

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 10 January 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 13 December 2022 Minutes* and Business Arising	UGC
3. Academic Program Reviews	
a. Science and Business, Biotechnology-Economics, and Biotechnology-CPA*	UGC
b. Studies in Islam and Arabic Language*	UGC
4. Curricular Items for Approval & Information	
a. Arts*	UGC
b. Science*	UGC
5. Senate Governance Review	
a. Guiding Questions*	Discussion
b. Summary of Discussion from the 13 December 2022 Meeting*	Information
c. Terms of Reference and Excerpts from Waterloo Act and Bylaw 1* .	Information
d. New Program Development Phase 3: Approval Timelines*	Information
6. Other Business	
7. Next Meeting: Tuesday 14 February 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

23 December 2022

Tim Weber-Kraljevski
Associate University Secretary

Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

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

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Minutes of the 13 December 2022 Meeting
[in agenda order]

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

Resources/Guests: Angela Christelis, Jennifer Coghlin, Danielle Jeanneault, Amanda McKenzie

Regrets: Victoria Chu

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.

The chair recognized that it was Davison's last meeting and thanked Davison for their service. The chair also recognized that Katherine Acheson will be returning in January and thanked Cooke for their service.

1. DECLARATIONS OF CONFLICTS OF INTEREST

No conflicts of interest were declared.

2. APPROVAL OF THE 15 NOVEMBER 2022 MINUTES AND BUSINESS ARISING

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

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Arts. Cooke presented new courses REES 240, PSCI 228, PSCI 290, PSCI 326, PSCI 368, PSCI 470, PSYCH 471, APPLS 291, APPLS 391, APPLS 491, and EASIA 101R. Members discussed: submission timing for calendar changes; concerns with the teaching apprenticeship opportunities in APPLS 491; and the similarities between PSCI 368 and the existing course HIST 369, cross-listed with PSCI 369. There was a motion to approve these new courses on behalf of Senate. Cooke and Charbonneau. Carried with friendly amendment to withdraw APPLS 491. Cooke gave an overview of changes from the School of Accounting and Finance, Anthropology, Political Science, Renison University College, Religious Studies, Sociology and Legal Studies, and requested a revision to the material submitted by the Faculty of Arts to withdraw HIST 255/SDS 220R and SDS 245R. Discussion included: the rationale for PSYCH 417 requiring department consent for enrolment; and the rationale for continuing to include the ISS course code. There was a motion to approve the course changes on behalf of Senate. Cooke and Austen. Carried. After a brief overview, there was a motion to recommend that Senate approve the major academic changes for English Language and Literature. Cooke and MacGregor. Carried. There was a motion to approve the minor academic changes for English Language and Literature and Renison University College on behalf of Senate. Cooke and Vigna. Carried. There was a motion to approve the course inactivations on behalf of Senate. Cooke and Charbonneau. Carried.

Health. Ferries presented the new interdisciplinary Neuroscience Minor. Members discussed where the program would live. There was a motion to recommend that Senate approve the new Neuroscience Minor. Ferries and Dayeh. Carried.

Renison. Montero presented new course SWREN 490R and changes to course SWREN 422E. There was a motion to approve the new course and course changes on behalf of Senate. Montero and Ferries. Carried.

4. SENATE GOVERNANCE REVIEW

The chair spoke to the Senate Governance Review and Council's role to review its terms of reference, with recommendations to be brought forward to Senate. The chair also highlighted various areas where Council could be more effective and efficient. Members broadly discussed the Council, its terms of reference and its mandate, including: The Quality Assurance flow chart and how long it takes to approve new programs; creating a curriculum subcommittee and its potential mandate; creating more time for broader, strategic topics; Council's membership and how to better utilize all members; the nature the Council's role in reviewing and approving curricular changes, along with its role with quality assurance; the desire to include resources as part of discussions; training for new members; ensuring any changes do not affect the legitimacy of Council; development training, examples, guidelines and checklists for those developing curricular submissions at the department level; introducing a consent agenda; timing for the academic calendar; the frequency of meetings; and what Council is currently doing effectively. Members heard that discussion will continue at the next meeting where a more detailed review of the guiding questions will be undertaken and actions will be developed.

5. OTHER BUSINESS

Members heard that Senate has developed a new coversheet for submitting reports and additional information will be required on submissions for items going forward to Senate for approval, particularly the governance path the item.

6. NEXT MEETING

The next meeting is Tuesday 10 January 2023, 12:30 to 2:30 p.m. in NH 3318

21 December 2022

Tim Weber-Kraljevski
Associate University Secretary

Two-Year Progress Report

Science and Business (BSc), Biotechnology-Economics (BSc), Biotechnology-CPA (BSc)

June 2022

Background

The last review of the Science and Business (BSc), Biotechnology-Economics (BSc), Biotechnology-CPA (BSc) programs were completed in March 2019. Two external reviewers appraised the self-study documentation and visited the University on March 19 and 20, 2019. This two-year progress report provides update regarding recommendations of the external evaluation and the internal response of the Honours Regular and Honours Co-operative Science and Business (BSc), Honours Co-operative Biotechnology-Economics (BSc) and Honours Co-operative Biotechnology-CPA (BSc) programs delivered by the Faculty of Science.

Enrollment over the past two years

	Science and Business Honours	Science and Business Co-op	Biotechnology Economics Co-op	Biotechnology CPA Co-op
2021-2022	75	338	39	54
2020-2021	69	379	69	38

Progress on Implementation Plan

All originally proposed recommendations are either completed or in progress with the exception of installation of signage in the hallway close to the offices of SCBUS instructors. The installation of signage was affected by the Covid-19 pandemic but will be completed by end of 2022.

Four key initiatives were started post-completion of the last program review (i.e. in addition to the original 5 recommendations), they include:

- 1) increasing the number of 400-level science courses required in some specializations,
- 2) establishment of a Science and Business Program Advisory Council,
- 3) development of new program and specialization in emerging technologies, and
- 4) launch of Science and Business mentorship program on Ten Thousand Coffees (10KC) platform (SCBUS/10KC program)

Briefly, we increased the number of required 400-level science courses (Physics, Chemistry, Biology and Earth Sciences) for Science and Business (BSc) specializations [i.e. Biology,

Biochemistry and Biotechnology (co-op and regular)] from minimum of one to minimum of five. This was completed in June 2022, and includes mapping of pre-requisites required for the 400-level science courses that students in the affected specializations can enrol in.

We recently completed the process of setting up a Science and Business Advisory Council. Inaugural members of the council are alumni of the Science and Business Program. The Advisory Council was established in Winter 2022 and has met twice this year. The purpose of the council is to provide strategic advice to the Program Director of the Science and Business program. The Advisory Council will also provide opportunities for alumni and associated supporters of the Science and Business program to become better acquainted with the activities and accomplishments of the Science and Business program, and to use their combined professional experiences, expertise, and resources to provide advice and guidance and promote the program's ongoing success. The mission of the Science and Business Advisory Council is to advise the Program Director on immediate and long-term planning, curriculum considerations, and fundraising initiatives.

Eight Science and Business program specializations (Honours Regular and Honours Co-operative): Chemistry, Physics, Environmental Services, and Earth Sciences were discontinued between 2019 and 2020 due to low enrollment and retention. The Biotechnology Economics (BT-ECON) program was discontinued in 2021. The deactivation of these specializations and program has made us start exploring opportunities for strategic growth through developing and offering course-based MSc in Emerging Technologies (MSET). The new Emerging Technologies program will be offered using a model similar model to our current programs and specializations. This means that course requirements for the Emerging Technologies offerings will be delivered by the Science and Business Program in collaboration with other academic units at the University including but not limited to the Faculties of Mathematics and Health, and the School of Accounting and Finance.

