for KIN 301, the Department of Kinesiology and Health Sciences would like to add a TST designation to KIN 301.

Current Catalog Information

KIN 400 (0.25) PRA, TUT Athletic Injury Practicum

This course will provide students with practical experience in the evaluation, management, and rehabilitation of athletic injuries. Students will participate in weekly tutorials to develop and refine their assessment and manual therapy skills, injury knowledge, and rehabilitation techniques. Practical experience will be obtained through placement with a University of Waterloo varsity team.

Department Consent Required

Requisites: Prereq: Level at least 3A Kinesiology students

Effective 01-SEP-2024

Description Change:

This course will provide students with practical experience in the evaluation, management, and rehabilitation of athletic injuries. Students will participate in weekly tutorials to further develop and refine their current assessment and manual therapy skills, injury knowledge, and rehabilitation techniques. The learning outcomes and assessments in this course are designed for students who have prior, or preferably current, student trainer experience with a varsity team (or equivalent).

Rationale:

To revise the course description. The last sentence in the description is misleading in that one could interpret it as the students are placed with a varsity team by enrolling in the course. The intent of the course is that students who have been student trainers have obtained practical experience by being in those roles and this course will further hone those skills.

Current Catalog Information

KIN 492 (0.50) PRA Exercise Management for Chronic Conditions

This practicum provides students with the opportunity to gain hands-on experience in the field of clinical exercise physiology and to link concepts and theory to real-world experiences. Practical skills are gained within a laboratory setting and through placement with the Center for Community Clinical and Applied Research Excellence (CCCARE) chronic disease programs. Skills are developed to a competency level required for certification as a Clinical Exercise Physiologist, with major emphasis placed on the cardiorespiratory and neuromuscular implications of exercise assessment, prescription, and management of chronic health conditions.

Department Consent Required

Requisites: Prereq: KIN 204, KIN 204L, KIN 407. Antireq: KIN 492A, KIN 492B

Effective 01-SEP-2024

Requisite Change:

Prereq: KIN 204, KIN 204L. Coreq: KIN 414. Antireq: KIN 492A, KIN 492B.

Rationale:

To remove a prerequisite and add a corequisite. KIN 492 is a practicum course that provides students an opportunity to develop clinical exercise assessment and prescription skills. KIN 414 is a course that provides complementary knowledge in clinical exercise physiology and would benefit students taking KIN 492. KIN 414 can be taken prior to or concurrent with KIN 492, which is why it is being added as a corequisite. KIN 407 is being removed as a prerequisite because KIN 414 provides knowledge more applicable to KIN 492.

End of Report

3. ACADEMIC PLANS (MINOR MODIFICATIONS)

3.1. Honours Kinesiology co-op sequence

Effective September 1, 2024

Background and rationale:

Gain Critical Skills and Knowledge Prior to First Work Term

To change the Honours Kinesiology co-op sequence. The Department of Kinesiology and Health Sciences restructured the Kinesiology course sequence and degree requirements in the 2017-2018 academic calendar. The majority of our required Kinesiology courses (all but KIN 470 or KIN 432) are taken in the first four terms of the program and culminate in the 2B term when students take the 1.0 credit course, KIN 204 and the corresponding 0.5 credit lab, KIN 204L. KIN 204/204L together provide students detailed knowledge and skills in movement (exercise) assessment and prescription. In the 2B term, students take our statistics and research design course, KIN 232, and an advanced biomechanics course and lab, KIN 221 and 221L. By providing students with one more academic term, namely 2B, prior to their first work term, they will gain critical skills and knowledge related to Kinesiology that will enhance their employability and should allow the student to be more effective in the first work term. Indeed, feedback from focus groups of upper year Kinesiology co-op students indicated that having research (KIN 232), ergonomics/biomechanics (KIN 221) and assessment and prescription (KIN 204) skills and knowledge would have helped them in their first work term.

Improved Cohort Experience

The student experience is an incredibly important facet of an undergraduate student's time at the University of Waterloo. Being on campus and spending time as a cohort and building a sense of belonging and community amongst your peers is a strong pillar of the student experience. The pandemic has reinforced just how important creating a sense of community and belonging is to our undergraduate students. The proposed change in the KINHC co-op sequence provides our undergraduate students a path that gives them more time to bond as a cohort before embarking on their co-op journey.

Integrate Professional and Job skills into Kinesiology Core Curriculum

The Department of Kinesiology and Health Sciences has worked closely with Co-operative Education to integrate workshops/information sessions into the Kinesiology curriculum. By delaying the first work term, there will be more time for Co-op led initiatives/workshops in our courses. These workshops may include, but are not limited to, skills articulation specific for Kinesiology students, navigating WaterlooWorks, and resume development. The Department of Kinesiology and Health Sciences is committed to further strengthening the partnership with Co-operative Education and expanding the curricular integration from the 1A term all the way to the 2B term.

Planning and Consultation Process

May 2020 – The Department of Kinesiology and Health Sciences (KHS) Associate Chair Undergraduate engaged the KHS Undergraduate Committee, the KHS Chair and Administrative Officer, and Janice Bruin, Faculty Relations Manager Faculty of Health CEE to explore a change in the co-op sequence in response to the curricular improvements mentioned in paragraph one of the background and rationale. Close to 20 co-op sequences were generated in this creative, brainstorming exercise. The parties involved carefully considered the number of work-terms scheduled out, the balance between Fall and Winter academic terms, the possibility of streaming (A/B), reduced co-op credits (4 vs. 3), and where the 4A/B terms land (e.g., Fall/Winter). Of all the potential sequences developed, 4 were selected to continue in the planning and consultation process.

Late February/early March 2021 – The KHS Chair and Associate Chair Undergraduate held two focus group meetings with a total of 20-30 upper year KINHC students. There was resounding support for the sequence proposed in this motion. Students felt that having the 2B courses prior to their first work-term would have enhanced their employability and their confidence to make meaningful contributions during their first work-term. Importantly, they felt very strongly about having the 4A and 4B terms sequentially in the Fall/Winter, such that they could finish their degree as a cohort (paragraph 2, rationale). In addition, being on campus in the Fall/Winter of 4th year would facilitate the Honours research courses that some of our students take, and it would make the graduate and professional school application process easier (e.g., finding references, working together on applications, consulting CCA, etc.).

Spring 2021 – The Department of KHS engaged the Associate Dean Undergraduate in the Faculty of Health, Leeann Ferries, and the Director of Student & Faculty Relations, Richard Wikkerink, to discuss the potential co-op sequence change. Excellent discussion and planning ensued, and Janice Bruin (and colleagues) generated a feasibility study associated with the proposed sequence change. The recommendation of CEE from the feasibility study was that KHS should continue with the existing sequence or consider alternative sequence options as proposed by CEE. This recommendation was based on concerns related to the proposed 8-month first work term and 3 cohorts seeking employment in the spring term. The Department of KHS responded to concerns identified through the feasibility study and continued discussions with CEE and KHS students to gather further feedback on the proposed sequence change.

Fall 2021 – The Department of KHS circulated a survey to all KINHC students (2A and higher) regarding the proposed sequence change. The survey was sent to 480 undergraduate students and there were 156 respondents (33%). The majority of respondents, *Kinesiology undergraduate co-op students*, agreed/supported the rationale for the change and the proposed co-op sequence. The Department of KHS reached out to WUSA on multiple occasions to discuss the potential co-op sequence change with them and we received no response.

March 2022 – The motion that is described above was presented to the KHS Department Council on March 16, 2022. There was overwhelming support to approve this motion at the Department level (24 in favour, 2 opposed, 2 abstentions).

Winter/Spring 2022 – Ongoing meetings with Leeann Ferries, Richard Wikkerink, Janice Bruin, Russ Tupling, and Chris Vigna. It was decided that we should survey employers (another important stakeholder) to gather their feedback/opinions on the proposed sequence change before bringing the motion to Faculty Council and Senate Undergraduate Council for approval. CEE sent a survey to 144 employers and 84 responded (58%). The results of the survey were supportive of the sequence change insofar as there were no perceived concerns about having fewer students available to hire in the Winter term. In addition, there was no preference with respect to experience (e.g., 1st WT vs. 3rd vs. 5th), the majority of employers required students in all seasons (F/W/S), and there was no clear preference for 4 month vs. 8 month work-terms. Note: In recent meetings with Kinesiology Alumnus, Shelly Rampersad (Vice President, Clinical Operations at Maple, and ranked among the Top 100 Canada’s most Powerful Women in Canada (Mercedes-Benz Emerging Leaders Category) by The Women’s Executive Network (WXN) recently released 2022), she suggested that a barrier for her company to hire UW co-op students is the 4-month work-term and the need to constantly train new students. She said that more opportunities to hire students for 8-month work-terms would be more attractive for her company to hire UW co-op students.

