

Senate Graduate & Research Council

May 6, 2025

10:30 a.m. - 12:00 noon

Needles Hall

NH 3318

Waterloo Campus

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2025 05 06 Senate Graduate & Research Council Meeting

AGENDA

Link to Governance Resources

<https://uwaterloo.ca/secretariat/governing-bodies/senate/graduate-research-council>

1. Conflict of Interest

Declaration

Excerpt from Senate Bylaw 1, regarding conflicts of interest

3

10:30 a.m.

CONSENT AGENDA

Decision

Motion to approve or receive for information the items on the consent agenda, listed as items 2-5 below.

2. Approval of the Minutes

2.1 Minutes of the April 7, 2025 Meeting

Decision (SGRC)

4

3. Graduate Awards and Scholarships

3.1 Awards and Bursaries for SGRC Approval

Decision (SGRC)

6

4. Membership on Research Ethics Boards

4.1 Approval of New Members on Research Ethics Boards

Decision (SGRC)

7

5. Curricular Submissions

5.1 Faculty of Environment [Peter Deadman]

Decision (SGRC)

8

5.2 Interdisciplinary Studies, WIL 601 and 612

Decision (SGRC)

24

REGULAR AGENDA

6. Business Arising from the Minutes

Input

10:35 a.m.

7. Co-Chair's Remarks [Dean, Woudsma]

Information

10:40 a.m.

8. Curricular Submissions

8.1 Graduate Studies Academic Calendar (GSAC) updates

Items 1+2,
Decision (SEN-R)
Input

28

9. Other Business

10. Adjournment

The next meeting is scheduled for Monday June 16, 2025 from 10:30 a.m. - 12:00 noon in NH 3318

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 GRADUATE & RESEARCH COUNCIL
Minutes of the April 7, 2025 Meeting
[in agenda order]

Present: Hassan Baaj, Steven Bednarski, Sue Ann Campbell, Peter Deadman, Charmaine Dean (co-chair), Robert de Loe, Bernard Duncker, Anna Esselment, Ana Ferrer, Mike Grivicic (secretary), Alison Hitchens, Abhishesh Homagain, Brian Ingalls, Julie Joza, Brian Laird, Ian Milligan, Carlee Ann Montgomery, Marina Mourtzakis, Nicholas Pellegrino, Marianne Simm, Siva Sivoththaman, Shirley Tang, Alfred Yu

Resources/Guests: Angela Christelis, Ashley Day, Maysah Eid, Gen Gauthier-Chalifour, Sarah Hadley, Justin Wan

Absent: Mrittika Dreesha, Neela Hassan, Joseph Meleshko, Martin Ross, Clarence Woudsma

Organization of Meeting: Charmaine Dean took the chair and Mike Grivicic acted as secretary. The secretary advised that quorum was present. The agenda was approved without formal motion.

1. Conflict of Interest

Campbell declared a conflict of interest regarding item 9 on the agenda and indicated that she would recuse herself from both the discussion and decision on the matter.

CONSENT AGENDA

Council heard a motion to approve or receive for information the items of the consent agenda. Sivoththaman and Pellegrino. Carried

2. Approval of the Minutes

Council approved the minutes of the meeting as distributed.

3. Graduate Awards and Scholarships

Council approved all new scholarships as presented.

4. CURRICULAR SUBMISSIONS

Council approved items 4.1 through 4.4 on behalf of Senate.

REGULAR AGENDA

5. Business Arising from the Minutes

The chair observed that item 7 on this meeting's agenda carries over from the work and discussion from the previous meeting.

6. Co-Chair's Remarks

No remarks offered.

7. Continuation of Discussion - Draft Terms of Reference for SGRC Restructuring

Members reviewed the revised draft terms of reference. For the membership on the new councils, allowing up to four additional members with faculty appointments provides a mechanism to address perceived gaps. Plans for an in-depth review of the new councils after one year will critically assess operations and the adequacy of the terms of reference. A motion was heard to recommend that Senate approve the restructuring of the Senate Graduate & Research Council into two separate councils of Senate – the Senate Graduate Council and the Senate Research and Innovation Council – as described in this report and effective September 1, 2025. Campbell and Hitchens. Carried.

8. Task Force Reports

Sarah Hadley and Ian Milligan provide a slide presentation. An overview of the work, mandate, findings, key principles, and recommendations of the two task forces was provided. They highlighted action items identified for completion through the end of 2025, including the socialization of findings with the partnerships community and service providers, the development of policies and processes, and the importance of consistent communication with the community.

Senate Graduate and Research Council April 7, 2025 Minutes

Members discussed the report, ascertaining details and obtaining clarifications where necessary. Waterloo's investments in its pension and endowment funds are managed by investment managers, with the University providing priority factors for the managers to execute in their work. Measurement of social factors around investments is less mature than that of environmental factors. The intent is to provide annual disclosures and related commentary on investment activities in these areas. Regarding current research partnerships, it is expected that most will be compliant, though there may be edge cases requiring engagement. The focus is on individual partnerships and their attributes, rather than the country in which the partnership is located. The University is providing resources to ensure strong communication throughout. There may be cases where a partnership is strong in many dimensions but falters in others; the steering committee will navigate these situations, though some facets, such as compliance with Canadian law, are non-negotiable. Processes will be in place to ensure new partnerships are compliant as they are formed, while a mechanism will be needed to trigger reviews for the thousands of existing partnerships. A pre-review stage for partnerships may prove valuable. This council may support communications on partnerships, alongside other campus expertise. For units with a strong interest in this topic, visits can be organized to present and engage with the campus community. For issues and concerns around responsible investment, the two committees of the Board of Governors concerned with investment will examine mechanisms to commence reviews during their May meeting cycle.

9. Renewal of Centres & Institutes

9.1 Questions to Consider for Centre/Institute Renewals

This item was received for information. For any questions, members may connect with Duncker.

9.2 Centre for Theoretical Neuroscience Report

Dean spoke to the report, and members discussed the centre and its achievements during the reporting period. With the advent of the Global Futures Networks (GFN) and changes to the model for supporting this type of work, the centre's funding is now secured. The broader GFN approach to supporting existing centres aims to ensure diversity and maintain a balanced portfolio. A motion was heard to approve the renewal of the Centre for Theoretical Neuroscience for an additional five-year term. Mourtzakakis and Ferrer. Carried.

10. OTHER BUSINESS

10.1 Annual Senate Survey. Members were reminded that the annual Senate survey will be forthcoming and that the feedback gleaned from the survey has helped bring about substantial changes, including for this council.