The purpose of the SCBUS/10KC program is to strengthen the Science and Business community by providing support to students and enabling alumni to give back to the community through a program that provides alumni-student, student-student, and alumni-alumni mentorship opportunities. The SCBUS/10KC program platform is currently under development. Onboarding of students and alumni to the platform is scheduled for September 2022.

Below is a summary of progress made on the original set of recommendations.

Recommendations

1. Develop a strategic vision for the programs.
Status: **in progress**

Details:

Growth priority and targets for the programs were finalized in Fall 2019 but to date there is no strategic plan. The first strategic plan for the Science and Business program is under development and will be finalized by December 2022. The strategic plan will provide clear goals, structure and direction that the program is headed in the next 5 years. The Science and Business program strategic plan will be in line with the strategic plans of the Faculty of Science and the University.

2. Rationalize the program options

Status: **completed**

Details:

Eight Science and Business program specializations (Honours Regular and Honours Co-operative): Chemistry, Physics, Environmental Services, and Earth Sciences) were discontinued between 2019 and 2020 due to low enrollment and retention. The Biotechnology Economics (BT-ECON) program was discontinued in 2021. A review of BT-CPA was completed and program structure maintained.

3. Improve branding internally and externally

Status: **in progress**

Details:

Covid-19 pandemic affected installation of signage. This will be completed by December 2022 due to need to expand SCBUS Program offices. Presentation to relevant SCI and ARTS Departments and other stakeholder groups was done in Fall 2020. Collaboration with Marketing and Undergraduate Recruitment (MUR) and Science Recruitment on recruitment activities (events, materials, websites); website upkeep and nomination of SCBUS alumni for relevant awards are ongoing. An additional response to this recommendation is that we have started developing Waterloo branded merchandise for different student groups in the program starting with Fusion and WatSolve. Fusion is the group responsible for organizing the Science and Business annual student conference. WatSolve is a *pro bono* management consulting group exclusive to Science and Business students. WatSolve provides business solutions and support to technology/science-based companies.

4. Continue to Build Faculty Complement

Status: **In progress**

Details:

We are in the process of advertising two positions— one faculty and one staff— due to the recent retirement of a faculty member and to support strategic addition of the course-based MSET program.

5. Create a Curriculum Review Committee (CRC)

Status: **completed**

Details:

The CRC had its first meeting in Winter 2021 and has met several times since then. There is no student member of the committee as the CRC decided at the first meeting that it is not necessary. The committee has been instrumental in reviewing proposed changes to the number of 400-level science courses students in different Science and Business specializations are required to take. Further details are provided below.

Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Develop new strategic plan for the SCBUS program.	Continue to implement existing program strategic direction.	Director, Science and Business	December 2022.
		Develop a new SCBUS strategic plan aligned with current University and pending Faculty Strategic Plans. Director to discuss with stakeholders including Dean of Science, Associate Dean of Science, Undergraduate Studies, SCBUS team etc.	Director, Science and Business	December 2022.
2.	Rationalize the program options	Determine optimal number and type of SC-BUS specializations. Director to discuss with relevant stakeholders such as Dean of Science, Associate Dean Undergrad, Departmental Chairmen, SCBUS faculty and staff etc.	Director, Science and Business	Completed. Eight specializations were deactivated due to low enrolments: Chemistry regular & coop, Physics regular & co-op, Environmental Services regular & co-op, Earth Sciences regular & co-op (7 inactivated for Fall 2019; Earth Sciences regular inactivated for Fall

				2020).
		Review BT-ECON program with a view to either reformulating or inactivating. Director to discuss with above stakeholders	Director, Science and Business	Completed. Program deactivated for Fall 2021 due to declining enrolment and low retention.
		Review structure of BT-CPA. Either reformulate as Science- CPA or leave as status quo. Director to discuss with above stakeholders	Director, Science and Business	Review completed and program structure maintained.
3.	Improve branding internally and externally	Continue to collaborate with MUR and Science Recruitment on recruitment activities (events, materials, websites).	Director, Science and Business	December 2022.
		Improve hallway signage near SCBUS instructor hub area.	Director, Science and Business	Covid-19 pandemic affected installation of signages. This will be completed by December 2022 due to emerging need to expand SCBUS Program offices.
		Create and give 10 minute presentation to relevant SCI and ARTS Departments and other stakeholder groups	Director, Science and Business	Completed in Fall 2020.
		Maintain SCBUS website and contribute to MUR SCBUS	Director, Science and Business	Completed.

		website		
		Nominate SCBUS alumni for relevant awards	Director, Science and Business	Ongoing as per Advancement deadlines.
		Develop Waterloo branded merchandise for different student groups in the program starting with Fusion (the group responsible for organizing our student annual conference) and WatSolve (SCBUS management consulting group).	Director, Science and Business	December 2022.
4.	Continue to Build Faculty Complement	We are in the process of advertising two positions- one faculty and one staff- due to recent retirement of a faculty member and to support strategic addition of the course-based MSET program.	Director, Science and Business	In progress. This will be completed by June 2023.
5.	Create a Curriculum Review Committee (CRC)	Create CRC chaired by Director, and having membership from Science and Arts Departments.	Director, Science and Business	Completed in Winter 2021.
		Set Terms of Reference and review and prioritize items from Reviewers' Report	Director, Science and Business	Completed in Winter 2021.

		Ongoing commitment to scholarly review	Director, Science and Business	No longer necessary as we now have a functional CRC.
Additional activities added by the program following the last review:				
6.	Increase the number of 400-level science courses required in some specializations	Propose increase in the number 400-level science courses required to graduate from the Science and Business program	Director, Science and Business	Completed in June 2022.
7.	Set up Science and Business Advisory Council	Identify and reach out to six to nine former alumni of the Science and Business Program that will be part of the inaugural council	Director, Science and Business	Completed in Winter 2022.
8.	Establish course-based MSc in Emerging Technologies (MSET)	The new MSET program will be offered using similar model for our current programs. This means that course requirements for the MSET program will be delivered by the Science and Business Program in	Director, Science and Business	Started. Will be completed in Fall 2024.

		collaboration with other academic units at the University including but not limited to the Faculties of Mathematics and Health, and School of Accounting and Finance.		
9.	Launch Science and Business mentorship/Ten Thousand Coffees (SCBUS/10KC) program	Actively support students and enable alumni to give back to the Science and Business community through a program that provides alumni-student, student-student, and alumni-alumni mentorship opportunities.	Director, Science and Business	Contract signed with 10KC in June 2022; onboarding of students and alumni to platform scheduled for September 2022.

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

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

Signatures of Approval:

Okey Igboeli

Signed with ConsignO Cloud (2022/10/18)
Verify with verifio.com or Adobe Reader.



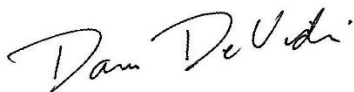
18 October 2022

Chair/Director _____ Date

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

Faculty Dean _____ Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



4 October 2022

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

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

Two-Year Progress Report

Studies in Islam (Minor, Diploma) and Arabic Language (Diplomas I and II)

January 2022

Background

Last review completed in April 2019.

Final Assessment report submitted October 2019.

Final assessment report approved September 2020.

A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on February 26, 2019. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, the Associate Vice-President, Academic selected two arm's-length reviewers: Dr. Peter Frick, Professor of Religious Studies, and Dr. Sonny Lee, Professor of Chemistry.

Reviewers appraised the self-study documentation and conducted a site visit to the University on April 1, 2019. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; President and Vice-Chancellor of Renison; Acting Dean of Renison; Program Director; faculty members; staff and current students. The review team also had an opportunity to meet with representatives from the Library. External reviewers found that the Studies in Islam (SI) and Arabic Language programs delivered by Renison University College were in good standing.

“We think that Studies in Islam (SI) is a program in good standing. It has a clear perspective for its administrative home (SI will become part of the unit Culture and Language Studies) and academic development (SI will be renamed Studies in Islamic and Arab Cultures; the minor will also be revised in terms of required courses and elective courses)”.