Fall 2022 – The final piece of the consultation process before moving forward through FC and SUC was to present and discuss the proposed sequence change with IAP. Leeann Ferries, Richard Wikkerink, Janice Bruin, Russ Tupling, and Chris Vigna met with Allan Starr to discuss the institutional impacts, if any, this change would have. One of the major items that developed as a result of that meeting was the inclusion of this detailed timeline in the rationale and a commitment to on-going assessment of key metrics (employment rates, student and employer satisfaction, etc.) to determine the institutional and student impacts associated with this sequence change.

Summary: This motion to change the Honours Kinesiology Co-op sequence is based on strong pedagogical rationale and follows a very well planned process, which included thorough and broad consultation with every stakeholder.

Study/Work Sequence Information

Plan	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Kinesiology – Current	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B	-
Kinesiology – Proposed	1A	1B	off	2A	2B	WT	WT	3A	WT	3B	WT	WT	4A	4B	-

Regular Stream	Co-op Stream
2A (Fall)	2A (Fall)
KIN 121 and KIN 121L	KIN 121 and KIN 121L
KIN 202 and KIN 202L	KIN 202 and KIN 202L
KIN 217	KIN 217
KIN 255 and KIN 255L	KIN 255 and KIN 255L
2B (Winter)	2B (Winter)
KIN 204 and KIN 204L	KIN 204 and KIN 204L
KIN 221 and KIN 221L	KIN 221 and KIN 221L
KIN 232	KIN 232
	Work Term 1 (Spring)

3.2. Rehabilitation Sciences Specialization

Effective September 1, 2024

Background and Rationale:

To revise the required and elective course lists for the Rehabilitation Science Specialization. The Department of Kinesiology and Health Sciences would like to exchange KIN 407 and KIN 414 in their respective course list in the Rehabilitation Sciences Specialization. The change is in response to the recent calendar edits to KIN 407 (effective September 1, 2023). The addition of KIN 308 as the prerequisite for KIN 407 indirectly adds KIN 308 as an extra course required to achieve the specialization. KIN 414 is a clinical exercise physiology course and is a strong substitute for KIN 407. The prerequisites for KIN 414 are core, required courses for Kinesiology students and thus does not burden students with taking courses not associated with the specialization.

Calendar text:

The Rehabilitation Sciences Specialization is open to Kinesiology students who wish to obtain some specialization in rehabilitation sciences.

Requirements

Successful completion of 4.0 units with a minimum cumulative specialization average of 60%, from the requirements listed:

- Required courses (2.0 units): KIN 312, KIN 340, ~~KIN 407~~ **KIN 414**, KIN 422
- Elective courses (2.0 units): KIN 301, KIN 351, KIN 356, KIN 357, KIN 359, ~~KIN 414~~ **KIN 407**, KIN 415, KIN 416, KIN 418, KIN 427, KIN 428, KIN 429, KIN 431, KIN 432, KIN 459, KIN 491, KIN 492; KIN 433 or KIN 472

Notes

1. Courses obtained on a Letter of Permission or in transfer credit must be equivalent to courses listed in the course requirements.
2. KIN 431, KIN 432, KIN 433, and KIN 472 must be on a rehabilitation sciences topic and approved in advance by the course supervisor and associate chair, undergraduate studies.

3.3. Bachelor of Science, Honours Health Sciences

Effective September 1, 2024

Background and rationale:

To revise the Health Sciences degree requirements. HLTH 430 (Geriatric Medicine and Health Care) has sufficient content on physiology of aging (frailty, geriatric syndromes), as well as clinical examples, to be included as an option in the biohealth core content cluster. This will provide more options for Health Sciences students to fulfill the biohealth degree requirement. The instructor has been consulted and agrees with the addition of the course to the biohealth core content cluster. The social behavioural sciences core content cluster is being revised to reflect the change in numbering for GERON 320/HLTH 320 to GERON 220/HLTH 220.

Calendar Text:

Students may apply for admission directly into the Bachelor of Science, Honours Health Sciences regular or co-operative system of study.

In order to receive the Bachelor of Science, Honours Health Sciences degree, the student must successfully complete 20.0 units of which at least 10.0 total units are at or above the 200-level and including the following requirements:

1. Required Public Health Sciences courses (6.75 units): HLTH 101, HLTH 102, GERON 201/HLTH 201, HLTH 204, HLTH 205, HLTH 230, GERON 245/HLTH 245, GSJ 260/HLTH 260, GERON 310/HLTH 310/KIN 310, HLTH 333, HLTH 341, HLTH 370, GSJ 380/HLTH 380, HLTH 480 (0.25 unit)
2. Required Faculty of Health course (0.5 unit): HEALTH 107
3. Required statistics course (0.5 unit): One of: HLTH 335, STAT 316
4. Methods/application cluster (0.5 unit, see Note 2): One of: HLTH 303, HLTH 344, HLTH 350, HLTH 433, HLTH 435, HLTH 442, HLTH 443, HLTH 451, HLTH 453, HLTH 455, HLTH 458, HLTH 475
5. Core content clusters (1.5 units, see Notes 1, 2):
One course in the area of health systems and policy: HLTH 392, HLTH 401, HLTH 403, HLTH 410, HLTH 412
One course in the area of social behavioural sciences: **GERON 220/HLTH 220**, HLTH 301, HLTH 304, ~~GERON 320/HLTH 320~~, GERON 352/HLTH 352/KIN 352/REC 362/SOC 352, HLTH 448, HLTH 449, HLTH 450
One course in the area of biohealth: HLTH 290, HLTH 340, HLTH 358, HLTH 421, **HLTH 430**, HLTH 458, HLTH 461, HLTH 465, HLTH 471
6. Required courses from other departments (4.75 units):
BIOL 130 and BIOL 130L, BIOL 239, BIOL 273, BIOL 373

CHEM 120 and CHEM 120L, CHEM 123 and CHEM 123L

KIN 217

PSYCH 101/PSYCH 101R

7. Free elective courses: 5.5 units

8. Minimum cumulative major average of 67%; minimum cumulative overall average of 63%.

Notes

1. Certain topics courses (e.g., HLTH 373, HLTH 473) or independent studies (HLTH 472) may be substituted for the core content cluster requirements at the discretion of the School of Public Health Sciences associate director, undergraduate studies.
2. One course may not fulfil more than one requirement in the academic plan:
 - o HLTH 458 cannot be used for both the methods/application cluster and the biohealth core content cluster.

3.4. Bachelor of Public Health, Honours

Effective September 1, 2024

Background and rationale:

To revise the Public Health degree requirements. The required public health sciences courses are being revised to reflect the change in numbering for GERON 320/HLTH 320 to GERON 220/HLTH 220.

Calendar Text:

Students may apply for admission directly into Bachelor of Public Health, regular or co-operative system of study.

In order to receive the Bachelor of Public Health degree, the student must successfully complete 20.0 units of which at least 10.0 total units are at or above the 200-level and including the following requirements:

1. Required Public Health Sciences courses (8.0 units): HLTH 101, HLTH 102, HLTH 103, GERON 201/HLTH 201, HLTH 202, HLTH 204, HLTH 205, **GERON 220/HLTH 220**, HLTH 230, GERON 245/HLTH 245, HLTH 260, HLTH 303, ~~GERON 320/HLTH 320~~, HLTH 333, HLTH 355, HLTH 370, GSJ 380/HLTH 380
2. Required Faculty of Health courses (1.0 unit): HEALTH 107, HEALTH 150
3. Methods/application cluster (1.0 unit): Two of: (HLTH 335 or STAT 316), HLTH 344, HLTH 350, HLTH 433, HLTH 435, HLTH 442, HLTH 443, HLTH 451, HLTH 453, HLTH 455, HLTH 458, HLTH 475
4. Core content clusters (1.0 unit, see Note 1):
 - One course in the area of health systems and policy: HLTH 392, GSJ 401/HLTH 401, HLTH 403, HLTH 410, HLTH 412
 - One course in the area of social behavioural sciences: HLTH 301, HLTH 304, GERON 352/HLTH 352/KIN 352/REC 362/SOC 352, HLTH 448, HLTH 449, HLTH 450
5. One additional Public Health Sciences (HLTH) course at the 300- or 400-level (0.5 unit).
6. Capstone course (0.5 unit, see Note 2): One of: HLTH 432A, HLTH 432B, HLTH 472, HLTH 474, HLTH 481, or any fourth-year seminar course from: HLTH 403, HLTH 421, HLTH 427, HLTH 430, HLTH 448, HLTH 449, HLTH 450, HLTH 454, HLTH 479
7. Required course from another department (0.5 unit): PSYCH 101/PSYCH 101R
8. Restricted elective courses (1.5 units):
 - One of: ENGL 109, ENGL 140R, ENGL 210C, ENGL 210E, ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I, ENGL 210J
 - One of: ANTH, ECON, PSCI, PSYCH, SDS, SMF, SOC
 - One of: CLAS, ENGL, HIST, MEDVL, PACS, PHIL, RS
9. Free elective courses: 6.0 units
10. Minimum cumulative major average of 75%; minimum cumulative overall average of 70%.