11. ADJOURNMENT

With no further business, the meeting adjourned. The next meeting will be held on Tuesday May 6, 2025 from 10:30 a.m. - 12:00 noon in NH 3318

April 29, 2025

Mike Grivicic
Associate University Secretary

April 15, 2025

TO: Mike Grivicic, Associate University Secretary
Ashley Day, Governance Officer

FROM: Heidi Mussar, Associate Director, Graduate Financial Aid & Awards

RE: Agenda items for Senate Graduate & Research Council – May 2025

Items for Consent

a) Graduate Student Association's Award for Black and Indigenous Students

Scholarships, each valued at up to \$5,000, will be awarded to Black* or Indigenous+ students registered full time in any graduate program at the University of Waterloo. Selection will be based on academic achievements well as any academic or non-academic extracurricular, volunteer, leadership or entrepreneurial-related experiences within the last 3 years. Interested applicants must submit an application form that can be found on the Graduate Student Association website by June 15. A committee, chaired by the GSA that includes diverse representation, will select recipients with payment normally administered in the fall term of the award year. Funding for these scholarships is made possible through contributions from the Graduate Student Association (GSA).

b) William Johns Engineering Graduate Bursary – endowment

A bursary, valued at approximately \$1,500 will be awarded annually to a full-time graduate student enrolled in a master's or doctoral program in the Faculty of Engineering. Students must be a Canadian Citizen or Permanent Resident of Canada and an Ontario resident, be in good academic standing in their current program and have demonstrated financial need as determined by Waterloo. Graduate Studies and Postdoctoral Affairs will select a recipient annually. This fund is made possible by a donation from the family of William (Bill) Johns (BASc '73, Mechanical Engineering and MASc '82, Civil Engineering) in his memory and to honour his kindness, lifelong curiosity, commitment to education, and passion for engineering.

Total gift = ~\$50,000

c) OAA Guild Master's Award – trust

One award, valued at \$1,000, will be provided annually to a full-time graduate student registered in any year of the Master of Architecture program in the School of Architecture. Selection will be based on a thesis that best demonstrates an exemplary response to the climate crisis. Students will be invited to apply through the School of Architecture during the Spring term. This fund is made possible by a donation from the Ontario Association of Architecture (OAA).

Memorandum

To: Members, Senate Graduate and Research Council (SGRC)

From: Julie Joza, Director, Research Ethics

Date: April 14, 2025

Subject: Membership on Waterloo's Research Ethics Boards

This memo outlines membership updates that will be taking place on Waterloo's two Research Ethics Board. This update is for consideration and approval by the Senate Graduate and Research Council.

Human Research Ethics Board (HREB)

New Member

[Redwan Siddiqui](#), MBA, PhD candidate in Management Sciences and Engineering, will be joining HREB as a student member. Redwan's term will begin on May 1, 2025, and continue through to April 30, 2028. Redwan has extensive experience in industry and as an educator. His research interests include behavioural decision-making and the scholarship of teaching and learning.

Clinical Research Ethics Board (CREB)

New Member

[Vito Pipitone](#), MHK, PhD candidate in Kinesiology and Health Sciences, will be joining CREB as a student member. Vito will be filling a newly created second student member role on CREB. Vito's term will begin on May 1, 2025, and continue through to April 30, 2028. Vito is a second year PhD student with an extensive background including experience conducting research studies incorporating physiological testing, metabolic assessments, and immune function analyses. Vito has a keen interest in learning about the ethics review process and regulatory environment for clinical research.

Reminder: SGRC members who wish to learn more about the qualifications or academic background and interests of the individual being nominated to the REB are encouraged to contact Julie Joza, Director, Research Ethics at jajoza@uwaterloo.ca. Julie will be pleased to discuss with SGRC members in advance of the meeting the information they may need to help support their decision to recommend the nomination of the individual in becoming a member of the REB. On behalf of the SGRC, the research ethics office retains a copy of each member's CV and expression of interest in being a REB member.

FACULTY OF ENVIRONMENT - GRADUATE STUDIES COMMITTEE

REPORT TO SENATE GRADUATE & RESEARCH COUNCIL

May 2025 (Minor Modifications)

1. Course Revisions

- a. GEMCC 600 - Adding anti-requisites for courses that have course material overlap.
- b. GEMCC 601 - Adding anti-requisites for courses that have course material overlap.
- c. GEMCC 602 - Adding anti-requisites for courses that have course material overlap.
- d. GEMCC 603 - Adding anti-requisites for courses that have course material overlap.
- e. SUSM 601 - Changing the course unit weight from 0.25 to 0.50.
- f. SUSM 605 – Inactivating course as the content from SUSM 605 is being integrated into SUSM 603.

2. Program Revisions

- a. MES in Sustainability Management, MES in Sustainability Management (Aeronautics), MES in Sustainability Management (Water) - Updating the calendar to reflect the course changes above.

Prior to form submission, review the [content revision instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course ID, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description, Course title*):

Adding the following anti-requisites:

Not open to students enrolled in the Master of Climate Change

Not completed nor concurrently enrolled in:

GEMCC601 - Climate Change: Physical Science Basis (0.50)

GEMCC602 - Climate Change Vulnerability and Adaptation (0.50)

GEMCC603 - Climate Change Mitigation (0.50)

GEMCC605 - Climate Change and Society (0.50)

Note: all other course elements are being retained.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: GEMCC

Course number: 600

Course ID: 015717

Course title (max. 100 characters including spaces): Fundamentals of Climate Change

Course short title (max. 30 characters including spaces): Fundamentals of Climate Change

Grading basis: Numerical

Course credit weight: 0.50

Course consent required: Not required

Course description: This course will provide students from any disciplinary and professional background with competence on the global climate challenge, including the scientific underpinnings; potential impacts on natural systems, economic sectors, and human societies around the world; and the two broad categories of societal responses, adaptation and greenhouse gas mitigation. Canadian (federal and provincial) and relevant international climate policy is reviewed. This course is to ensure students develop a shared holistic understanding of key concepts/terminology and the developing science that influences the policy environment within which action on climate change occurs.

Meet type(s): Lecture Choose an item. Choose an item. Choose an item.