A total of four recommendations were provided by the reviewers. The recommendations and progress to completion are stated below.

Enrollment over the past two years

	SI Minor	SI Diploma	AL Diploma I	AL Diploma II
2021-2022	3	0	0	0
2020-2021	1	0	0	0

Progress on Implementation Plan
Recommendations
1. Change of program name

Status: **completed**

Details:

In December 2018, the Studies in Islam (SI) Advisory Task Force proposed a new name for SI, “Studies in Islamic and Arab Cultures.” The name was deemed most appropriate for the program—this would allow Religious Studies (RS) aspects to be kept within the program, while more fully opening up its interdisciplinary potential. This also allows the program to differentiate itself from RS and Political Science, among others. And, it allows the program to focus on areas of strength at Renison, namely language teaching and Religious Studies. The proposed name was approved by Renison’s Academic Council on March 8, 2019 and UW’s Faculty of Arts Undergraduate Affairs Group on April 4, 2019.

2. Administrative integration into an existing Renison Academic Unit:

Status: **completed**

Details:

The SI Advisory Task Force agreed that smaller programs are most vulnerable when they’re out on their own – in times of financial pressures, for example, they become low-hanging fruit for cuts, without a larger “home” program which can speak for them with a strong voice. Given SI’s focus on culture and language teaching, the task force concluded that the most appropriate home and natural fit for SI is within the Culture and Language Studies Department. The merger was approved at Renison’s Academic Council on Feb. 8, 2019 and came into full effect on May 1, 2019.

3. Hiring full-time director and faculty

Status: **in progress**

Details:

Now that Studies in Islam has moved into the Department of Culture and Language Studies at Renison, it receives significant management from the Chair of CLS and administrative assistance from CLS's two staff persons. This reduces the need for a full-time Director of Studies in Islam. Instead, the Department has instituted a Coordinator of Studies in Islamic and Arab Cultures. This position is assumed by a tenure-track faculty member in SI, with responsibilities for planning SI course offerings, holding special events, and collaborating on matters related to SI. This parallels the administrative structure of other units in CLS: for example, the Department has a Coordinator of Humanities and a Coordinator of Chinese Language and Culture.

The program strongly agrees that more full-time faculty are necessary. The SI Advisory Task Force agreed that it would make the most sense for a first tenure-track hire to be advertised in the area of Arabic language and culture, and for a second to be advertised in Islamic Studies. In this way, the focus is on two of Renison's strengths – language teaching and Religious Studies; SI also has responsibilities under the shared disciplines equity agreement in RS, and so a hire who can teach in this area makes even more sense.

After the task force completed its work, changes in tuition-based funding by the province complicated plans for new hires. Nonetheless, on January 11, 2019, Renison's Academic Council approved the creation of a new tenure track assistant professor in Arabic language and culture. A full search committee was struck by Renison's Academic Council on May 13, 2019, and the position was advertised beginning in August. The search took place during the Fall 2019 term. A new hire was selected and commenced as the program coordinator on July 1, 2020. However, a second tenure track hire (Islamic Studies) was cancelled due to budget constraints caused by COVID-19 pandemic. We intend to hire a second tenure track faculty member (Islamic Studies) in 2024. .

4. Review of course offerings (required courses, new courses, possible deletion of/addition to current elective courses)

Status: **completed**

Details:

An initial review of the Studies in Islam plan took place during Winter 2019, resulting in a number of changes approved by Renison's Academic Council on March 8, 2019 and UW's Undergraduate Affairs Group on April 4, 2019:

- **New Arabic subject code:** To reflect the differentiation between language courses and non-language courses (culture, history, religion, literature, etc.) a new subject code ARABIC has been created. All current SI language courses will change to the ARABIC subject code, retaining all other course details (number, description, etc.). This will indicate more clearly and intuitively to students the availability of Arabic language courses and will provide a more accurate reflection of course content on student transcripts.
- **Replacement of Arabic Language Certificates with Arabic Language Diplomas I and II:** In the 2020-2021 academic year, the Arabic Language plans (previously a diploma and two language certificates) were replaced with the Arabic Language Diplomas I and II to align with new university guidelines related to certificates and diplomas.
- **Studies in Islamic and Arab Cultures Minor:** The requirements for the minor were changed to SI 121R, SI 131R, two language courses from ARABIC, two additional SI courses, and two electives from a list of courses across the faculties, all of which include significant material about Islam and/or Arab culture. This reduced the number of Islamic Studies core courses that are required. The core course SI 121R Islam in the World remains. The rather similar SI 221R Islam, the West, and the World was removed, as was the capstone course SI 390R Understanding Islam. And the requirement to take one of SI 250R/MEDVL 250R The History of Islamic Civilization from Late Antiquity to 1300 or SI 251R/MEDVL 251R The History of Islamic Civilization from 1300-1800: The Islamic Gunpowder Empires was removed. They were replaced by SI 131R Arab Culture, which includes some consideration of Islam but is not focused on religion as such. Additionally, as with the East Asian Studies minor, we introduced a language requirement: any two of our Arabic language courses. These are already the strongest area within SI and the only one with permanent faculty. The result of these changes is that students who wish to steer toward an interest in Islam will be able to do so; those who have stronger interests in Middle Eastern history, art, politics, or other areas will also be able to pursue such tracks to the Studies in Islamic and Arab Cultures minor. Finally, after consulting with other programs, we removed some non-SI electives that do not deliver significant instruction on Islamic or Arab cultures (PSYCH 349R Cross-Cultural Psychology ; SDS 240R Art and Society ; RS 125 What is religion?). We are pleased with these changes as they reflect the core strength of our program and serve students' interests in our courses.

Updated Implementation Plan

The Department Chair and the SIAC Director, in consultation with Renison’s Dean, shall be responsible for monitoring the Implementation Plan.

	Recommendations	Proposed action	Responsibility for Leading and Resourcing (if applicable) Follow-up	Timeline for addressing Recommendation
1.	Change of program name	Rebranding as Studies in Islamic and Arab Cultures	Chair of CLS	Accomplished-effective September 2020
2.	Administrative integration into an existing Renison academic unit	Merger with Culture and Language Studies department	Chair of CLS	Accomplished-effective May 1, 2019
3.	Hiring full-time director and faculty	Hiring of tenure track assistant professor in Arabic language and culture Hiring of tenure track assistant professor in Islamic Studies	Chair of CLS	Partially accomplished A tenure track assistant professor in Arabic language and culture was hired in 2020. They hold the position of Program Coordinator (see p. 3 of this report for further comment.

				We intend to hire a tenure-track faculty in Islamic Studies in 2024.
4	Review of course offerings (required courses, new courses, possible deletion of/addition to current elective courses)	Initial review, overhaul of plan, and creation of Arabic language course code Further review to reduce unnecessary courses, cross-list certain courses, propose new courses as appropriate	Chair of CLS	Accomplished-effective September 2020

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

Signatures of Approval:

Julia Williams

February 4, 2022

Chair/Director

Date

Patricia Barton

August 22, 2022

AFIW Administrative Dean/Head (For AFIW programs only)

Date

Sheila Ager

07/10/2022

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Dan DeVidi

June 10, 2022

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

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date

(For graduate and augmented programs)

Undergraduate Affairs Group
Report to Senate Undergraduate Council
January 2023

For approval

- 1. New Courses**
APPLS

NEW COURSES (for approval)

Renison University College

Effective 01-SEP-2023

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

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

Requisites :

Prereq: APPLS 205R, APPLS 304R

Rationale :

Research in the field of applied linguistics is rapidly evolving. Positioning a special topics course at the 400-level allows students to learn about evolving areas of research and apply theoretical concepts through teaching related experiential learning opportunities. As this is an advanced special topics course that will involve experiential learning opportunities, students should complete the introductory APPLS 205R Second Language Acquisition, and the intermediate-level APPLS 304R Language Teaching Methodology courses before completing this course. Department consent is required to enrol. Short title: Advanced Topics.