Notes

1. Certain topics courses (e.g., HLTH 373, HLTH 473) or independent studies (HLTH 472) may be substituted for the core content cluster requirements at the discretion of the School of Public Health Sciences associate director, undergraduate studies.
2. No one course may fulfil more than one requirement within the plan. For example, HLTH 448, HLTH 449, and HLTH 450 cannot be used for both the social behavioural sciences core content cluster and the capstone course requirement.

3.5. Health Research Specialization

Effective September 1, 2024

Background and rationale:

To revise the Health Research Specialization requirements. A third-year statistical analytics course (HLTH 335 or STAT 316) or qualitative methods course (HLTH 344) is being added as a requirement for the Specialization to better prepare students to carry out 4th-year honours thesis projects that use quantitative or qualitative research methods. Permission to include STAT 316 as one of the two options for a statistical analytics course has been granted from the Department of Statistics and Actuarial Science.

Calendar Text:

This Specialization is designed for School of Public Health Sciences students who are considering graduate studies and/or professional health research careers.

Admission to the Specialization requires a minimum cumulative overall average of 75% and a minimum cumulative major average of 75%.

In order to graduate with this Specialization, the following requirements must be met:

1. A minimum cumulative overall average of 75% and a minimum cumulative major average of 75%.
2. Declare this Specialization before the beginning of 3B academic term.
3. Successful completion of 21.0 units, including all requirements of the Bachelor of Science, Honours Health Sciences degree or the Bachelor of Public Health, Honours degree.
4. Successful completion of ~~2.5~~ **3.0** total units including the following:
 - **(0.5 unit) third-year statistical analytics or qualitative methods course from: HLTH 335, HLTH 344, STAT 316**
 - (1.0 unit) fourth-year research methods from: HLTH 433, HLTH 435, HLTH 442, HLTH 443, HLTH 451, HLTH 453, HLTH 455, HLTH 458, HLTH 461, HLTH 475
 - (1.0 unit) HLTH 432A and HLTH 432B
 - (0.5 unit) fourth-year seminar course from: HLTH 403, HLTH 421, HLTH 427, HLTH 430, HLTH 448, HLTH 449, HLTH 450, HLTH 454, HLTH 465, HLTH 471, HLTH 479, HLTH 481

Notes

1. Students must complete one additional unit beyond the 20.0 units required for their Health Sciences or Bachelor of Public Health degree and should plan carefully, in consultation with an academic advisor, for when they will fit in the extra courses.
2. Other fourth-year research methods or seminar courses may be approved by the School of Public Health Sciences associate director, undergraduate studies.
3. Students may only declare one specialization.

3.6. Gerontology Minor

Effective September 1, 2024

Background and rationale:

To revise the Gerontology Minor requirements. The restricted elective courses are being revised to reflect the change in numbering for GERON 320/HLTH 320 to GERON 220/HLTH 220.

Calendar Text:

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

Requirements

Successful completion of 5.0 units with a minimum cumulative minor average of 67%, from the requirements listed:

- Required courses (1.0 unit):
 - GERON 201/HLTH 201
 - GERON 400/HLTH 400
- Restricted elective courses (4.0 units):
 - GERON 218/HLTH 218/PSYCH 218, **GERON 220/HLTH 220**, GERON 245/HLTH 245, GERON 310/HLTH 310/KIN 310, ~~GERON 320/HLTH 320~~, GERON 352/HLTH 352/KIN 352/REC 362/SOC 352, BIOL 355/GERON 355, GERON 401A and GERON 401B

- HLTH 253/SOC 253, HLTH 380, GEOG 432/HLTH 420/PLAN 432, HLTH 427, HLTH 430, HLTH 451
- KIN 342, KIN 343, KIN 359, KIN 406, KIN 407, KIN 418, KIN 422, KIN 429
- PHIL 226, PHIL 319J, PHIL 321J
- PSYCH 398
- REC 361
- RS 266, RS 387
- SDS 367R
- SOC 248
- SOCWK 240R
- A statistics course (0.5 unit) from: HLTH 204, ARTS 280, KIN 232, PSYCH 292, REC 371, SDS 250R/SWREN 250R, LS 280/SOC 280, STAT 202, STAT 221, STAT 231

Notes

1. Courses obtained on a Letter of Permission or in transfer credit must be equivalent to courses listed in the course requirements as assessed by the school/department offering the replaced course.
2. Students are encouraged to make note of course prerequisites and antirequisites and discuss their plan and course progression with an academic advisor in the School of Public Health Sciences.
3. Certain topics courses or independent studies on the topic of gerontology may be substituted for the restricted elective requirements at the discretion of the School of Public Health Sciences associate director, undergraduate studies.

3.7. Aging Studies Option

Effective September 1, 2024

Background and rationale:

To revise the Aging Studies Option requirements. The restricted elective courses are being revised to reflect the change in numbering for GERON 320/HLTH 320 to GERON 220/HLTH 220.

Calendar Text:

The Aging Studies Option is open to Faculty of Health students who wish to obtain some interdisciplinary knowledge in issues related to aging, but do not wish to complete the Gerontology Minor.

Requirements

Successful completion of 3.0 units with a minimum cumulative option average of 67%, from the requirements listed:

- Required courses (0.5 unit): GERON 201/HLTH 201
- Restricted elective courses (2.5 units):
 - GERON 218/HLTH 218/PSYCH 218, **GERON 220/HLTH 220**, GERON 245/HLTH 245, GERON 310/HLTH 310/KIN 310, ~~GERON 320/HLTH 320~~, GERON 352/HLTH 352/KIN 352/REC 362/SOC 352, GERON 355/BIOL 355, GERON 401A and GERON 401B
 - HLTH 253/SOC 253, HLTH 380, HLTH 420/GEOG 432/PLAN 432, HLTH 427, HLTH 430, HLTH 451
 - KIN 342, KIN 343, KIN 359, KIN 406, KIN 407, KIN 418, KIN 422, KIN 429
 - PHIL 226, PHIL 319J, PHIL 321J
 - PSYCH 398
 - REC 361
 - RS 266, RS 387
 - SDS 367R
 - SOC 248
 - SOCWK 240R
 - A statistics course (0.5 unit) from: HLTH 204, ARTS 280, KIN 232, PSYCH 292, REC 371, SDS 250R/SWREN 250R, LS 280/SOC 280, STAT 202, STAT 221, STAT 231

Notes

1. Students are encouraged to make note of course prerequisites and antirequisites and discuss their plan and course progression with an academic advisor in the School of Public Health Sciences.
2. Courses obtained on a Letter of Permission or in transfer credit must be equivalent to courses listed in the course requirements as assessed by the school/department offering the replaced course.
3. Certain topics courses or independent studies on the topic of aging may be substituted for the restricted elective requirements at the discretion of the School of Public Health Sciences associate director, undergraduate studies.

3.8. Diploma in Gerontology

Effective September 1, 2024

Background and rationale:

To revise the Diploma in Gerontology requirements. The restricted elective courses are being revised to reflect the change in numbering for GERON 320/HLTH 320 to GERON 220/HLTH 220.

Calendar Text:

Students registered in degree programs or any non- or post-degree academic plan may pursue the Diploma in Black Studies offered by the School of Public Health Sciences.

The Diploma may be of particular interest to students who would like to understand issues faced by older adults, strategies to promote successful aging, or individuals who are interested in working with older adults. Students with a university degree will be admitted and registered as post-degree students. Students without a university degree who satisfy the admissions requirements described below will be admitted as non-degree students.

Admission Requirements for Non-degree Students

The following are considered minimum admission requirements for students without a university degree or who are not currently in an undergraduate degree program. Students will be considered on an individual basis to determine admissibility to the plan.

1. Completion of a minimum of two years (four terms, total of 10.0 units) or equivalent of post-secondary study prior to beginning the diploma program.
2. BIOL 130, HLTH 103, or their equivalents, within the past five years.

Diploma Requirements

Successful completion of 3.5 units with a minimum cumulative diploma average of 67%, from the requirements listed:

- Required courses (1.0 unit)
 - GERON 201/HLTH 201
 - GERON 400/HLTH 400
- Restricted elective courses (2.5 units):
 - GERON 218/HLTH 218/PSYCH 218, **GERON 220/HLTH 220**, GERON 245/HLTH 245, GERON 310/HLTH 310/KIN 310, ~~GERON 320/HLTH 320~~, GERON 352/HLTH 352/KIN 352/REC 362/SOC 352, BIOL 355/GERON 355, GERON 401A and GERON 401B
 - HLTH 253/SOC 253, HLTH 380, HLTH 420/GEOG 432/PLAN 432, HLTH 451
 - KIN 342, KIN 343, KIN 359, KIN 406, KIN 407, KIN 418, KIN 422, KIN 429
 - PHIL 226, PHIL 319J, PHIL 321J
 - PSYCH 398
 - REC 361
 - RS 266, RS 387
 - SDS 367R
 - SOC 248
 - SOCWK 240R
 - A statistics course (0.5 unit) from: HLTH 204, ARTS 280, KIN 232, PSYCH 292, REC 371, SDS 250R/SWREN 250R, LS 280/SOC 280, STAT 202, STAT 221, STAT 231

Notes

1. A maximum of five years to successfully complete the program from the time the student first enters the program.
2. Students are encouraged to make note of course prerequisites and antirequisites and discuss their Diploma plan and course progression with an academic advisor in the School of Public Health Sciences.
3. Certain topics courses or independent studies on the topic of aging may be substituted for the restricted elective requirements at the discretion of the School of Public Health Sciences associate director, undergraduate studies.