Primary meet type: Lecture

Delivery mode: Only offered online

Antirequisites:

Not open to students enrolled in the Master of Climate Change

Not completed nor concurrently enrolled in:

GEMCC601 - Climate Change: Physical Science Basis (0.50)

GEMCC602 - Climate Change Vulnerability and Adaptation (0.50)

GEMCC603 - Climate Change Mitigation (0.50)

GEMCC605 - Climate Change and Society (0.50)

Special topics course: Yes ☐ No ☒

Cross-listed course: Yes ☐ No ☒

Course subject code(s) and number(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

To add anti-requisites for courses that have course material overlap.

Form completed by: Teresa Wilson

Department/School approval date (mm/dd/yy): 01/29/25

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 12/13/24

Faculty approval date (mm/dd/yy): 03/20/25

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Prior to form submission, review the [content revision instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course ID, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description, Course title*):

Adding the following anti-requisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Note: all other course elements are being retained.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: GEMCC

Course number: 601

Course ID: 010625

Course title (max. 100 characters including spaces): Climate Change: Physical Science Basis

Course short title (max. 30 characters including spaces): Climate Change: Phys. Science

Grading basis: Numerical

Course credit weight: 0.50

Course consent required: Not required

Course description: The course examines the interactive physical, biological and geochemical processes responsible for and resulting from climate change, including anthropogenic influences on these processes.

Meet type(s): Seminar Choose an item. Choose an item. Choose an item.

Primary meet type: Seminar

Delivery mode: On-campus

Antirequisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Special topics course: Yes ☐ No ☒

Cross-listed course: Yes ☐ No ☒

Course subject code(s) and number(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

To add anti-requisites for courses that have course material overlap.

Form completed by: Teresa Wilson

Department/School approval date (mm/dd/yy): 01/29/25

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 12/13/24

Faculty approval date (mm/dd/yy): 03/20/25

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Prior to form submission, review the [content revision instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course ID, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description, Course title*):

Adding the following anti-requisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Note: all other course elements are being retained.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: GEMCC

Course number: 602

Course ID: 009423

Course title (max. 100 characters including spaces): Climate Change Vulnerability and Adaptation

Course short title (max. 30 characters including spaces): Climate Change Vuln. & Adapt

Grading basis: Numerical

Course credit weight: 0.50

Course consent required: Not required

Course description: This course examines the impacts of changing climate on natural and human systems and

focuses on the capacity of societies to adjust to, plan for and cope with changing climate and environmental conditions.

Meet type(s): Seminar Choose an item. Choose an item. Choose an item.

Primary meet type: Seminar

Delivery mode: On-campus

Antirequisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Special topics course: Yes ☐ No ☒

Cross-listed course: Yes ☐ No ☒

Course subject code(s) and number(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

To add anti-requisites for courses that have course material overlap.

Form completed by: Teresa Wilson

Department/School approval date (mm/dd/yy): 01/29/25

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 12/13/24

Faculty approval date (mm/dd/yy): 03/20/25

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Prior to form submission, review the [content revision instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course ID, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description, Course title*):

Adding the following anti-requisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Note: all other course elements are being retained.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: GEMCC

Course number: 603

Course ID: 014507

Course title (max. 100 characters including spaces): Climate Change Mitigation

Course short title (max. 30 characters including spaces): Climate Change Mitigation

Grading basis: Numerical

Course credit weight: 0.50

Course consent required: Not required

Course description: This course examines the anthropogenic sources of greenhouse gas emissions and the

range of strategies to reduce these emissions and to enhance carbon sequestration. The policy frameworks governing climate change mitigation are critically appraised from geopolitical, economic and ethics perspectives. This course also considers the potential role of climate remediation strategies.

Meet type(s): Seminar Choose an item. Choose an item. Choose an item.

Primary meet type: Seminar

Delivery mode: On-campus

Antirequisites:

Not open to students enrolled in the Graduate Diploma in Climate Risk Management

Not completed nor concurrently enrolled in:

GEMCC600 - Fundamentals of Climate Change (0.50)

GEMCC605 - Climate Change and Society (0.50)

Special topics course: Yes ☐ No ☒

Cross-listed course: Yes ☐ No ☒

Course subject code(s) and number(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

To add anti-requisites for courses that have course material overlap.

Form completed by: Teresa Wilson

Department/School approval date (mm/dd/yy): 01/29/25

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 12/13/24

Faculty approval date (mm/dd/yy): 03/20/25

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Prior to form submission, review the [instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description*, *Course title*):

Changing the course unit weight from 0.25 to 0.50.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: SUSM

Course number: 601

Course title (max. 100 characters including spaces): Foundations for Sustainability Management

Course short title (max. 30 characters including spaces):

Grading basis: Numerical

Course credit weight: 0.50

Course consent required: Not required

Course description: In this course the scientific foundations and fundamentals for sustainability management will be introduced. Basic theoretical, ethical, scientific, and technical foundations of sustainable development will be taught in addition to technical knowledge like statistical literacy and basic environmental knowledge.

Course component(s): Lecture (LEC) Choose an item. Choose an item. Choose an item.

Primary course component: Lecture (LEC)

Requisites (identify antirequisites, corequisites, or prerequisites if applicable to the course): Prerequisites: Enrolled in MES in Sustainability Management, MES in Sustainability Management-Aeronautics, or MES in Sustainability Management-Water

Special topics course: Yes ☐ No ☒

Special topics course total completions allowed (max. 30):

Can students enrol in multiple sections of the same special topics course in the same term? Yes ☐ No ☐

Cross-listed course: Yes ☐ No ☒

If yes, list the course subject code(s) and number(s) that this course is/will be cross-listed with:

Note: cross-listed courses must share all course elements except the subject code(s), course number(s), and requisites, and require a separate Graduate Studies Course/Milestone form submission for each course.

Rationale for request:

The course credit weight for SUSM 601 will be increased from 0.25 to 0.5 since it will be held with DEVP 601, which is weighted at 0.5. It will also address the inactivation of SUSM 605, which is worth 0.25. Increasing SUSM 601 to 0.5 balances out the program requirements.