End of Report

SCIENCE UNDERGRADUATE STUDIES COMMITTEE REPORT
– NOVEMBER 2022
FOR SUBMISSION TO JANUARY 2023 SENATE UNDERGRADUATE COUNCIL (SUC)

Content

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 - 1.1. Pharmacy Elective Courses
 - 1.2. Pharmacy
 - 1.3. Professional Development for Pharmacy Studies

2. Course Inactivations
 - 2.1. Pharmacy
 - 2.2. Professional Development for Pharmacy Studies

3. ACADEMIC PLAN CHANGES (Minor)
 - 3.1. Replacing the EARTH 358 requirement with EARTH 355, in Earth and Environmental Sciences plans
 - 3.2. Honours Environmental Sciences, Water Science Specialization
 - 3.3. Honours Earth Sciences, all specializations, regular and co-operative

1 COURSE CHANGES

1.1 Pharmacy Elective Courses

Motion 1: Simplify the prerequisites for the majority of PHARM course electives, requiring Pharmacy only students to be in at least 3A to enroll in elective courses, removing the need to list specific 100- and 200-level electives.

Effective Date: September 1, 2023

Background and Rationale: As part of the curriculum renewal process, Pharmacy is looking to simplify prerequisites for the majority of PHARM elective courses by clarifying that Pharmacy students must be in level at least 3A to enroll in the electives, removing the need to list specific 100- and 200-level prerequisites.

Pharmacy electives are not listed with degree requirements; therefore, the requisite changes can be made effective for 2023. This applies to the following courses:

PHARM 361, 362, 363, 364, 366, 367, 368, 372, 374 (includes update of the word “alternate” to “alternative” in description and title), 376, 378, 380, 400 (includes removal of max. PHARM elective units from description), 401 (includes removal of max. PHARM units from description), 461, 462, 465, 467, 469, 472 and 476.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

Motion 2: Update prerequisites and/or corequisites for some PHARM elective courses that require more than a level at least 3A for enrolment.

Effective Date: September 1, 2023

Background and Rationale: As part of the curriculum renewal process, many PHARM elective courses will have a level at least 3A prerequisite, removing the need to list specific 100- and 200-level prerequisites. However, some PHARM electives can only be taken after 3A course work is complete or must be taken concurrent with other core 3B courses. Prerequisites and/or corequisites have been adjusted accordingly for the following courses:

PHARM 375, 460, 464, 465, 473, 474, and 475

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

1.2 Pharmacy

PHARM 326, 391, 422, and 425

1.3 Professional Development for Pharmacy Studies

Motion: Approve a revision of the structure of the PDPHRM series of courses.

Effective Date: September 1, 2023

Background and Rationale: The current PDPHRM series of courses were designed for the BSc. Pharm program used from 2008 to 2014. With the implementation of the PharmD in 2015, the assessment tool changed from PLOT to the PharmD Inventory of Skills (IOS), and distribution and direct patient care were aligned with PDPHRM 3 and 5, and assessed in work term 1 or 2, or in work term 2 and 3, respectively. Over the years, it's been found that the structure of the courses causes confusion among students and employers, creates additional tracking as to which PDPHRM course to be enrolled in and when, create a substantial number of grade changes (20+) each term, and creates a lack of flexibility for student who currently need to complete distribution requirements in work term 1 or 2, and patient care requirements in work term 2 or 3, sometimes resulting in loosing out on unique job opportunities. New CCAPP standards in Pharmacy provide students at least 320 hours of early to mid-program experience in direct patient care practice, providing less reason to have this direct practice in work term 2 or 3.

Revision of the PDPHRM course structure will allow for less student and employer confusion, remove the significant tracking time, as well as reduce required grade changes per term. It's proposed that the current PDPHRM topics be incorporated into a new series of PDPHRM courses.

- PDPHRM 1 – no changes (equivalent to PD1) and listed in the degree requirements
- PDPHRM 2 – during work term 1 (credit = Inventory of Skills + reflection assignment)
- PDPHRM 3 – during work term 2 (credit = Inventory of Skills + reflection assignment)
- PDPHRM 4 – during work term 3 (credit = Inventory of Skills + reflection assignment + patient care requirement + distribution requirement)

Credit for PDPHRM 2 & 3 would require:

- Communication + professionalism on the Inventory of Skills to be completed each work term
- If distribution + patient care on the Inventory of Skills is completed, they will be used towards PDPHRM 4 credit

Credit for PDPHRM 4 would require:

- Communication + professionalism on the Inventory of Skills to be completed, as well as distribution + patient care (can be completed in Work term 1, 2, or 3)

The proposed new series of PDPHRM courses would not impact degree requirements for Pharmacy and could therefore become effective in 2023. Changes would apply to the following courses: PDPHRM 2, 3 and 4, while PDPHRM 5, 6, 7 and 8 would no longer be required.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

2 COURSE INACTIVATIONS

2.1 Pharmacy

PHARM 470, 497, 498 and 499

2.2 Professional Development for Pharmacy Studies

PDPHRM 5, 6, 7 and 8

COURSE CHANGES (for approval)

Pharmacy - School of

Current Catalog Information

PDPHRM 2 (0.50) RDG Communication for Pharmacy

Students will have received strong grounding in key communication concepts during the first two academic semesters in the pharmacy program. This course requires that the student apply these concepts to their co-op work term and assess their own performance. Students are required to reflect on the development of their communication skills and formulate objectives to further develop their communication skills. [Note: Course will be graded on a CR/NCR basis. Offered: W, S, F]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only

Effective 01-SEP-2023

Title Change:

Professional Development for Pharmacy Students 1

Description Change:

Through the PDPHRM series of courses students are exposed to and reflect on a number of pertinent pharmacy topics that they encounter during their academic courses and apply these concepts through each of their co-op work terms. Upon completing the PDPHRM series, all pharmacy students will have exposure and experience in drug distribution and direct patient care. [Note: Course will be graded on a CR/NCR basis. Offered: W]

Rationale :

The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes. Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6, 7 and 8 would no longer be used in the revised structure of the PDPHRM series. The long and short title are updated to reflect the new PDPHRM series.

Current Catalog Information

PDPHRM 3 (0.50) RDG Drug Distribution for Pharmacy

This course asks students to apply concepts from the pharmacy professional practice courses including: medication dispensing, jurisprudence, drug information, self care, patient safety and human resources. Students are required to reflect on the development of their technical and interpersonal skills and formulate objectives to further develop these skills. Pharmacy students must complete this PDPHRM course in their first or second work term. [Note: Course will be graded on a CR/NCR basis.]

Offered: W, F]
No Special Consent Required
Requisites : Prereq: Pharmacy students only
Effective 01-SEP-2023
Title Change: Professional Development for Pharmacy Students 2
Description Change: Through the PDPHRM series of courses students are exposed to and reflect on a number of pertinent pharmacy topics that they encounter during their academic courses and apply these concepts through each of their co-op work terms. Upon completing the PDPHRM series, all pharmacy students will have exposure and experience in drug distribution and direct patient care. [Note: Course will be graded on a CR/NCR basis. Offered: F]
Requisite Change : Prereq: PDPHRM 2; Pharmacy students only.
Rationale : The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes. Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6, 7 and 8 would no longer be used in the revised structure of the PDPHRM series. The long and short title are updated to reflect the new PDPHRM series. The long and short title are updated to reflect the new PDPHRM series.