4. REGULATIONS

4.1. Second Degree and Degree Upgrade

Effective September 1, 2024

Background and rationale:

To streamline the process and align with practices in other faculties (those who allow degree upgrades).

Calendar Text:

Second Degree

Applicants who have previously completed a three-year or four-year undergraduate degree from the University of Waterloo or at another post-secondary institution will be considered for entry to one of the bachelor's degrees offered by the Faculty of Health.

This option is intended for students exploring a new and distinct area of study.

- a Bachelor of Science degree in Kinesiology
- a Bachelor of Arts degree in one of the following honours majors:
 - Recreation and Leisure Studies
 - Recreation and Sport Business
 - Therapeutic Recreation
- a Bachelor of Public Health, Honours degree
- a Bachelor of Science, Honours Health Sciences degree

Students completing a second degree will not be eligible to participate in the co-operative (co-op) system of study.

The amount of time that has lapsed since the completion of the first degree will be a factor in determining admissibility to a plan and it may impact the number of transfer credits awarded. Normally, transfer credits will be awarded for courses meeting the transfer credit criteria.

- For Kinesiology and Health Sciences transfer credits, courses must have been taken within the previous five years.
- For Public Health transfer credits, courses must have been taken within the previous eight years.

Once admitted, a minimum of 10.0 units (20 courses) must be completed beyond the first degree; including 10 REC courses for Recreation and Leisure Studies majors. These additional courses must include all requirements specified for the new degree and all required courses must be completed at Waterloo. The amount of time required to fulfil all requirements of this second degree will be dependent on the number of transfer credits awarded. If equivalents to core requirements are not assigned, then it will take longer than two years to complete all degree requirements.

Degree Upgrade

Recreation and Leisure Studies general students may pursue a degree upgrade from general to honours. Graduates with a general degree who wish to upgrade will be admitted on a case-by-case basis. Normally, applications to upgrade a degree must be completed within eight years following completion of the general degree. ~~Students wishing an upgrade are required to return the earlier degree in order to be granted the upgraded degree.~~

Information on common degree requirements is outlined in the Common Degree Requirements section of this Calendar.

April 11, 2023

SENATE UNDERGRADUATE COUNCIL

Submission by the Faculty of Mathematics

1. Course Changes
 - 1.1. Computer Science: CS 335, CS 346, CS 445
 - 1.2. Pure Mathematics: PMATH 440, PMATH 453
2. Academic Plan Changes (minor modifications)
 - 2.1. SE Specialization
 - 2.2. Mathematics Minor
3. Calendar changes (minor modification)
 - 3.1. Admission
4. For information: Administrative Change for Math/CPA and Math/FARM

COURSE CHANGES (for approval)

Computer Science - David R. Cheriton School of

Current Catalog Information

CS 335 (0.50) LEC, TST Computational Methods in Business and Finance

An introduction to numerical methods for business and finance. Floating-point arithmetic, interpolation. Methods for portfolio optimization and contingent-claims valuation. Solution of nonlinear equations. Monte Carlo methods, lattice methods, simulation of hedging strategies.

No Special Consent Required

Requisites : Prereq: (One of CS 116, 136, 138, 146) or (CS 114 with at least 60%; CS 115 or CS 135); MATH 136 or 146, MATH 237 or 247, STAT 231 or 241; Not open to Computer Science students. Antireq: AMATH 242/ CS 371, CS 370, MTE 204

Effective 01-SEP-2024

Requisite Change : Prereq: Prereq: One of CS 116, 136, 138, 146; CS 114 with at least 60%; CS 115 or CS 135; MATH 136 or 146; MATH 237 or 247; One of STAT 206, 231, 241; Not open to Computer Science students.

Antireq: AMATH 242/CS 371, CS 370, MTE 204

Rationale : Update prerequisites so that CS 335 may be taken by students who took STAT 206, STAT 240, or STAT 241 instead of STAT 230 or STAT 231. Most CS courses that require probability or statistics have a prerequisite of (STAT 230 or 240 or 206) or a prerequisite of (STAT 231 or 240 or 206). STAT 240 and 241 are enriched versions of 230 and 231. SE students take STAT 206 instead of STAT 230 and 231. Some CS courses are missing STAT 240, 241, or 206 in their prerequisites. We would like to harmonize the STAT prerequisites of the CS courses that require probability or statistics.

Current Catalog Information

CS 346 (0.50) LAB, LEC, TST Application Development

Introduction to full-stack application design and development. Students will work in project teams to design and build complete, working applications and services using standard tools. Topics include best-practices in design, development, testing, and deployment.

No Special Consent Required

Requisites : Prereq: CS 246; Computer Science students only

Effective 01-SEP-2024

Requisite Change : Prereq: CS 246 or CS 247; Computer Science students only

Rationale : Update prerequisites of CS 346 to include CS 247 as an alternative to CS 246 so that Bachelor of Software Engineering students who take CS 247 instead of CS 246 can take CS 346.

Current Catalog Information

CS 445 (0.50) LAB, LEC, TST, TUT Software Requirements Specification and Analysis

Introduces students to the requirements definition phase of software development.

Models, notations, and processes for software requirements identification, representation, analysis, and validation. Cost estimation from early documents and specifications. [Note: Lab is not scheduled and students are expected to find time in open hours to complete their work.]

No Special Consent Required

Requisites : Prereq: CS 350; Computer Science students only. Antireq: SE 463

Cross-listed as: ECE 451

Effective 01-SEP-2024

Requisite Change : Prereq: [CS 341](#) or CS 350; Computer Science students only.

Antireq: SE 463

(Cross-listed with ECE 451)

Rationale : CS 350 is in the prerequisite to ensure students taking CS 445 have the required maturity, not necessarily specific knowledge. It was determined that students completing CS 341 would meet this maturity requirement.

Pure Mathematics

Current Catalog Information

PMATH 440 (0.50) LEC Analytic Number Theory

Summation methods, analytic theory of the Riemann zeta function, Prime Number Theorem, primitive roots, [quadratic reciprocity](#). Dirichlet characters and infinitude of primes in arithmetic progressions, and assorted topics.

No Special Consent Required

Requisites : Prereq: PMATH 352

Effective 01-SEP-2024

Description Change: Summation methods, analytic theory of the Riemann zeta function, Prime Number Theorem, primitive roots. Dirichlet characters and infinitude of primes in arithmetic progressions, and assorted topics.

Rationale : Quadratic reciprocity is not normally covered in PMATH 440. PMATH 440 is not a prerequisite for any course.

Current Catalog Information

PMATH 453 (0.50) LEC Functional Analysis

Banach and Hilbert spaces, bounded linear maps, Hahn-Banach theorem, open mapping theorem, closed graph theorem, topologies, nets, Hausdorff spaces, [Tietze extension theorem](#), dual spaces, weak topologies, Tychonoff's theorem, Banach-Alaoglu theorem, reflexive spaces.

No Special Consent Required

Requisites : Prereq: PMATH 354/450

Effective 01-SEP-2024

Description Change: Banach and Hilbert spaces, bounded linear maps, Hahn-Banach theorem, open mapping theorem, closed graph theorem, topologies, nets, Hausdorff spaces, dual spaces, weak topologies, Tychonoff's theorem, Banach-Alaoglu theorem, reflexive spaces.

Rationale :

The Tietze Extension Theorem is not normally covered in PMATH 453. PMATH 453 is not a prerequisite for any course.

End of Report

2. Academic Plan Changes (minor modifications)

2.1 Computer Science Software Engineering Specialization

Effective September 2024, add **CS 346 Application Development** to the 300-level applications list of the Software Engineering Specialization. CS 346 was introduced in the 2022-2023 calendar and fits into the subarea of Applications included as one of the two themes of the Software Engineering Specialization.