Form completed by: Jennifer Nicholson

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 03/07/25

Department/School approval date (03/07/25):

Graduate Faculty Sub-Committee approval date (mm/dd/yy): 03/21/25

Faculty Council approval date (mm/dd/yy): 04/08/25

Prior to form submission, review the [instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ **New:** Choose an item.
- ☐ **Inactivate:** Choose an item.
- ☐ **Revise:** from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ **New:** Complete all course elements below
- ☒ **Inactivate:** Complete the following course elements:
Course subject code, Course number, Course title
- ☐ **Revise:** Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (*e.g. Course description, Course title*):

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: SUSM

Course number: 605

Course title (max. 100 characters including spaces): Thesis Development

Course short title (max. 30 characters including spaces):

Grading basis: Numerical

Course credit weight: 0.25

Course consent required: Not required

Course description: The goal of the course is to ensure that all students will have a completed thesis proposal by the end of term. Each student will make an oral presentation of their proposal to their committee members and other members of SEED. The course will include discussions about how best to frame good research questions, find sources, organize a thesis, conduct ethical research, and communicate results. Students will make regular class presentations throughout the term as their research proposal develops and thus gain skills in written, graphical oral presentation.

Course component(s): Seminar (SEM) Choose an item. Choose an item. Choose an item.

Primary course component: Seminar (SEM)

Requisites (identify antirequisites, corequisites, or prerequisites if applicable to the course):

Prerequisites: Enrolled in MES in Sustainability Management, MES in Sustainability Management-Aeronautics, or MES in Sustainability Management-Water

Special topics course: Yes ☐ No ☒

Special topics course total completions allowed (max. 30):

Can students enrol in multiple sections of the same special topics course in the same term? Yes ☐ No ☐

Cross-listed course: Yes ☐ No ☒

If yes, list the course subject code(s) and number(s) that this course is/will be cross-listed with:

Note: cross-listed courses must share all course elements except the subject code(s), course number(s), and requisites, and require a separate Graduate Studies Course/Milestone form submission for each course.

Rationale for request:

Content in SUSM 605 is a thesis development course that is run at the same time as SUSM 603 (Research Methods for Sustainable Development) and often taught by the same instructor. Content from SUSM 605 is being integrated into SUSM 603. SUSM 601 is increasing to 0.50 to balance out program requirements.

Form completed by: Jennifer Nicholson

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 03/07/25

Department/School approval date (03/07/25):

Graduate Faculty Sub-Committee approval date (mm/dd/yy): 03/21/25

Faculty Council approval date (mm/dd/yy): 04/08/25

Prior to form submission, review the [instructions](#) and information regarding [major/minor modifications](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Environment

Programs: 1) Master of Environmental Studies (MES) in Sustainability Management
 2) Master of Environmental Studies (MES) in Sustainability Management- Aeronautics
 3) Master of Environmental Studies (MES) in Sustainability Management - Water

Program contact name(s): Jason Thistlethwaite

Form completed by: Jason Thistlethwaite

Description of proposed changes:

Note: changes to courses and milestones also require the completion/submission of the [SGRC Graduate Studies Course/Milestone Form](#).

Increasing the SUSM 601 course unit weight to 0.5 from 0.25 and removing SUSM 605 (0.25) from the list of required courses. SUSM 605 content will be covered in SUSM 603.

Is this a [major modification](#) to the program? No

Rationale for change(s):

Content in SUSM 605 is a thesis development course that is run at the same time as SUSM 603 (Research Methods for Sustainable Development) and often taught by the same instructor. Content from SUSM 605 is being integrated into SUSM 603. Since SUSM 605 and SUSM 601 were each weighted at 0.25 to balance out the course weighting to a combined 0.5, we will increase SUSM 601 to a unit weight of 0.5. This also addresses the recent decision to offer DEVP 601 as held with SUSM 601. The former was weighted at 0.5 for the Masters of Development Practice Program, whereas the latter was only weighted at 0.25.

Proposed effective date: Term: Fall Year: 2025

Current [Graduate Studies Academic Calendar \(GSAC\)](#) page (include the link to the web page where the changes are to be made):

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/programs/S1A3sRk2n>

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/programs/HkR3oRyn3>

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/programs/BkxR3j0Jnh>

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
Master of Environmental Studies (MES) in Sustainability Management Thesis option: Course requirements <ul style="list-style-type: none"> Required courses: 	Master of Environmental Studies (MES) in Sustainability Management Thesis option: Course requirements <ul style="list-style-type: none"> Required courses:

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<ul style="list-style-type: none"> ○ SUSM 601 Foundations for Sustainability Management (Fall) ○ SUSM 602 Theories and Concepts of Sustainability Management (Fall) ○ SUSM 603 Research Methods for Sustainable Management (Winter) ○ SUSM 605 Thesis Development (Winter) • Elective courses: 2 graduate-level open electives that complement the student's program of study and are chosen in agreement with the supervisor and the program Graduate Administrator. • Note: 1 elective course should be taken in the Fall term and 1 should be taken in the Winter term. <p>Master of Environmental Studies (MES) in Sustainability Management – Aeronautics</p> <p>Thesis option: Course requirements</p> <ul style="list-style-type: none"> • Required courses: <ul style="list-style-type: none"> ○ AVIA 601 Interdisciplinary Aeronautics ○ AVIA 602 Interdisciplinary Aeronautics Project ○ SUSM 601 Foundations for Sustainability Management (Fall) ○ SUSM 602 Theories and Concepts of Sustainability Management (Fall) ○ SUSM 603 Research Methods for Sustainable Management (Winter) ○ SUSM 605 Thesis Development (Winter) • Elective course: 1 graduate-level open elective that complements the student's program of study and is chosen in agreement with the supervisor and the program Graduate Administrator. • Note: 1 elective course should be taken either in the Fall term or the Winter term of year 1. • This degree is offered through the Collaborative Aeronautics Program. This program, jointly offered by a range of departments/schools across several academic faculties, promotes the development of interdisciplinary perspectives on aeronautics. Collaborative Aeronautics Program students complete their specialist training in their respective home departments/schools, while working with colleagues from a variety of other departments/schools in core interdisciplinary courses (AVIA 601 and AVIA 602). <p>Master of Environmental Studies (MES) in Sustainability Management – Water</p>	<ul style="list-style-type: none"> ○ SUSM 601 Foundations for Sustainability Management (Fall) ○ SUSM 602 Theories and Concepts of Sustainability Management (Fall) ○ SUSM 603 Research Methods for Sustainable Management (Winter) • Elective courses: 2 graduate-level open electives that complement the student's program of study and are chosen in agreement with the supervisor and the program Graduate Administrator. • Note: 1 elective course should be taken in the Fall term and 1 should be taken in the Winter term. <p>Master of Environmental Studies (MES) in Sustainability Management – Aeronautics</p> <p>Thesis option: Course requirements</p> <ul style="list-style-type: none"> • Required courses: <ul style="list-style-type: none"> ○ AVIA 601 Interdisciplinary Aeronautics ○ AVIA 602 Interdisciplinary Aeronautics Project ○ SUSM 601 Foundations for Sustainability Management (Fall) ○ SUSM 602 Theories and Concepts of Sustainability Management (Fall) ○ SUSM 603 Research Methods for Sustainable Management (Winter) • Elective course: 1 graduate-level open elective that complements the student's program of study and is chosen in agreement with the supervisor and the program Graduate Administrator. • Note: 1 elective course should be taken either in the Fall term or the Winter term of year 1. <p>This degree is offered through the Collaborative Aeronautics Program. This program, jointly offered by a range of departments/schools across several academic faculties, promotes the development of interdisciplinary perspectives on aeronautics. Collaborative Aeronautics Program students complete their specialist training in their respective home departments/schools, while working with colleagues from a variety of other departments/schools in core interdisciplinary courses (AVIA 601 and AVIA 602).</p> <p>Master of Environmental Studies (MES) in Sustainability Management – Water</p> <p>Thesis option: Course requirements</p> <ul style="list-style-type: none"> • Required courses: <ul style="list-style-type: none"> ○ SUSM 601 Foundations for Sustainability Management (Fall)