Current Catalog Information

PDPHRM 4 (0.50) RDG Patient Safety for Pharmacy
Patient safety has been integrated throughout the four year pharmacy curriculum.
This course requires the student to apply patient safety concepts to their co-op work term environment. [Note: Course will be graded on a CR/NCR basis. Offered: W, S, F]
No Special Consent Required
Requisites : Prereq: Pharmacy students only

Effective 01-SEP-2023

Title Change: Professional Development for Pharmacy Students 3
Description Change: Through the PDPHRM series of courses students are exposed to and reflect on a number of pertinent pharmacy topics that they encounter during their academic courses and apply these concepts through each of their co-op work terms. Upon completing the PDPHRM series, all pharmacy students will have exposure and experience in drug distribution and direct patient care. [Note: Course will be graded on a CR/NCR basis. Offered: S]
Requisite Change : Prereq: PDPHRM 3; Pharmacy students only.
Rationale : The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes.

Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6,7 and 8 would no longer be used in the revised structure of the PDPHRM series. The long and short title are updated to reflect the new PDPHRM series.

Current Catalog Information

PHARM 326 (0.50) LEC Institutional Pharmacy Practice

This course offers insight into how organizations/institutions manage patient health. It examines the structure, governance, and delivery of services within health systems such as primary care, family health teams, acute care, home care, and long-term care facilities. Processes within health care institutions for optimizing management of patients, operations, facilities, and medications are all addressed. [Offered: W]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only

Effective 01-SEP-2024

Requisite Change :

Prereq: Pharmacy students only. Coreq: PHARM 329

Rationale :

As part of a curriculum renewal process, PHARM 329 is added as a corequisite for PHARM 326 to ensure all content related to institutional practice is taken together. PHARM 329 has PHARM 320 and PHARM 321 corequisites. This ensures that a student who might fail a second-year course, can't work ahead on PHARM 326 alone, as it will now be bundled with other third year courses that need each other's content for success.

Current Catalog Information

PHARM 361 (0.25) LAB, TUT Advanced Compounding

Building upon experiences gained in PHARM 124 and 125 (Pharmaceutics 1 and 2), Advanced Compounding introduces the student to more complex formulations and their use in specific patient populations. Example topics include compounding for geriatric and pediatric patients, veterinary products, USP <795> and its application to extemporaneous compounding, and stability and QC testing. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 124, 125; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 362 (0.25) LEC, TUT Advanced Patient Self Care

Advanced Patient Self Care teaches students to critically evaluate the use of self-care therapeutic options such as natural health products, Schedule II and III drugs, and functional foods in various disease states and populations. Other topics include the natural health product approval process, regulatory issues for

self-selection products, and reimbursement for self-care services. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: PHARM 220, 228; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only

Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 363 (0.25) LEC, TUT Global Infectious Disease Management

This course addresses global infectious diseases from a public health perspective in an integrated case study format. It focuses on the role of the pharmacist, mode of transmission of these diseases, prevention, control, emergency preparedness, appropriate use of vaccines, and vaccine administration. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: PHARM 220, 232; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only

Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 364 (0.25) LEC, TUT The Pharmacist as Educator

This course will introduce the basic learning theory and practice that pharmacists use as educators of specific audiences, such as patients, other healthcare providers, other pharmacists, etc. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: PHARM 127; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only

Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 366 (0.25) LEC, TUT Concepts in Nutritional Sciences

This course focuses on the role of nutrition in the attainment of optimal patient health. Topics include nutrition for optimal growth and risk reduction of chronic disease; nutrition in special populations; functional foods and nutraceuticals; enteral and parenteral nutrition; and the role of the pharmacist in nutrition counseling. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: PHARM 220; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 367 (0.25) LEC, TUT Pediatric Pharmacy
This course introduces the student to the more complex pediatric therapeutics and pharmacy-specific issues associated with a pediatric population. [Offered: W,S,F]
No Special Consent Required
Requisites : Prereq: PHARM 220, 221, 229; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 368 (0.25) LEC, TUT Advanced Drug Information and Evidence-Based Medicine
This course builds on the knowledge and skills students have acquired about the retrieval, analysis, and use of drug information. Students will apply the principles of evidence-based medicine and critically appraise literature in responding to the needs of a variety of patient and professional audiences. [Offered: W,S,F]
No Special Consent Required
Requisites : Prereq: PHARM 223, 229; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 372 (0.25) LEC, TUT Strategic Global Health and Pharmacy Practice
This course focuses on the challenges of providing healthcare and pharmacy-related services within a global context. The course will examine how cultural variations and socio-political factors affect drug therapy and patient care. The specific impact of pharmaceuticals/vaccinations on global health will be featured. [Offered: W,S,F]
No Special Consent Required
Requisites : Prereq: PHARM 226; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 374 (0.25) LEC Complementary and Alternate Medicine

This complementary and alternate medicine(CAM) course is designed to give the student an overview of complementary and alternative healing practices and will heighten student awareness that CAM is multifactorial and often includes belief systems and practices other than drug therapy. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 228; Pharmacy students only

Effective 01-SEP-2023

Title Change:

Complementary and Alternative Medicine

Description Change:

This complementary and alternative medicine (CAM) course is designed to give the student an overview of complementary and alternative healing practices and will heighten student awareness that CAM is multifactorial and often includes belief systems and practices other than drug therapy. [Offered: W,S,F]

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. The long and short title, and the description are updated to align with more commonly used language, changing the word "alternate" to "alternative".

Current Catalog Information

PHARM 375 (0.25) LEC, TUT Substance Abuse and Chemical Dependency

This course serves as an overview of addiction, chemical abuse, and chemical dependency and how pharmacists can impact those affected. Topics include prevention, identification, treatment options, clinical aspects of treatment, and an understanding of support systems available for those in recovery. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 220, 221; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only. Coreq: PHARM 323, 324

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. In addition, PHARM 323 and PHARM 324 are added as corequisites as both cover topics in mental health and substance use, and will provide students some background in those areas if taken concurrently.

Current Catalog Information

PHARM 376 (0.25) LEC, TUT Practicing Pharmacy with Diverse Populations

This course will provide students with tools to optimize patient care when working with diverse communities. Diversity will be defined in its broadest sense

encompassing a discussion in how differences in ethnicity, gender, sexual orientation, physical or mental ability, etc. impact patient care. Students will learn about the unique needs of different populations and through a combination of lectures and case studies learn how to sensitively and effectively work with a variety of patients. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 220, 221; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 378 (0.25) LEC

Advanced Women's Health Pharmacotherapeutics

This course will examine the pharmacotherapy of health conditions commonly experienced by women across their lifespan. Topics will include menstrual and reproductive disorders; contraception, pregnancy, and childbirth; and common diseases that may be experienced differently by women. The course will also explore the ethics, commercialization, and medicalization of women's health. [Offered W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 222; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 380 (0.25) LEC, TUT

Landmark Clinical Trials

This course is designed to further student's understanding of selected pharmacotherapeutic topics by reading and appraising landmark clinical trials. Therapeutic topics may vary per course offering. In addition, this course will review the fundamentals of clinical trials including planning and design, conduct, reporting, issues in data analysis, and regulatory issues. [Offered: F]

No Special Consent Required

Requisites :

Prereq: PHARM 155, 222, 223; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

Current Catalog Information

PHARM 391 (0.13) SEM

Seminars in Pharmacy 2

Through the Seminar Series of courses students are exposed to a number of speakers

who address relevant topics within a content area. Speakers may include subject-matter experts, patients, and health care professionals. [Note: Course will be graded on a CR/NCR basis. Offered: W]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Antireq: PHARM 490

Effective 01-SEP-2024

Requisite Change :

Prereq: Pharmacy students only.

Rationale :

PHARM 490 became PHARM 391 in 2016. The former number is being removed as an antirequisite as this course has not been offered as PHARM 391 for over five years now.

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. PHARM400 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. A maximum of 1.0 credit may be taken as Independent Study courses.

Instructor Consent Required

Requisites :

Prereq: Pharmacy students only

Effective 01-SEP-2023

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. 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.

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. For consistency, PHARM 400 will also include at "level at least 3A" prerequisite. As part of a curriculum renewal approved at the September 2021 SUC, which approved the unit change for PHARM electives, from 0.5 to 0.25 unit, the maximum permitted Independent Study elective unit was reduced from 1.0 unit to 0.5 unit. This maximum is already noted on the degree requirement page for Pharmacy and should not be included in the course description for any PHARM elective course, so it is removed from the PHARM 400 course description.