(<https://ugradcalendar.uwaterloo.ca/page/MATH-Computer-Sci-Software-Engineering-Spec>)

The Software Engineering Specialization is available for both the Bachelor of Computer Science (BCS) and the Bachelor of Mathematics (BMath) (Computer Science) academic plans. This Specialization is offered jointly by the David R. Cheriton School of Computer Science and the Department of Electrical and Computer Engineering. Students who complete this Specialization do not qualify for the professional engineering designation. The course requirements are the same as for the BCS and BMath (CS) with the following additional requirements:

Foundations

- All of
 - o CS 445/ECE 451 Software Requirements Specification and Analysis
 - o CS 446/ECE 452 Software Design and Architectures
 - o CS 447/ECE 453 Software Testing, Quality Assurance and Maintenance
 - o CS 492 The Social Implications of Computing

Applications

- Two of
 - o CS 343 Concurrent and Parallel Programming
 - o **CS 346 Application Development**
 - o CS 348 Introduction to Database Management
 - o CS 349 User Interfaces

[...]

2.2. Mathematics Minor

Effective September 2024, add CS 114 as a requirement to the Mathematics Minor, as an alternative to the “One of CS 116, CS 136, or CS 146” requirement. CS114 (Principles of Computing for Science) is a relatively new course first offered in Fall 2021. It is a core part of the Physics curriculum and has been developed in consultation with the Physics department. Students taking this course can no longer take the Mathematics Minor without foregoing the CS 114 credit given it being antirequisite to CS 116/CS 136/CS 146. This change improves the access of science students to the minor.

One should note that we have made a similar change to the Computing Minor effective 1 September 2023 (SUC 15 February 2022). It would have been nice to make the same change at that time, but this was overlooked.

(<https://ugradcalendar.uwaterloo.ca/page/MATH-Mathematics-Minor-1>)

Calendar text

[...]

One of
CS 114 Principles of Computing for Science

CS 116 Introduction to Computer Science 2
CS 136 Elementary Algorithm Design and Data Abstraction
CS 146 Elementary Algorithm Design and Data Abstraction (Advanced Level)

[...]

3. Calendar Changes (minor modification)

3.1 Admission

Effective 1 September 2024, remove the mention of a CEL calculus course from the Admission page. No students have taken up that option in the past three years, and the RO no longer actually recommends that path, since there are various other ways of meeting that requirement. For instance, students can take a "virtual school" version of the Calculus and Vector's course through the Ontario Ministry of Education.

Calendar text (removal in red)

(<https://ugradcalendar.uwaterloo.ca/page/MATH-Mathematics-Admission>)

Most students are admitted directly from secondary school. However, students who are enrolled in another faculty at the University of Waterloo, or at another university, may apply to transfer to the Faculty of Mathematics. Applicants should have strong academic records. See [Faculty Policies](#) for additional policies concerning transfer students and transfer credits.

In addition, a student who has been away from formal education for more than two years may apply as a mature student. Although the University of Waterloo does not automatically offer admission to mature applicants, the admissions committee carefully considers previous academic records, résumés, and other biographical material before determining a candidate's suitability for university studies. Students must be able to demonstrate recent academic proficiency in mathematics at the senior high school level. ~~For applicants who are lacking the appropriate background, the [Centre for Extended Learning](#) offers an [online course in Calculus](#).~~

4. For information: Administrative Change for Math/CPA and Math/FARM

Effective 1 May 2023, following the ratification by Faculty Council of the Faculty of Mathematics, the administration of

- Mathematics/Chartered Professional Accountancy
- Mathematics/Financial Analysis and Risk Management (FARM)

is being moved from the Dean of Mathematics to be administered by the Department of Statistics and Actuarial Science.

Background and Rationale

The Chartered Accountancy Option was available for the first time in 1970, when it became possible for students enrolled in the Co-operative Mathematics Program to choose their non-mathematics elective courses in such a manner that they may be able to write their final chartered accountancy examinations within a few months of graduation. Today the Math/CPA co-op program as a direct entry co-op program offered by the Faculty of Mathematics in co-operation with the School of Accounting and Finance. This

program combines mathematics with accounting and business-related disciplines while giving students the opportunity to gain up to 16 months of CPA-approved work-experience through co-op work terms.

The FARM program was created in 2008 as a direct entry program. The home of the program is the Dean's Office and it is managed by the Mathematics Business and Accounting Programs (MBAP). The program has a strong quantitative flavour and is intended for students interested in a career in Financial Analysis or Risk Management. The program helps students prepare for the highly desirable Chartered Financial Analyst (CFA) designation, administered by the Chartered Financial Analyst Institute (CFAI) or for the popular Professional Risk Management (PRM) designation offered through the Professional Risk Managers' International Association (PRMIA). Some of the Economics and Accounting courses required for this plan are given by the Faculty of Arts Department of Economics.

Both programs were evaluated in 2016 as part of the cyclical review of programs. The arm's-length external reviewers submitted a report which includes as recommendation 1 that the Faculty takes the matter pertaining to those programs, and the other Math Business programs, into serious consideration. The subsequent [Final Assessment Report](#) (approved by SUC on 10 September 2019) and [2-years progress report](#) (approved by SUC on 11 January 2022) both speak to the efforts and reflection into figuring out how to properly implement this recommendation. This motion is a concrete answer to this recommendation.

A committee will be formed within Statistics and Actuarial Science to oversee these two programs. The committee will be empowered to move program changes for vote at department meetings. The current directors of these two programs will be asked to continue in their respective role as we transition to the new governance structure, assuming their appointment is held in Statistics and Actuarial Science. Moving forward, they will be faculty members in Statistics and Actuarial Science appointed by the Chair of Statistics and Actuarial Science.

This change of administrative structure brings no changes to the program themselves and to interactions with other programs. That being said, editorial work in the calendar will be needed. Such changes are within the authority of the Undergraduate Calendar Editor and do not require curricular approval. The pages that may need modifications are

- <http://ugradcalendar.uwaterloo.ca/page/MATH-List-of-Academic-Programs-or-Plans>
- <http://ugradcalendar.uwaterloo.ca/group/MATH-Mathematics-or-Business>
- <http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Invalid-Credential-Combinations>
- <http://ugradcalendar.uwaterloo.ca/group/MATH-Academic-Plans-and-Requirements>

The Undergraduate Calendar Editor will be informed of the change of governance, and it falls on them to decide how this information will be represented in the calendar, if at all. Any change will be reviewed by the Faculty to ensure accuracy.

This change was presented for information and feedback at the following meetings

- Meeting between the Dean, Associate Dean Operations and Academic, and faculty members from the Mathematics Business and Accountancy Programs, 14 October 2022
- Department of Statistics and Actuarial Science, departmental meeting of 28 October 2022
- Unit heads, meeting of 27 October 2022
- Faculty of Mathematics Council, regular meeting of 15 November 2022
- Dean Advisory Council, regular meeting of 24 November 2022
- MathSOC Executive, term meeting with the Faculty decanal leadership of 27 January 2023
- FARM Student Association, special meeting of 24 February 2023

This change has been approved at the following instances

- Department of Statistics and Actuarial Science, departmental meeting of 13 January 2023
- Undergraduate Affairs Committee, regular meeting of 23 January 2023
- Faculty of Mathematics Council, regular meeting of 28 February 2023

SCIENCE UNDERGRADUATE STUDIES COMMITTEE REPORT
FOR SUBMISSION TO APRIL 2023 SENATE UNDERGRADUATE COUNCIL (SUC)

1. Course Changes
 - 1.1 Chemistry
 - 1.2 Pharmacy
 - 1.3 Physics

2. Academic Plan Changes (Minor)
 - 2.1 Honours Science and Aviation

3. Academic Plan Changes (Major)
 - 3.1 Closure of application to part-time on-campus Three-Year General Science program

1 COURSE CHANGES

1.1 Chemistry

CHEM 121, 220L, 224L and 494A

(Department Approval Date: Jan 31, 2023)

1.2 Pharmacy

PHARM 329, 400, 401, 430, 440 and 450

(School of Pharmacy Council Approval Date: January 26, 2023)

1.3 Physics

PHYS 124, 391

(Department Approval Date: December 2, 2022)

1 COURSE CHANGES (for approval)

1.1 Chemistry

Current Catalog Information

CHEM 121 (0.50) LEC, TUT Physical and Chemical Properties of Matter

A first-year Chemistry course for students in Chemistry-based programs. The stoichiometry of compounds and chemical reactions. Properties of gases. Periodicity and chemical bonding. Energy changes in chemical systems. Electronic structure of atoms and molecules; correlation with the chemical reactivity of common elements, inorganic and organic compounds. [Offered: F]

Department Consent Required

Requisites : Prereq: 1A Biochemistry, Chemistry, Geochemistry, Medicinal Chemistry, and Materials and Nanosciences students only. Antireq: CHEM 120

Effective 01-SEP-2024

Requisite Change : Prereq: 1A Biochemistry, Chemistry, Medicinal Chemistry, and Materials and Nanosciences students only. Antireq: CHEM 120

Rationale : The Geochemistry program was inactivated September 1, 2021, approved at September 2020 SUC. The last possible cohort to start in this program would have done so in fall 2020. Only three students have been identified as active in this program; they are in third and fourth year and no longer require this first year course.