Current Graduate Studies Academic Calendar content:	Proposed Graduate Studies Academic Calendar content:
<p>Thesis option: Course requirements</p> <ul style="list-style-type: none"> Required courses: <ul style="list-style-type: none"> SUSM 601 Foundations for Sustainability Management (Fall) SUSM 602 Theories and Concepts of Sustainability Management (Fall) SUSM 603 Research Methods for Sustainable Management (Winter) SUSM 605 Thesis Development (Winter) Water core courses: <ul style="list-style-type: none"> WATER 601 Integrated Water Management (Winter) WATER 602 Integrated Water Management Project (Fall) This degree is offered through the Collaborative Water Program. This program, jointly offered by a range of departments across several academic faculties, promotes the development of interdisciplinary perspectives on water. Collaborative Water Program students complete their specialist training in their respective home departments, while working with colleagues from a variety of other departments in core interdisciplinary courses (WATER 601 and WATER 602). The Department will determine whether or not collaborative program courses can be used as electives. It is therefore possible that students will need to take additional courses in order to meet the specific requirements of the program. Elective courses: 2 graduate-level open electives that complement the student's program of study and are chosen in agreement with the supervisor and the program Graduate Administrator. 	<ul style="list-style-type: none"> SUSM 602 Theories and Concepts of Sustainability Management (Fall) SUSM 603 Research Methods for Sustainable Management (Winter) Water core courses: <ul style="list-style-type: none"> WATER 601 Integrated Water Management (Winter) WATER 602 Integrated Water Management Project (Fall) This degree is offered through the Collaborative Water Program. This program, jointly offered by a range of departments across several academic faculties, promotes the development of interdisciplinary perspectives on water. Collaborative Water Program students complete their specialist training in their respective home departments, while working with colleagues from a variety of other departments in core interdisciplinary courses (WATER 601 and WATER 602). The Department will determine whether or not collaborative program courses can be used as electives. It is therefore possible that students will need to take additional courses in order to meet the specific requirements of the program. Elective courses: 2 graduate-level open electives that complement the student's program of study and are chosen in agreement with the supervisor and the program Graduate Administrator.

How will students currently registered in the program be impacted by these changes?

Current students will not be affected by the change as it will be implemented for the next cohort coming in Fall 2025.

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 03/10/25

Department/School approval date (03/07/25):

Graduate Faculty Sub-Committee approval date (mm/dd/yy): 03/21/25

Faculty Council approval date (mm/dd/yy): 04/08/25

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Prior to form submission, review the [instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Interdisciplinary Studies (VPA)

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course title
- ☒ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (e.g. *Course description, Course title*):

Changing the grading basis from "Non-graded component" to "Credit/no-credit granted". Updating the course description. Adding drop consent.

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: WIL

Course number: 601

Course title (max. 100 characters including spaces): Career Foundations for Work-Integrated Learning

Course short title (max. 30 characters including spaces): Career Foundations

Grading basis: Credit/No Credit

Course credit weight: 0.00

Course drop consent required: Instructor

Course description:

Current description: This course will support students as they prepare to apply for and engage in Graduate level Work-Integrated Learning (WIL) experiences. Students will practice applying career development techniques and explore workplace preparation strategies to support a successful WIL experience. Students will have the

opportunity to apply course concepts and establish lifelong learning habits within the context of WIL through self-evaluation, reflection and future planning.

Revised description: This course will support students as they prepare to apply for and engage in Graduate level Work-Integrated Learning (WIL) experiences. Students will practice applying career development techniques and explore workplace preparation strategies to support a successful WIL experience. Students will have the opportunity to apply course concepts and establish lifelong learning habits within the context of WIL through self-evaluation, reflection and future planning. Note: this course does not count towards students' home program course requirements.

Course component(s): Lecture (LEC) Choose an item. Choose an item. Choose an item.

Primary course component: Lecture (LEC)

Requisites (identify antirequisites, corequisites, or prerequisites if applicable to the course):

Special topics course: Yes ☐ No ☒

Special topics course total completions allowed (max. 30):

Can students enrol in multiple sections of the same special topics course in the same term? Yes ☐ No ☐

Cross-listed course: Yes ☐ No ☒

If yes, list the course subject code(s) and number(s) that this course is/will be cross-listed with:

Note: cross-listed courses must share all course elements except the subject code(s), course number(s), and requisites, and require a separate Graduate Studies Course/Milestone form submission for each course.

Rationale for request:

The updates to the course description will clarify that the course does not count towards students' home program course requirements. Historically, the course did not appear on student records but the change in grading basis will mean that the course will now be displayed on student records. The addition of the drop consent will mean that students need to submit a Graduate Studies Course Drop/Add Form to drop the course.

Form completed by:

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 04/23/25

Department/School approval date (mm/dd/yy):

Graduate Faculty Sub-Committee approval date (mm/dd/yy):

Faculty Council approval date (mm/dd/yy):

Prior to form submission, review the [content revision instructions](#). For questions about the form submission, contact [Trevor Clews](#), Graduate Studies and Postdoctoral Affairs (GSPA).

Faculty: Interdisciplinary Studies (VPA)

Effective date: Term: Fall Year: 2025

Milestone

Note: milestone changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☐ New: Choose an item.
- ☐ Inactivate: Choose an item.
- ☐ Revise: from Choose an item. to Choose an item.