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. PHARM 401 requires a research-based project and will typically include a review of pertinent scientific literature and generation and analysis of new data. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc. A maximum of 1.0 credit may be taken as Independent Study courses.

Instructor Consent Required

Requisites :

Prereq: Pharmacy students only

Effective 01-SEP-2023

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. This course requires a research-based project and will typically include a review of pertinent scientific literature and generation and analysis of new data. Research may be conducted in the School of Pharmacy, in a hospital, community pharmacy, pharmaceutical company, etc.

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. For consistency, PHARM 401 will also include at "level at least 3A" prerequisite. As part of a curriculum renewal approved at the September 2021 SUC, which approved the unit change for PHARM electives, from 0.5 to 0.25 unit, the maximum permitted Independent Study elective unit was reduced from 1.0 unit to 0.5 unit. This maximum is already noted on the degree requirement page for Pharmacy and should not be included in the course description for any PHARM elective course, so it is removed from the PHARM 401 course description.

Current Catalog Information

PHARM 422 (1.00) LEC, TUT Integrated Patient Focused Care 9

This is the ninth of nine sequential courses. Complex integrated cases will be covered, along with special topics. [Offered: W, S]

No Special Consent Required

Requisites :

Prereq: PHARM 323, 324; Pharmacy students only

Effective 01-SEP-2023

Description Change:

This is the ninth of nine sequential courses. Complex integrated cases will be covered, along with special topics. [Note: Course will be graded CR/NCR basis; Offered: W, S]

Rationale :

The course delivery for PHARM 422 involves problem-based learning and includes student presentations, which lends itself better to a credit/no-credit grading basis. As part of the curricular renewal process, course grading for PHARM 422 will no longer be numeric. A note has been added to the description for student awareness.

Current Catalog Information

PHARM 425 (0.50) LEC Symposium
Symposium offers senior students the opportunity to deliver a seminar in a content area of their choice. Students will demonstrate an ability to critically appraise literature from a variety of sources and synthesize information in both written and presentation formats. [Offered: W, S]
No Special Consent Required
Requisites : Prereq: PHARM 323, 324, 330. Pharmacy students only

Effective 01-SEP-2023

Description Change: Symposium offers senior students the opportunity to deliver a seminar in a content area of their choice. Students will demonstrate an ability to critically appraise literature from a variety of sources and synthesize information in both written and presentation formats. [Note: Course will be graded CR/NCR; Offered: W, S]
Rationale : The course delivery for PHARM 425 includes student presentations, which lends itself better to a credit/no-credit grading basis. As part of the curricular renewal process, course grading for PHARM 425 will no longer be numeric. A note has been added to the description for student awareness.

Current Catalog Information

PHARM 460 (0.25) LEC, TUT Leadership in Pharmacy
This course focuses on application of leadership principles, human, organizational, and motivational behaviour, and power relationships in the healthcare workplace. [Offered: W,S,F]
No Special Consent Required
Requisites : Prereq: PHARM 226; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: PHARM 391; Pharmacy students only
Rationale : The PHARM 391 seminar course used to focus on research, but revision of content has it now focusing on leadership, with the research based content moving to another course. The background in leadership concepts covered in PHARM 391 will be foundational content for PHARM 460, which focuses on more advanced leadership concepts and skills. As such, PHARM 391 is added as a prerequisite.

Current Catalog Information

PHARM 461 (0.25) LEC, TUT Advanced Patient Safety
This course focuses on applying the Canadian Patient Safety Institute's domains to projects with community partners and local healthcare agencies. Students will learn to develop strategies to integrate medication safety updates and implement recommendations into their practices. [Offered: W,S,F]
No Special Consent Required
Requisites : Prereq: PHARM 226, 329; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only
Rationale : As part of a curriculum renewal process, the course prerequisite for most

PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. Introductory content on patient safety is now introduced earlier in the curriculum via PHARM 228, so as long as students have finished the 100- and 200-level content which includes, PHARM 228, they will be familiar with the foundational content needed for PHARM 461, allowing the PHARM 329 prerequisite to be removed as well.

Current Catalog Information

PHARM 462 (0.25) LEC, TUT Interprofessional Case Management

This course focuses on developing the enhanced communication and teamwork skills necessary for working in interprofessional teams to optimize patient care. [Offered: W,S,F]

No Special Consent Required

Requisites : Coreq: PHARM 323; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only

Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. For PHARM 462, the minimum 3A requisite is added, as there were no specific numeric prerequisites. PHARM 462 was created many years ago, but only offered in the last couple of years. Course content changed from the initial intent of the course, such that PHARM 462 no longer requires content from PHARM 323.

Current Catalog Information

PHARM 464 (0.25) LEC, TUT Advanced Therapeutic Concepts in Oncology

This course examines advanced oncology therapeutic concepts required as foundation for patient management in the inpatient, ambulatory, and community settings. Topics include a comprehensive review of cancer epidemiology and pathophysiology, therapeutic agents used in the oncology setting, management of cancer therapy toxicities, and treatment and palliation of cancer symptoms. [Offered: W,S,F]

No Special Consent Required

Requisites : Coreq: PHARM 323; Pharmacy students only

Effective 01-SEP-2023

Requisite Change : Prereq: PHARM 320, 321; Pharmacy students only

Rationale : The foundational content for PHARM 464 is found in both PHARM 320 and PHARM 321, the two Integrated Patient Focus Care courses scheduled in 3A. They are both added as prerequisites, which means that the earliest PHARM 462 can be taken is in 3B, together with PHARM 323, therefore the corequisite is redundant.

Current Catalog Information

PHARM 465 (0.25) LEC, TUT Critical Care and Emergency Medicine for Pharmacists

This course focuses on the types of care provided by interdisciplinary health team

members involved in caring for critical care and emergency room patients. Invited respiratory therapists, nurses, dieticians, pharmacists, social workers, and intensivists will discuss critical care topics such as sepsis, respiratory insufficiency, toxicology, ethical deliberations, and end of life care. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 321; Pharmacy students only.

Effective 01-SEP-2023

Requisite Change :

Prereq: PHARM 320, 321, 326; Pharmacy students only.

Rationale :

The PHARM 465 elective should be taken after both Integrated Patient Focus Care courses, PHARM 320 and PHARM 321, as well PHARM 326, which focuses on institutional practice, and all three are scheduled in 3A. Therefore, PHARM 320 and 326 are added as prerequisites, in addition to PHARM 321. A "level at least 3B" prerequisite would not ensure that a student working on a partial load, due to a failed course, would take all the required courses for success, as a bundle.

Current Catalog Information

PHARM 467 (0.25) LEC

Management of Oral Anticoagulation Therapy

This course provides students with the knowledge and skills to effectively and safely manage oral anticoagulation therapy under a medical directive. It contains both an online, self-paced learning module and computer simulated patient interactions that are designed to recreate the experience of practicing in an anticoagulation clinic.

[Offered: W,F]

No Special Consent Required

Requisites :

Prereq: PHARM 321; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only.

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. The foundational content needed for this course has moved and is covered earlier in the curriculum, primarily in PHARM 222. As such, PHARM 321 is removed as a prerequisite.

Current Catalog Information

PHARM 469 (0.25) LEC, TUT

Pharmacoepidemiology and Pharmacy Practice

The course aims to promote an enhanced understanding of conceptual and methodological issues essential for effective critical appraisal of the relevant clinical literature and ultimately, improved patient care. Key topics to be covered will include basic concepts of epidemiology; data sources and measures; study design and methodological issues in pharmacoepidemiology; and applications relevant to population-based research and pharmacy. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: Level at least 3B PHARM students.

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only.
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A. It's been determined that PHARM 469 can also be taken as an elective course as early as 3A.