Current Catalog Information

CHEM 220L (0.25) LAB Quantitative Chemical Analysis Laboratory

Selected experiments for students taking CHEM 220. [Offered: F]

No Special Consent Required

Requisites : Prereq: CHEM 123L or 125L; Honours Biochemistry, Chemistry, Geochemistry, Materials and Nanosciences, Medicinal Chemistry, or Science and Business (Biochemistry) students only. Coreq: CHEM 220

Effective 01-SEP-2024

Requisite Change : Prereq: CHEM 123L or 125L; Honours Biochemistry, Chemistry, Materials and Nanosciences, Medicinal Chemistry, or Science and Business (Biochemistry) students only. Coreq: CHEM 220

Rationale : The Geochemistry program was inactivated September 1, 2021, approved at September 2020 SUC. The last possible cohort to start in this program would have done so in fall 2020. Only three students have been identified as active in this program; they are in third and fourth year and no longer require this second year course.

Current Catalog Information

CHEM 224L (0.50) LAB Analytical Instrumentation Laboratory

Extensive lab experience for students who have taken CHEM 220. [Offered: W,S]

No Special Consent Required

Requisites : Prereq: CHEM 220 and CHEM 220L; Honours Biochemistry, Chemistry, Geochemistry or Medicinal Chemistry students only.

Effective 01-SEP-2024

Requisite Change : Prereq: CHEM 220 and CHEM 220L; Honours Biochemistry, Chemistry or Medicinal Chemistry students only.

Rationale : The Geochemistry program was inactivated September 1, 2021, approved at September 2020 SUC. The last possible cohort to start in this program would have done so in fall 2020. Only three students have been identified as active in this program; they are in third and fourth year and no longer require this second year course.

Current Catalog Information

CHEM 494A (0.50) PRJ Research Project

Laboratory work on a senior year research project. Enrolment into this course requires permission of the CHEM 494 co-ordinator. See the CHEM 494 coordinator for course details. No credit or grade will be provided for this course until the two-term sequence CHEM 494A/B has been completed. CHEM 494A/B may not be taken concurrently without prior permission of the CHEM 494 co-ordinator.

No Special Consent Required

Requisites : Prereq: Level at least 4A Honours Biochemistry, Chemistry, Chemical Physics, Geochemistry, or Materials & Nanosciences, or Medicinal Chemistry students only

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 4A Honours Biochemistry, Chemistry, Chemical Physics, or Materials & Nanosciences, or Medicinal Chemistry students only

Rationale : The Geochemistry program was inactivated September 1, 2021, approved at September 2020 SUC. Only three students have been identified as active in this program; they are in third and fourth year. CHEM 494A is not a required course for the program, but an override can be used to allow enrolment if desired.

1.2 Pharmacy - School of

Current Catalog Information

PHARM 329 (0.25) LAB Professional Practice 5

Professional Practice 5 is a lab-based course that refines basic skills and addresses additional areas of expanding scope of practice for pharmacists. In particular, a component of the course provides students with an opportunity to acquire skills in immunizing patients. [Offered: W]

No Special Consent Required

Requisites : Prereq: PHARM 229; Pharmacy students only. Coreq: PHARM 320, 321

Effective 01-SEP-2024

Description Change: Professional Practice 5 is a lab-based course that refines basic skills and

Rationale : addresses additional areas of expanding scope of practice for pharmacists.
[Offered: W]
As part of a Pharmacy curriculum renewal, training specific in immunization has been moved to an earlier course within the program and is no longer included as part of PHARM 329.

Current Catalog Information

PHARM 400 (0.25) RDG, TUT Independent Study 1

This elective is designed to permit students to pursue areas of personal interest and/or to gain personal experience in scientific research through a research project. This course typically involves a reading-/survey-based project involving a review of and collection of data from relevant scientific literature, and the synthesis of new information based upon this review. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc.

Instructor Consent Required

Requisites :

Prereq: Level at least 3A; Pharmacy students only

Effective 01-SEP-2024

Description Change:

This elective is designed to permit students to pursue areas of personal interest and/or to gain personal experience in scientific research through a research project. The course involves a scientific literature review to synthesize current state of knowledge and identify research gaps; or preliminary data collection/pilot study to assess feasibility; or focused and small scale qualitative study. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc.

Rationale : The description for this independent student course, which has not been offered in many years, is updated and expanded to help distinguish it from the other independent study course, PHARM 401. The nature and focus of the research project is determined via collaboration between the student and their project supervisor.

Current Catalog Information

PHARM 401 (0.25) LAB, TUT Independent Study 2

This elective is designed to permit students to pursue areas of personal interest and/or to gain personal experience scientific research through a research project. The course involves a research project resulting in completion of a specific type of review of scientific literature (e.g., scoping/systematic review) and/or generation and analyses of new research data. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc.

Instructor Consent Required

Requisites :

Prereq: Level at least 3A; Pharmacy students only

Effective 01-SEP-2024

Description Change:

This elective is designed to permit students to pursue areas of personal interest and/or to gain personal experience scientific research through a research project. The course involves a research project resulting in completion of a specific type of review of scientific literature (e.g.,

Rationale : scoping/systematic review) and/or generation and analyses of new research data. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc.
The description for this independent student course, which was reweighted to 0.25 unit, effective September 1, 2022, is updated and expanded to clarify expectations and distinguish the course from PHARM 400. The nature and focus of the research project is determined via collaboration between the student and their project supervisor.

Current Catalog Information

PHARM 430 (2.50) CLN Clinical Rotation 1: Primary Care

Students will provide supervised direct patient care in a primary care setting. Over the course of 24 weeks, students will be placed in three 8-week rotations where the student's ability to apply therapeutic knowledge in a live practice setting will be refined and assessed. [Offered: W, S]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Students must have successfully completed all courses to the end of the 3B academic term, three co-op work terms, and the Community Service Learning (CSL) Milestone to enrol in this course.

Effective 01-SEP-2024

Rationale :

ATTRIBUTE CHANGE: Change in Grading Basis

As part of the Pharmacy curricular renewal plan, fourth year clinical rotation courses (PHARM 430, 440 and 450) will be graded on a non-numeric basis. These patient care rotations take place at external sites across Ontario, each evaluated by individual preceptors. Changing grading to CR/NCR rather than numeric grading mitigates bias in grades that may arise from individual preceptor differences in judgments, as well as differences in placement sites. Similar courses in other pharmacy programs in Canada typically use non-numeric grading, as do clinical courses and externships in programs such as Optometry at the University of Waterloo. Non-numeric grading in all fourth year coursework still aligns with less than 50% of the course load being non-numeric, allowing further CR/NCR grading associated with petitions where applicable. Description notes will no longer exist for courses published in the Calendar using the University's new software. However, the course pages will include grading information for transparency and student awareness.

Current Catalog Information

PHARM 440 (2.50) CLN Clinical Rotation 2: Institutional

Students will provide supervised direct patient care in an institutional setting.

Over the course of 24 weeks, students will be placed in three 8-week rotations where the student's ability to apply therapeutic knowledge in a live practice setting will be refined and assessed. [Offered: W, S]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Students must have successfully completed

Effective 01-SEP-2024

Rationale :

all courses to the end of the 3B academic term, three co-op work terms, and the Community Service Learning (CSL) Milestone to enrol in this course.

ATTRIBUTE CHANGE: Change in Grading Basis

As part of the Pharmacy curricular renewal plan, fourth year clinical rotation courses (PHARM 430, 440 and 450) will be graded on a non-numeric basis. These patient care rotations take place at external sites across Ontario, each evaluated by individual preceptors. Changing grading to CR/NCR rather than numeric grading mitigates bias in grades that may arise from individual preceptor differences in judgments, as well as differences in placement sites. Similar courses in other pharmacy programs in Canada typically use non-numeric grading, as do clinical courses and externships in programs such as Optometry at the University of Waterloo. Non-numeric grading in all fourth year coursework still aligns with less than 50% of the course load being non-numeric, allowing further CR/NCR grading associated with petitions where applicable. Description notes will no longer exist for courses published in the Calendar using the University's new software. However, the course pages will include grading information for transparency and student awareness.

Current Catalog Information

PHARM 450 (2.50) CLN Clinical Rotation 3: Elective

Students will practice in a variety of Pharmacy settings under the supervision of qualified preceptors. Over the course of 24 weeks, students will be placed in three 8-week rotations where the student's ability to apply therapeutic knowledge in a live practice setting will be refined and assessed. [Offered: W, S]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Students must have successfully completed all courses to the end of the 3B academic term, three co-op work terms, and the Community Service Learning (CSL) Milestone to enrol in this course.