Course

Note: some course changes also require the completion/submission of the [Graduate Studies Program Revision Template](#).

- ☒ New: Complete all course elements below
- ☐ Inactivate: Complete the following course elements:
Course subject code, Course number, Course ID, Course title
- ☐ Revise: Complete all course elements below to reflect the proposed change(s) and identify the course elements being revised (*e.g. Course description, Course title*):

Course elements (complete as indicated above. Review the [glossary of terms](#) for details on course elements)

Course subject code: WIL

Course number: 612

Course ID:

Course title (max. 100 characters including spaces): Applied Leadership in Work-Integrated Learning

Course short title (max. 30 characters including spaces): Applied Leadership in WIL

Grading basis: Credit/No Credit

Course credit weight: 0.00

Course consent required: Department

Course description:

This graduate level Work-Integrated Learning (WIL) course bridges the gap between academic learning and real-world application, providing graduate students with a unique opportunity to develop leadership, mentorship, and professional communication skills. As mentors, graduate students will guide student teams working with industry/community partners through client interactions, problem-solving, and project execution to achieve solutions for authentic industry/community problems. Through this course, students will apply leadership theories, project management strategies, and client-centered problem-solving techniques in a dynamic, interdisciplinary environment. Students will refine their ability to facilitate team discussions, navigate challenges, and foster collaboration. Ultimately, students will cultivate essential professional skills while critically reflecting on their discipline and practice. Through these efforts students will enhance their employability and career readiness, aligning with the high-demand competencies valued in today's workplace. Note: this course cannot be counted towards students' degree requirements.

Meet type(s): Lecture Community and Industry Research Projects Seminar Choose an item.

Primary meet type: Lecture

Delivery mode: On-campus and also offered online

Requisites: N/A

Special topics course: Yes ☐ No ☒

Cross-listed course: Yes ☐ No ☒

Course subject code(s) and number(s) to be cross-listed with and approval status:

Sections combined/held with:

Rationale for request:

As part of the University's strategic commitment towards developing talent for a complex future and the associated expansion of Work Integrated Learning (WIL) at the graduate level, this course is being designed to provide students without access to program level WIL like co-op or internships an opportunity to engage with and benefit from working with industry/community partners.

WIL 612 will offer students the opportunity to apply leadership skills to support and guide teams of students working with industry/community partners in capstone or other courses. Students will develop leadership, mentorship, and professional communication skills and have opportunities to strengthen their ability to lead with influence, communicate effectively, and adapt to complex workplace dynamics. Simultaneously, student teams will benefit from their mentorship, gaining valuable guidance and structured support to help them succeed in their projects.

This course cannot be counted towards students' degree requirements.

Note: the proposed course has been reviewed and endorsed by the GradWIL Sponsors Committee and the GradWIL CoreOps group.

Form completed by: Ben McDonald (Senior Manager, Work-Integrated Learning Programs, Centre for Work-Integrated Learning)

Department/School approval date (mm/dd/yy):

Reviewed by GSPA (for GSPA use only) ☒ date (mm/dd/yy): 04/11/25

Faculty approval date (mm/dd/yy):

Senate Graduate & Research Council (SGRC) approval date (mm/dd/yy):

Memo

DATE: April 29, 2025

TO: Mike Grivicic, Associate University Secretary

FROM: Clarence Woudsma, Interim Co-Associate Vice-President, Graduate Studies and Postdoctoral Affairs (GSPA)
Justin Wan, Interim Co-Associate Vice-President, GSPA
Marianne Simm, Director, GSPA

RE: Graduate Studies Academic Calendar (GSAC) updates

Regular agenda items for approval:

- 1) Graduate Certificate in Work-Integrated Learning
- 2) Graduate Work-Integrated Learning

Item for information:

- 3) Graduate Diplomas: definitions and requirements

Consent agenda items for approval:

- 4) WIL 601
- 5) WIL 612

1) Graduate Certificate in Work-Integrated Learning

Description and rationale for proposed changes:

As part of the University's strategic commitment towards developing talent for a complex future and the expansion of Work-Integrated Learning at the graduate level, Graduate Certificates in Work-Integrated Learning (WIL) are proposed as a new credential. By reducing barriers, offering customization, and enhancing the visibility of WIL through recognized credentials, Graduate Certificates in WIL advance our institutional commitment to offering "WIL for all".

A Graduate Certificate in WIL, leveraging the existing Certificate of Participation credential, offers a cost-effective and customizable pathway for faculties to differentiate their program(s) by packaging and promoting existing and developing WIL. Graduate Certificates in WIL can include course-level WIL, applied research, and other WIL experiences but cannot include Program-level WIL (i.e., internships or co-op).

The Graduate Certificate in WIL requirements include career development learning; professional skills curriculum; authentic WIL experience(s), and iterative reflection on practice to inform their career direction. These Graduate Certificates integrate student coursework and research with professional experience to demonstrate their practical skills through a recognized credential. Graduate students completing the Certificate will: integrate what they've learned into their own self-concept; connect their deep disciplinary knowledge with relevant WIL experiences; and translate and articulate that knowledge and experience to differentiate themselves to potential employers.

Graduate Certificates in WIL will adhere to requirements and standards of WIL set out in the Graduate Studies Academic Calendar and be assured through consultation with the Centre for WIL. Consultation to enable programs in building, offering, and operating Graduate Certificates in WIL will be available through Co-operative & Experiential Education and ongoing services (administration, WIL courses, experience management, etc.) can be made available for cost.

Graduate Certificates in WIL offer a flexible, customizable, and scalable approach that aligns with the University of Waterloo's strategic goals – empowering programs to shape WIL in ways that fit their unique contexts, expanding access for all students regardless of background or discipline, and reinforcing Waterloo's leadership in innovative WIL.

Note: the proposed Graduate Certificate in WIL has been reviewed and endorsed by the GradWIL Sponsors Committee and the GradWIL CoreOps group including members from Co-operative & Experiential Education, Graduate Studies and Postdoctoral Affairs, and the Graduate Student Association. Additional consultations at varying stages of the development of the Graduate Certificate in WIL have included multiple graduate student focus groups, Associate Deans (Graduate Studies), Deans, and the Associate Vice-President, Academic.