Current Catalog Information

PHARM 472 (0.25) LEC, TUT Community Practice in a Changing Environment

This course will prepare pharmacy students to provide services in an advanced community pharmacy practice environment. Students will explore, critique, and develop innovative clinical services for the community setting. Students will also develop change management and critical thinking skills. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: Level at least 3B PHARM students.

Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Pharmacy students only.
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A. It's been determined that PHARM 472 can also be taken as an elective course as early as 3A.

Current Catalog Information

PHARM 473 (0.25) LEC Advanced Infectious Disease

This course is designed to expand upon students' understanding of infectious disease pharmacotherapy, with a focus on syndromes requiring a higher degree of medical intervention than commonly seen in primary care. The aim of the course is to develop practicing pharmacists with the knowledge, skills, and critical dispositions necessary for optimizing the use of anti-infectives in challenging infectious syndromes. [Offered: W,S,F]

No Special Consent Required

Requisites : Prereq: PHARM 232; Pharmacy students only. Coreq: PHARM 320, 321

Effective 01-SEP-2023

Requisite Change : Prereq: Pharmacy students only. Coreq: PHARM 323
Rationale : As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites. PHARM 473 must be taken in 3B, after the course work scheduled in 3A. Therefore, the Integrated Patient Focused Care (IPFC) course scheduled in 3B is added as a co-requisite, while the IPFC courses scheduled in 3A are removed as corequisites.

Current Catalog Information

PHARM 474 (0.25) LEC Advanced Pharmacotherapeutics in the Hospital Setting

This course will provide students the opportunity to apply clinical knowledge and skills to manage pharmacotherapy problems commonly encountered in hospitalized

patients. The focus will be on disease states not covered in the integrated patient focused care series. Additionally, problems unique to delivery of care in the hospital setting, such as formulary management, utilization review, and medication problems relating to transitions among care settings will be explored. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Coreq: PHARM 323

Effective 01-SEP-2023

Requisite Change :

Prereq: PHARM 320, 321, 326; Pharmacy students only.

Rationale :

The foundational content for PHARM 474 is found in both PHARM 320 and PHARM 321, the two Integrated Patient Focus Care courses, in addition to PHARM 326, all scheduled in 3A. All three are added as prerequisites, which means that the earliest PHARM 472 can be taken is in 3B, together with PHARM 323, therefore the corequisite is redundant. A "level at least 3B" prerequisite would not ensure that a student working on a partial load, due to a failed course, would take all the required courses for success, as a bundle.

Current Catalog Information

PHARM 475 (0.25) LEC

Advanced Pharmacotherapeutics in the Ambulatory Care Setting

This course will provide students the opportunity to apply clinical knowledge and skills to manage pharmacotherapy problems commonly encountered by pharmacists practicing in an outpatient environment. The focus will be on disease states not covered in the integrated patient focused care series. Additionally, problems unique to delivery of care in the ambulatory setting, such as coordination of care within an interdisciplinary team, working within the constraints of the Ontario Drug Benefit (ODB) program and insurance plan formularies, and provision of best practice care with limited resources. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: Pharmacy students only. Coreq: PHARM 323

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only.

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A. For PHARM 475, the minimal level 3A requisite is added, as there were no specific numeric prerequisites. The earliest PHARM 475 can be taken is in 3B, therefore, the corequisite is redundant.

Current Catalog Information

PHARM 476 (0.25) LEC

Advanced Skills in Patient Engagement

Research shows that patients actively involved in managing their health report better outcomes. This course is an innovative skills-based program that combines theory and practical techniques to help learners develop the ability to assess readiness, motivate, and support patients in improving their health. Relevant clinical tools will be introduced along with opportunities for hands-on practice. [Offered: W,S,F]

No Special Consent Required

Requisites :

Prereq: PHARM 222; Pharmacy students only

Effective 01-SEP-2023

Requisite Change :

Prereq: Level at least 3A; Pharmacy students only

Rationale :

As part of a curriculum renewal process, the course prerequisite for most PHARM elective courses is being simplified to require a minimum level of 3A, removing the need to list specific 100- and 200-level prerequisites.

COURSE INACTIVATIONS (for approval)

Effective 01-SEP-2023
PDPHRM 5 (0.50)

Patient Care for Pharmacy

Rationale :

The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes. Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6, 7 and 8 would no longer be used in the revised structure of the PDPHRM series. Spring 2023 would be the last time that the current PDPHRM series of courses would be needed for the RX2024 cohort.

Effective 01-SEP-2023
PDPHRM 6 (0.50)

Drug Information for Pharmacy

Rationale :

The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes. Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6, 7 and 8 would no longer be used in the revised structure of the PDPHRM series. Spring 2023 would be the last time that the current PDPHRM series of courses would be needed for the RX2024 cohort.

Effective 01-SEP-2023
PDPHRM 7 (0.50)

Interprofessional Relations

Rationale :

The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes.

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Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6 7, and 8 would no longer be used in the revised structure of the PDPHRM series. Spring 2023 would be the last time that the current PDPHRM series of courses would be needed for the RX2024 cohort.

Effective 01-SEP-2023
PDPHRM 8 (0.50)

Rationale :

Pharmacy Practice - Management and Leadership

The current PDPHRM series of courses were designed for the BSc. Pharm program. With the implementation of the PharmD program in 2015, and the changes to the assessment tool from PLOT to the PharmD Inventory of Skills, the structure of the courses cause confusion among students and employers, and create additional tracking and a substantial number of grade changes. Revision of the structure to allow one PDPHRM course to represent each work term (PDPHRM 2, 3 and 4), will allow for less student and employer confusion, and significantly fewer grade changes per term. PDPHRM 5, 6 7, and 8 would no longer be used in the revised structure of the PDPHRM series. Spring 2023 would be the last time that the current PDPHRM series of courses would be needed for the RX2024 cohort.

Effective 01-SEP-2023
PHARM 470 (0.25)

Rationale :

Advanced Medical Writing

The PHARM 470 elective course has not been offered for many years, with no plans to offer it in the future. Therefore, the course will become inactive.

Effective 01-SEP-2023
PHARM 497 (2.50)

Rationale :

Clinical Rotation 1: Direct Patient Care Fundamentals

PHARM 497 was part of the PharmD Bridging Program, which saw the last entry of students in fall 2017 and has since finished. The course is no longer required.

Effective 01-SEP-2023
PHARM 498 (2.50)

Rationale :

Clinical Rotation 2: Direct Patient Care

PHARM 498 was part of the PharmD Bridging Program, which saw the last entry of students in fall 2017 and has since finished. The course is no longer required.

Effective 01-SEP-2023
PHARM 499 (2.50)

Rationale :

Clinical Rotation 3: Elective

PHARM 499 was part of the PharmD Bridging Program, which saw the last entry of students in fall 2017 and has since finished. The course is no longer required.

End of Report

3 ACADEMIC PLAN CHANGES (Minor)

3.1 Replacing the EARTH 358 requirement with EARTH 355, in Earth and Environmental Sciences plans

Motion: To replace the EARTH 358 (Earth System Science) with EARTH 355 (Data to Decisions) as a required course for the Honours Earth Sciences, Geology and Geophysics Specializations (regular and co-operative) and the Honours Environmental Sciences, Geoscience and Water Science Specializations (regular and co-operative)

Effective Date: September 1, 2024

Background and Rationale: EARTH 355 addresses identified gaps in these Earth and Environmental Sciences programs by giving students more exposure to statistics and their application with Earth and Environmental Sciences. Further, this course will also give the students an opportunity to improve their coding skills.

Both EARTH 358 and EARTH 355 are offered in the winter term, so there is no impact or change required to the recommend course sequencing for these plans. EARTH 355 will replace EARTH 358 in year three winter term in both regular and co-op plans.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

3.2 Honours Environmental Sciences, Water Science Specialization

Motion: To add EARTH 437 to the list of optional BIOL or EARTH program electives.