Effective 01-SEP-2024

Rationale :

ATTRIBUTE CHANGE: Change in Grading Basis

As part of the Pharmacy curricular renewal plan, fourth year clinical rotation courses (PHARM 430, 440 and 450) will be graded on a non-numeric basis. These patient care rotations take place at external sites across Ontario, each evaluated by individual preceptors. Changing grading to CR/NCR rather than numeric grading mitigates bias in grades that may arise from individual preceptor differences in judgments, as well as differences in placement sites. Similar courses in other pharmacy programs in Canada typically use non-numeric grading, as do clinical courses and externships in programs such as Optometry at the University of Waterloo. Non-numeric grading in all fourth year coursework still aligns with less than 50% of the course load being non-numeric, allowing further CR/NCR grading associated with petitions where applicable. Description notes will no

longer exist for courses published in the Calendar using the University's new software. However, the course pages will include grading information for transparency and student awareness.

1.3 Physics & Astronomy

Current Catalog Information

PHYS 124 (0.50) LEC, TST, TUT Modern Physics

An introductory course in modern physics; includes relativity, quantum physics, atomic physics, nuclear physics, particle physics and gravitation. [Offered: W]

No Special Consent Required

Requisites : Prereq: One of PHYS 111 (minimum grade 70%), 115, 121, ECE 105. Coreq: PHYS 112 or 122

Effective 01-SEP-2024

Requisite Change : Prereq: One of PHYS 111 (minimum grade 70%), 115, 121, ECE 105. Coreq: One of PHYS 112,122, 125, ECE 106.

Rationale : Engineering students are often interested in PHYS 124 and typically have the PHYS 115 or ECE 105 prerequisite but are typically enrolled in PHYS 125 or ECE 106, rather than PHYS 112 or 122, in the same term that they would also like to enroll in PHYS 124, requiring an override from the Department of Physics and Astronomy. Adding PHYS 125 and ECE 106 as additional corequisite options, completes the second course set related to the prerequisites, allowing engineering students access to PHYS 124, without an override. The addition of PHYS 125 and ECE 106 as optional corequisites was requested by Engineering.

Current Catalog Information

PHYS 391 (0.50) LEC Electronics

Norton and Thévenin equivalent circuits, bipolar junction and field-effect transistors, operational amplifiers, negative feedback, noise, common circuits used for measurement and control of laboratory experiments, introduction to digital circuits. [Offered: W]

No Special Consent Required

Requisites : Prereq: One of PHYS 122 (winter 2019 or later), 224, 242. Coreq: PHYS 391L

Effective 01-SEP-2024

Rationale : ATTRIBUTE CHANGE: Removal of "Also Offered Online"

The online attribute for this course should be removed so that students know that this course is offered on campus only. Since winter 2013, this course has only been offered in person on campus, with no future plans for a online offering.

End of Report

2 ACADEMIC PLAN CHANGES (Minor)

2.1 Honours Science and Aviation

Motion: To require MATH 127 as one of two mathematics requirements, and offer a choice between MATH 128 and STAT 202 as the second of two required mathematics courses

Effective Date: September 1, 2024

Background and Rationale: Currently, students in the Science and Aviation plan must select 1.0 unit from MATH 127, MATH 128 and STAT 202. The current wording could be interpreted as choosing any two of the three, when students can only choose MATH 128 if MATH 127 has been completed. MATH 127 should be listed as required, with a choice of MATH 128 or STAT 202.

This change should not impact enrolment in any of the three courses, as was shared with, and supported by the Faculty of Mathematics. It was approved at Science Undergraduate Studies Committee on March 7, 2023, and at Science Faculty Council, on March 14, 2023.

Calendar changes:

- 1.0 Mathematics elective unit chosen from: MATH 127; MATH 128; or STAT 202

3 ACADEMIC PLAN CHANGES (Major)

3.1 Closure of Application to part-time on-campus Three-Year General Science program

Motion: Close application to part-time on-campus Three-Year General Science program.

Effective Date: September 1, 2023

Background and Rationale: Effective Fall 2019, the Faculty of Science approved closing applications to online only completion of the Three-Year General Science program (due to a shortage of available online Science courses). Ending applications to this academic plan via online only study did not affect applications to the program, via part-time on-campus study. Effective Fall 2023, the Faculty of Science is closing applications to the latter option, as there has been little interest from students in part-time on-campus studies. The Three-Year General Science program itself is not being inactivated; therefore, no changes to Science Calendar pages are required.

The closure of application to part-time on-campus Three Year General Science program was approved at Science Undergraduate Studies Committee on March 7, 2023, and at Science Faculty Council, on March 14, 2023.

Senate Undergraduate Council - Effective Dates Chart

Meetings: 2023 - 2024

EARLIEST EFFECTIVE DATES				
SUC meeting dates	Motions for Courses	Motions for Plans, Programs, Regulations	New entry programs (enrol in 1A) [marketing deadline]	SENATE meeting dates
November 2023	Sept 2024	Sept 2024	Sept 2025	November 2023
January 2024	Sept 2024	Sept 2024	Sept 2025	February/March 2024
April 2024	Sept 2025	Sept 2025	Sept 2025	May 2024

Notes:

1. Dates listed above are the earliest effective date **possible** for any given motion; choice to use later dates exists.
2. If an **earlier** effective date is desired, a request to the Office of the Registrar, with an appropriate rationale, is **required**, to ensure it is feasible. The request should be made as early as possible in the approval cycle.

Last opportunity to	SUC meeting	Goes to Senate
Make changes to 2024-2025 Calendar	January 2024	February/March 2024
Create new entry program for fall 2025	April 2024	May 2024
Make changes to 2025-2026 Calendar	January 2025	February/March 2025
Create new entry program for fall 2026	April 2025	May 2025

Prepared by the Office of the Registrar, April 2023

Senate Undergraduate Council - Effective Dates Chart

Meetings: 2023 - 2024

(if no changes were occurring - system/committee restructuring)

		EARLIEST EFFECTIVE DATE (see Notes 1,2)					
SUC meeting dates		Motions for COURSES not listed in UG Calendar (see Note 3)	Motions for COURSES listed in UG Calendar (see Note 3)	Plans/programs, regulations: New, changes, inactivations	New entry programs (enrol in 1A)	SENATE meeting dates	
September	2023	Sept 2024	Sept 2024	Sept 2024	Sept 2025	October	2023
October	2023	Sept 2024	Sept 2024	Sept 2024	Sept 2025	November	2023
November	2023	Sept 2024	Sept 2025	Sept 2025	Sept 2025	December	2023
December	2023	Sept 2024	Sept 2025	Sept 2025	Sept 2025	January	2024
January	2024	Sept 2024	Sept 2025	Sept 2025	Sept 2025	February	2024
February	2024	Sept 2024	Sept 2025	Sept 2025	Sept 2025	March	2024
March	2024	Sept 2025	Sept 2025	Sept 2025	Sept 2025	April	2024
April	2024	Sept 2025	Sept 2025	Sept 2025	Sept 2025	May	2024
May	2024	Sept 2025	Sept 2025	Sept 2025	Sept 2026	June	2024
June	2024	Sept 2025	Sept 2025	Sept 2025	Sept 2026	September	2024

Notes:

1. Dates listed above are the earliest effective date **possible** for any given motion; choice to use later dates exists.
2. If an **earlier** effective date is desired, a request to the Office of the Registrar, with an appropriate rationale, is **required**, to ensure it is feasible. The request should be made as early as possible in the approval cycle.
3. Courses appearing in **ANY plan pages** of the Undergraduate Calendar are considered "listed in the UG Calendar" (whether "required" or part of an electives list).
4. For changes to **courses** not requiring SUC approval, the earliest effective date is September 1:
 - If requested September (2023)-February (2024): Can use September 1, 2024.
 - If requested March (2024)-August (2025): Can use September 1, 2025.
5. Motions for courses are approved at SUC on behalf of Senate and effective dates listed reflect this.

Last opportunity to	SUC meeting	Goes to Senate
Make changes to 2024-2025 Calendar (plans/regulations)	October 2023	November 2023
Make changes to 2024-2025 Calendar (courses listed in Calendar)	October 2023	N/A
Make changes to 2024-2025 Calendar (courses not listed in Calendar)	February 2024	N/A
Create new entry program for fall 2025	April 2024	May 2024
Make changes to 2025-2026 Calendar (plans/regulations)	October 2024	November 2024
Make changes to 2025-2026 Calendar (courses listed in Calendar)	October 2024	N/A
Make changes to 2025-2026 Calendar (courses not listed in Calendar)	February 2025	N/A

Prepared by the Office of the Registrar, April 2023

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Senate Governance Review 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?

Sketch of SUC Subcommittees

Discussion document for SUC, April 2023

List of changes (requires/does not require by-law change)

The SUC does not see the need for drastic changes to its remit. It does think that as currently organized not enough SUC time is spent covering the whole range of topics Senate has deemed to be SUC business, and therefore the University is not deriving as much value from SUC as it could.

We therefore propose the following changes, which will make better use of the time and talent of members of SUC while still ensuring that due attention is paid to the curricular and quality assurance roles that have for many years dominated SUC meetings.