Proposed effective date: Term: Fall Year: 2025

Current Calendar copy	Proposed Calendar copy
No equivalent section	<u>11.5 Graduate Certificate in Work-Integrated Learning</u> <u>A Graduate Certificate in Work-Integrated Learning (WIL) is a graduate certificate of</u>

participation that recognizes the student's completion of a minimum of 150 hours of work-integrated learning that includes career curriculum, professional skills curriculum, and reflection on practice where the majority of the time students are engaged in authentic work on problems, processes, and/or projects producing work reflecting professional practice with a host organization. Graduate Certificates in WIL must align to the requirements and standards of [Graduate Work Integrated Learning](#). Programs offering a Graduate Certificate in WIL may include additional WIL courses or milestones outside of their degree requirements in order to meet the Graduate Certificate in WIL requirements and standards.

The Graduate Certificate in WIL will formally integrate the student's academic studies with (1) paid or unpaid quality WIL experiences, (2) engaged external partnerships, and (3) program-relevant student learning outcomes related to employability, agency, knowledge and skill mobility, and life-long learning.

Graduate Certificates in WIL can include course-level WIL, applied research, and other WIL experiences but cannot include program-level WIL (i.e., internships or co-op).

Before a new Graduate Certificate in WIL is approved, it must undergo a quality assurance review by the Centre for Work-Integrated Learning. Existing programs that offer a Graduate Certificate in WIL, guidelines, and approval processes for each component of the Certificate are available at the Centre for Work-integrated Learning website.

2) Graduate Work-Integrated Learning

Description and rationale for proposed changes:

Adding WIL 601 Career Foundations for Work-Integrated Learning as an over-arching co-op requirement. Students in CEE-supported co-op programs will be required to complete WIL 601 in their first academic term (or prior to a work term in certain programs). WIL 601 may be recommended instead of required in some programs in the Faculty of Engineering, which will be identified within their program's degree requirements.

WIL 601 will equip students with the practical tools and strategies to engage in Graduate Work-Integrated Learning (e.g., co-operative education, internships). WIL 601 benefits both early-career and experienced professionals by packaging the tasks, strategies, and resources they will need to engage in ahead of the recruitment and job search process. The course enables students to critically reflect on career identity, values and goals, evaluate their current skillsets and competencies, practice interview skills and networking, understand workplace rights, and establish learning goals for their WIL experience. The credit/no-credit online course content was informed through collaboration with industry partners and graduate students and includes approximately 15-20 hours of content and assessment.

Additional updates to the Graduate work-integrated learning section are being made to clearly identify Applied Research WIL as one of the available models of WIL. The Graduate Certificate in WIL is also being added as another available models of WIL (more details are available in the Graduate Certificate in WIL section/proposal). Editorial updates are also being made to provide better clarity on what constitutes WIL activity.

Proposed effective date: Term: Fall Year: 2025

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policies>

Current Calendar copy	Proposed Calendar copy
<p>10.1 Graduate work-integrated learning</p> <p>Work-integrated learning (WIL) opportunities are provided to students across numerous graduate programs at the University of Waterloo. Adopting the Co-operative and Work-Integrated Learning Canada (CEWIL) definition, WIL “is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning.”</p>	<p>10.1 Graduate work-integrated learning</p> <p>Work-integrated learning (WIL) opportunities are provided to students across numerous graduate programs at the University of Waterloo. Adopting the Co-operative and Work-Integrated Learning Canada (CEWIL) definition, WIL “is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning.”</p>

WIL allows for theoretical learning to be integrated with practice, promoting deeper understanding of theory through practical application. Graduate programs offering WIL opportunities should follow best-practices through the inclusion of the following key WIL components: pedagogy (curricular elements that include when the activity occurs, duration/intensity, and training); experience (ensuring meaningful activities and alignment with the WIL definition); assessment (of activities based on identified learning outcomes); and reflection (on what constitutes purposeful work for each student). Regardless of how WIL is structured, activities should align with Graduate WIL (GradWIL) learning development process.

At the University of Waterloo, there are different WIL models that provide consistency in how WIL experiences are offered and recorded across academic programs. While there may be some WIL activities that do not fall within one of the models (as well as accreditation requirements for professional programs), academic units should use one of the following WIL models to facilitate standardization and institutional tracking of experiences.

1. **Course-level WIL** is delivered in the context of a course (either required or elective) and activities are typically facilitated through a course instructor. Students receive course credit for the activity, with the [unit](#) weight being determined by the intensity/duration of activities. Course-level WIL comes in the form of the following models: 1) Community and Industry Research Projects (CIR) or 2) Practicums:*

1. **Community and Industry Research Projects (CIR):** Supporting the course objectives, CIR consist of a project or assignment within the course wherein students engage with a partner organization either individually or in teams. The course project/assignment would occur in or with external organizations, with examples

WIL allows for theoretical learning to be integrated with practice, promoting deeper understanding of theory through practical application. Graduate programs offering WIL opportunities should follow best-practices through the inclusion of the following key WIL components: pedagogy (curricular elements that include when the activity occurs, duration/intensity, and training); experience (ensuring meaningful activities and alignment with the WIL definition); assessment (of activities based on identified learning outcomes); and reflection (on what constitutes purposeful work for each student). Regardless of how WIL is structured, activities should align with [Graduate WIL \(GradWIL\) learning development process](#).

At the University of Waterloo, there are different WIL models that provide consistency in how WIL experiences are offered and recorded across academic programs. While there may be some WIL activities that do not fall within one of the models (as well as accreditation requirements for professional programs), academic units should use one of the following WIL models to facilitate standardization and institutional tracking of experiences.

1. **Course-level WIL** is delivered in the context of a course (either required or elective) and activities are typically facilitated through a course instructor. Students receive course credit for the activity, with the [unit](#) weight being determined by the intensity/duration of activities. Course-level WIL comes in the form of the following models: 1) Community and Industry Research Projects (CIR) or 2) Practicums:*

1. **Community and Industry Research Projects (CIR):** Supporting the course objectives, CIR consist of a project or assignment within the course wherein students engage with a partner organization either individually or in teams. The course project/assignment would occur in or with external organizations, with examples