Effective Date: September 1, 2024

Background and Rationale: September 2021 SUC approved the change to remove BIOL 361 and BIOL 450 as required courses for the Environmental Sciences, Water Science specialization, and make them optional science electives among EARTH 439, 456 and 459, increasing the science BIOL or EARTH elective units by 1.0, and decreasing the required BIOL units by 1.0. EARTH 437 was also supposed to be added to the list of BIOL and EARTH electives.

Adding EARTH 437 to the list of 1.5 units of BIOL or EARTH elective options, allows students in the 2+1+1 program more EARTH options in their winter term at UWaterloo, making their fourth and final term back at Wuhan easier. Domestic students also benefit from additional options.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

Calendar Update:

- 1.5 BIOL or EARTH elective units chosen from: BIOL 361, BIOL 450, EARTH 437, EARTH 439, EARTH 456, EARTH 459

3.3 Honours Earth Sciences, all specializations, regular and co-operative

Motion: To approve an Honours Co-operative Earth Sciences plan code, SCIESCIHC, so that it can be used together with the existent Honours Earth Sciences plan code, SCIESCIH, to provide a common first year for Earth Science students, prior to selection of one of, and transfer into one of, the three Earth Sciences specializations in 2A: Geology, Geophysics and Hydrogeology.

Effective Date: September 1, 2024

Background and Rationale:

There are three Earth Sciences specializations within Science available in both the regular and co-operative plans: Geology, Hydrogeology and Geophysics

<http://ugradcalendar.uwaterloo.ca/group/SCI-Earth-Sciences2>

Students who enroll into one of these Earth Science specialization plans, apply to Physical Sciences and choose Earth Sciences as their subject of Major Interest (SMI) in OUAC. The Science UG office reaches out to the students over the summer and to ask which specialization is desired and puts them into the corresponding 1A and 1B courses.

Most incoming students have not been exposed to the difference between Geology, Geophysics and Hydrogeology. Having a common first year in Earth Sciences (regular or co-op), while providing them with presentation sessions to help them differentiate between the specializations, would give students more time to decide which specialization they will choose based on what they learn and see in first year. All students would need to select a specialization after first year and could not continue in Earth Sciences as a degree program.

A common first year in Earth Sciences, to align all first-year courses for all three specializations, requires sequence changes in the Geophysics Specialization plans, which include moving the algebra from first year (winter term) to second year (fall term), and moving the EARTH 123 from second to first year (fall term). The first year ENGL/SPCOM 193 communication course will shift from fall to winter term. In addition, the Geophysics Specialization plans needs to allow the option of PHYS 111 and PHYS 112 or PHYS 121 and PHYS 122, whereas currently only the latter is part of that specialization, while the other two specializations offer the choice. All further PHYS courses in each specialization plan accept either option, so there will be no disadvantage if students choose PHYS 111 and PHYS 112 over PHYS 121 and PHYS 122.

Typically, there are five or less students that select the Geophysics Specialization, so the impact of moving algebra from winter to fall, and the communication course from fall to winter will be minimal. The offering departments are aware of and support the planned changes.

The approval of a new plan code for Honours Co-operative Earth Sciences, SCIESCIHC, together with the existent plan code for Honours Earth Sciences will help provide a common first year holding place to facilitate a year two transition to a specialization once students really understand what the differences between the programs. This motion was deemed as a minor plan change by the university's Quality Assurance team. The Registrar's Office was consulted initially regarding the proposed motion and indicated that only a regular version of the plan existed and that a co-op version would need to be created and approved.

Proposed changes were approved by the Science UG Studies Committee on November 29, 2022, and by the Science Faculty Council on December 8, 2022.

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?

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Senate Governance Review Summary of Discussion from the 13 December 2022 Meeting

At the 13 December 2022 meeting Senate Undergraduate Council (SUC) discussed the following as part of the Senate Governance Review:

- **Approval timelines:**
 - It can often take two years to launch a program, are there ways to be more efficient?
 - Could SUC encourage Faculty Council's to schedule their meetings to better line up with SUC?
 - Should there be two or more calendar launches a year, and how would that work with recruitment?
 - The number of approvals for new interdisciplinary programs significantly slows the process down, are all the approvals necessary?
 - There is a gap where things aren't passed in the summer which can cause delays.

- **Curriculum review:**
 - There is a general desire of SUC to look at broader, more strategic topics.
 - The work of SUC often feels very routine and that it is mostly checking for mistakes:
 - Mistake checking is an important function of SUC, are there ways to ensure mistakes are caught earlier at lower levels?
 - SUC is reliant on certain individual members to comb through materials for mistakes and there is limited time to review the large amount of material.
 - There is a need for SUC to be looking more at risk mitigation and how items brought forward affect other programs and institutions.
 - Should SUC be more trusting of the circular experts?
 - While SUC often gets in the weeds, strategy is sometimes determined/decided in the details and SUC ensures consistencies across programs.
 - New software will allow more things to happen outside of the meetings.
 - There is increased pressure to break traditional faculty boundaries.
 - SUC's authority is useful in convincing programs to make changes to submissions before they are submitted for approval.
 - SUC can be useful to members in their work as Associate Deans and Associate Chairs, particularly in discussion details and seeing what other programs are doing.

- **Creating a curriculum subcommittee:**
 - There is a general desire for SUC to create a curriculum subcommittee.
 - Potential benefits:
 - SUC sometimes gets in the weeds and a subcommittee would create more time for SUC to focus on broader more strategic topics.
 - Only some members are actively engaged in curricular discussions, a subcommittee would only need to include those engaged individuals.
 - Membership:
 - Do all Faculties need to be represented at one time, could the subcommittee have a rotating membership?
 - Could staff members who are involved in putting submissions together be included as non-voting members to utilize their expertise?
 - It is important to have students and a certain quantity of members to ensure legitimacy of the subcommittee.

- Mandate:
 - What level of approvals should it have? Should it report to SUC utilizing a consent agenda or have the ability to approve items on its own and send recommendations directly to Senate?
 - How to ensure things are not just being rubber stamped?
 - Could the subcommittee create curriculum guidelines?
- Meetings:
 - How often should the subcommittee meet?
 - How to ensure the subcommittee does not overburden members with too much extra work as an additional committee they need to participate in?
- **Quality Assurance:**
 - UW is unusual that it does not have a QA Committee, instead SUC and SGRC fill this role.
 - Could program reviews be done more in depth by a subcommittee?
- **Membership:**
 - Could students and faculty representatives be better utilized or be given bigger/more rewarding roles?
 - Could students' terms on SUC be longer to better utilize the skills and knowledge they gain as members?
 - Are the right people at the SUC table? Is SUC missing anyone?
- **Meetings:**
 - Could SUC meet less frequently?
 - Important items/decisions are often rushed, do meetings need be longer to allow for proper discussion of everything brought forward?
 - Could SUC introduce a consent agenda for more routine items?
- **Terms of Reference:**
 - Members were not aware of everything in the TOR and there is a desire to look at how SUC could appropriately discuss resources and offer advice.
 - The agenda and material are not always available at least seven business days prior to the date of each meeting.
- **Training/Resources:**
 - Training and orientation documents would be beneficial for members, particularly for students who have shorter terms on SUC and those who do not have backgrounds as Associate Chair.
 - Not all Associate Chairs feel prepared to bring forward curricular changes, could SUC develop training, examples, guidelines and checklists for those at the department level developing curricular submissions?

5. Undergraduate Council

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

5.02 Undergraduate Council Membership

The membership of this council shall consist of the following:

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

5.03 Powers and Duties of the Undergraduate Council

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

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

POWERS OF THE SENATE

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

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

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

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

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

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

12. Limit on service on committees

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

14. Bylaws - general

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

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

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

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

New Program Development Phase 3: Approval Timelines

Based on Fall 2025 intake

Approval phase for undergraduate programs = 2 years