1. Establish a consent agenda for SUC meetings to handle routine information items and approvals **(no by-law change)**.
2. Reduce the number of annual meetings, perhaps from ten to six, with most curricular items included in the consent agenda of three meetings per year. This will provide sufficient space on SUC agendas to focus on other issues related to academic education at Waterloo. (no by-law change).
 - a. We recommend that Senate encourage Faculty Councils to align their schedules with the work of the curriculum subcommittee. This will help avoid delays in the processes and reduce workload for the subcommittee.
3. Establish a curriculum subcommittee to handle curriculum matters. When first implemented (as a pilot/work out details project), the subcommittee will make recommendations to SUC (rather than SUC delegating authority to approve on its behalf), but these recommendations will be accepted frequently enough that, for instance, the registrar could begin the work of implementing changes for the next publication of the calendar at this stage rather than waiting for final SUC approval. (We mention this to allay concerns that fewer SUC meetings devoted to curriculum items might prevent effective distribution of workloads in the RO.) Most recommendations will be on the consent agenda. New programs, major modifications, and “matter of controversy that might arise” would be on SUC’s regular agenda. **(no by-law change needed)** [TBD, after a trial period: should SUC delegate actual decision-making on many matters to the subcommittee and merely report to SUC. Likewise, does not require a by-law change.]
4. Senate should create a new Academic Quality Assurance Committee to oversee the quality assurance processes. This would remove work from both the SUC and SGRC agendas. More importantly, it will streamline the approval processes for program reviews, two-year reports, and whatever quality assurance processes the University implements for other sorts of academic programming, while improving the quality of the feedback programs receive during the approval process. A more detailed proposal is included below. **(By-law change required)**
5. Senate should delegate additional authority to approve things such as academic regulations for undergraduate programs and major modifications of programs to SUC. Such things routinely appear on the Senate agenda as consent agenda items that require approval. (Of course, the clause that applies to other matters SUC approves on behalf of Senate would still apply: **“Any matter of controversy that might arise may be referred to Senate.”**)

New Senate Committee: Academic Quality Assurance Committee

Contextual Remarks

- At least seven Ontario Universities have a special committee that is responsible for IQAP business. (These include some of our frequent comparators such as Western, Queen's, Ottawa, McMaster.) In one case, it is a joint committee of the UG and Grad Senate (or Senate analogue) subcommittees. In all others it is a Senate (or analogue) subcommittee devoted specifically to IQAP business.
- Counting non-voting "resource" members, six of the seven have memberships of about 10-15; Western's committee has 24 members. (Three have 10 members, two have 12, one has 15.)
- The mandates of the committees vary slightly, but generally they include receiving and reviewing Final Assessment Reports (and the local analogue of Two-Year Reports) and approving them on behalf of Senate. (This includes reviewing and approving the responses by the Program and Dean(s) to reviewer recommendations and implementation plans.) In varying degrees, the committees have a nominal oversight role for the IQAP processes, and some recommend, via the Chair(s), revisions to the IQAP to Senate. Some are more involved in the details of running the IQAP processes.
- Most are chaired by the AVPA/analogue. Some are co-chaired with AVPGSPA analogue.
- Some have student members, but several do not.
- Not counting cases where the AVPGSPA analogue is a Dean of Grad Studies, only one requires that a Dean be a member.

We propose a total membership of 10, with eight voting members. New Programs are part of the remit of the IQAP Committee at some Universities. We think it makes sense to have approval of these continue to be the responsibility of SUC/SGRC; the leaner remit of the committee recommends a smaller, more efficient committee, hence the proposed membership.

Proposed membership

1. AVPA (co-Chair)
2. AVPGSPA (co-Chair)
3. Two additional faculty members from SUC (two year term; AFIW members of SUC are eligible but not required)
4. Two additional faculty members from SGRC (two year term) SUC and SGRC terms staggered
5. One UG student Senator and one Grad Student Senator
6. Director, QACI (non-voting resource) (or delegate)
7. Registrar (non-voting resource) (or delegate)

Remit:

1. This committee reviews and approves FARs (including implementation plans) and Two-Year Reports on behalf of Senate.

2. The Committee makes recommendations, through the co-Chairs and in consultation with the QACI Office, to Senate for revisions to IQAP Processes
3. As the University approves additional Quality Assurance Processes that fall outside the remit of the IQAP (e.g., for Microcredentials or academic initiatives that do not result in degrees of diplomas, such as the Undergrad Communications Requirements), these will also be overseen by this committee.

Processes

1. As currently happens, each FAR/Two-Year Report will first be read by one of the AVPs; pressing questions will be passed on to the authors of the report for repair. When the report is judged to be in decent shape, it will be shared with the other members of the committee along with residual, less pressing questions from the AVP.
2. Depending on their judgement of the likely degree of discussion of a particular FAR/Report, the AVP will put it into the queue for one of two processes
 - a. An entirely asynchronous online process. Committee members questions will gathered and shared with the program. When responses are received, all members' questions and the program's responses will be shared with the committee. The process can be iterated as necessary (and committee members can ask for a report to be moved from (a) to (b) at any point). When committee members are satisfied, an electronic vote is taken.
 - b. Representatives of the program attend a meeting to answer questions. After hearing from the program representative, the committee votes.
3. Possible outcomes of the vote are: (1) acceptance of the report with at most minor revisions (to be sorted out with the QACI Office); or (2) a request for substantial revisions.
4. The committee reports to Senate on its approvals, usually three or four times per year.

Subcommittee of SUC: Curriculum and New Program Approvals

Membership:

1. AVPA
2. The six Faculty ADU
3. One SUC member from an AFIW. (Member will rotate between the AFIW represented at SUC, and the member will consult with representatives from other AFIW, including AFIW not represented at SUC, as appropriate)
4. One UG student member of SUC
5. Editor, UG Calendar (resource)
6. Coordinator, Quality Assurance (resource)
7. SUC Secretary (resource)

Since this is a subcommittee of SUC, Senate does not need to approve the details of its remit or its processes. Moreover, these are likely to be a work in progress for some time. (Conceivably, the process could be judged unworkable, and in that sense this can be regarded as a 'pilot project.')

Proposed initial remit and processes

1. Currently, when curriculum submissions arrive from Faculties they are reviewed by the Editor, UGC, the Coordinator, QA, and the AVPA. The Editor catches many infelicities and has them fixed at an early stage; the QA person ensures that major and minor modifications are appropriately categorized, the AVPA has a look at rationales and flags concerns. With new workflows, the QA role should be completed well before this stage. It is TBD whether it makes sense for the Editor and the AVPA to see submissions first or for submissions to go to all committee members at once.
2. Members of the committee do what the ADUs now often do in advance of SUC meetings. They
 - a. find clarifications and corrections that are needed
 - b. reach out to non-committee members as necessary in this process. This work can take place asynchronously and largely without the need for in-person meetings
 - c. The new curriculum and calendar management system may facilitate workflows ... this is tbd.
3. When problems are ironed out, a vote is taken (“Yes/no” on recommending the change to SUC.) The precise voting procedure is still t.b.d., but something easy and efficient for committee members and that provides an automatic record would be ideal. Since a unanimous “yes” vote is typically what happens now at SUC, it is fair to assume that this will remain the normal result in the subcommittee, since required corrections will be made along the way.
4. Whether the subcommittee ever needs to meet synchronously is still tbd. It only makes sense to do this if it will improve efficiency, and whether it does may only be known after a period of experimentation. (Will it be enough to simply have a hard deadline?)
5. Impact on SUC meetings:
 - a. All the unanimously approved courses and minor modifications would appear on the consent agenda, with almost all this business appearing on three consent agendas per year
 - b. Issues that couldn't be brought to unanimous approval would go on the regular agenda for an SUC vote. This will probably be rare.
 - c. New program proposals, major modifications, and regulation changes would appear on the regular agenda, with a recommendation from the subcommittee.

In short, the remit is to do the de facto approving of all courses and minor modifications and to make recommendations about regulations, major mods, new programs. Of course, even if an item is on the consent agenda it is always allowed for an SUC member to ask to move an item from the consent agenda to the regular agenda so that it can be discussed.

As described above, our proposal is that the remit of SUC be expanded to include approving major mods and regulations on behalf of Senate (rather than just recommending them to Senate). The items that are part of the expanded remit would remain on the regular agenda for SUC rather than being part of the consent agenda.

This committee only has one student on it. However, the Associate Deans have been able to confirm that there is significant student involvement on the Faculty-level committees through which proposals travel before arriving at SUC, and an increasing number of departments have student members on their curriculum/undergraduate affairs committees.

It appears that for almost all Faculties, even with their current Faculty Council schedules, it will suffice to have three “target meetings” for curriculum matters to appear on SUC agendas: October/November, January/February and April/May. We probably do not want to prohibit curriculum from appearing on the consent agendas of other meetings, but asking Faculties to align their business to allow the subcommittee to meet these targets might be a worthwhile first step. This step is also facilitated by moving the publication date for the UG calendar from February to April, as recently endorsed by UOps.