<p>being consulting projects, design projects, program evaluations. When a course involves CIR, the activity would be identified with a secondary (or tertiary) component using the course component CIR.</p> <p>2. Practicums (PRA): Practicums are a work-integrated learning experience that form the basis of the course and provide students with intensive, hands-on experience in a setting relevant to their subject of study (paid or unpaid). Practicums are typically supervised within the external setting by identified person(s) who are approved by the program (based on their professional and other competencies). Practicum hour requirements are established by the program, vary across different programs and courses. Practicums are denoted as a primary component using the course component PRA. Practicums are usually graded as credit/no-credit.</p> <p>2. Program-level WIL is delivered as a required component of the program with associated WIL activities typically facilitated through the academic unit, often in partnership with Co-operative and Experiential Education (CEE). Program-level WIL comes in the form of the following models: a) Co-operative Education or b) Internship. Program-level WIL would be identified through the program name, plan code, and corresponding milestone(s). In both models, the WIL activity provides experience in a practice/workplace setting related to the student's field of study. Typically the WIL activity would occur at a time in the student's academic program to allow for an integration of learning between the WIL experience and</p>	<p>being consulting projects, design projects, program evaluations. When a course involves CIR, the activity would be identified with a secondary (or tertiary) component using the course component CIR.</p> <p>2. Practicums (PRA): Practicums are a work-integrated learning experience that form the basis of the course and provide students with intensive, hands-on experience in a setting relevant to their subject of study (paid or unpaid). Practicums are typically supervised within the external setting by identified person(s) who are approved by the program (based on their professional and other competencies). Practicum hour requirements are established by the program, vary across different programs and courses. Practicums are denoted as a primary component using the course component PRA. Practicums are usually graded as credit/no-credit.</p> <p><u>* There are other types of experiential learning courses that take place in a setting outside the classroom [e.g., Labs (LAB), Field Studies (FLD), Studio (STU)]. The key distinction between these types of courses and those that denote WIL is that, for the former, a meaningful partnership with an external/host organization is not required. If criteria for WIL is met, courses should be identified as CIR or PRA.</u></p> <p>2. Program-level WIL is delivered as a required component of the program with associated WIL activities typically facilitated through the academic unit, often in partnership with Co-operative and Experiential Education (CEE).</p>
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academic/research activities. As program-level WIL typically involves full-time activity, students would be required to have a [change of enrolment status](#) during their experience(s).

1. **Co-operative Education (Co-op):** Co-op is full-time, paid work experience in a workplace setting that is related to the student's area of study and career interest. ~~Co-op programs typically include completion of a professional development course prior to a work term (WIL 601**), work term(s), and reflective and/or work reports as required by the graduate program.~~ In masters-level programs with co-op designations, students are required to successfully complete a minimum of one [standard work-term](#) and, if specified by their program, one ~~additional work term (standard or flexible work-terms).~~ Co-op doctoral programs require a minimum of three standard work-terms and, if specified by their program, additional work terms (standard or flexible work-terms).
2. **Internships:** Internships are supervised work-integrated learning experiences that are discipline-specific and directly align with the graduate program's learning outcomes. Internships require approval by the graduate program. Internships vary in length and intensity, but are typically between 4 months to 12 months of full-time work experience (that is paid or unpaid), and supervised within the external setting by identified persons who are approved by the graduate program (based on their professional and other

Program-level WIL comes in the form of the following models: a) Co-operative Education or b) Internship. Program-level WIL would be identified through the program name, plan code, and corresponding milestone(s). In both models, the WIL activity provides experience in a practice/workplace setting related to the student's field of study. Typically the WIL activity would occur at a time in the student's academic program to allow for an integration of learning between the WIL experience and academic/research activities. As program-level WIL typically involves full-time activity, students would be required to have a [change of enrolment status](#) during their experience(s).

1. **Co-operative Education (Co-op):** Co-op is full-time, paid work experience in a workplace setting that is related to the student's area of study and career interest. In addition to program course requirements, students in CEE-supported co-op programs are required to successfully complete WIL 601 Career Foundations for Work-Integrated Learning prior to a work term (typically completed within the first academic term). Note, WIL 601 may be recommended instead of required in some programs in the Faculty of Engineering, which will be identified within the program's degree requirements. In masters-level programs with co-op designations, students are required to successfully complete a minimum of one [standard work-term](#) and a work/reflective report and, if specified by their program, one additional work term (standard or flexible work-terms) and a second work/reflective report. Co-op doctoral programs

<p>competencies).</p> <p>Separate from course or program-level offerings, many graduate students are involved in discipline-specific research activities that constitute WIL either as part of degree requirements (e.g., thesis or Master's Research Paper) or as additional research projects during their graduate training (i.e., during a time when they have active enrolment status). Such research would involve an industry or community partner and an identified faculty collaborator (in most cases, the research supervisor). For research activities to be considered WIL, there must be co-creation of the research objectives by the external partner and the student/faculty member, active engagement and interaction between the student and external partner, and the external partner should have a role in providing feedback to and/or assessment of the student activity.</p> <p>* There are other types of experiential learning courses that take place in a setting outside the classroom [e.g., Labs (LAB), Field Studies (FLD), Studio (STU)]. The key distinction between these types of courses and those that denote WIL is that, for the former, a meaningful partnership with an external/host organization is not required. If criteria for WIL is met, courses should be identified as CIR or PRA.</p> <p>** WIL 601 does not count towards home program degree course requirements.</p>	<p>require a minimum of three standard work-terms and <u>three work/reflective reports</u>, and if specified by their program, additional work terms (standard or flexible work-terms).</p> <p>2. Internships: Internships are supervised work-integrated learning experiences that are discipline-specific and directly align with the graduate program's learning outcomes. Internships require approval by the graduate program. Internships vary in length and intensity, but are typically between 4 months to 12 months of full-time work experience (that is paid or unpaid), and supervised within the external setting by identified persons who are approved by the graduate program (based on their professional and other competencies).</p> <p>3. <u>Applied Research WIL:</u> Separate from course or program-level offerings, many graduate students are involved in discipline-specific research activities that constitute WIL either as part of degree requirements (e.g., thesis or Master's Research Paper) or as additional research projects during their graduate training (i.e., during a time when they have active enrolment status). Such research would involve an industry or community partner and an identified faculty collaborator (in most cases, the research supervisor). For research activities to be considered WIL, there must be co-creation of the research objectives by the external partner and the student/faculty member, active engagement and interaction between the student and external partner, and the external partner should have a role in providing feedback to and/or assessment of the student activity.</p>
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	<p>4. <u>Graduate Certificate in Work-Integrated Learning (WIL):</u> Graduate Certificates in WIL are developed and delivered at the program level and can include varying models of work-integrated learning. Students receive credit in the form of a certificate for the completion of all required activities. See section 11.5 Graduate Certificate in Work-Integrated Learning for specific requirements.</p>
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3) Graduate Diplomas: definitions and requirements

Description and rationale for proposed changes:

Updates to the Graduate Diploma definitions are being made to clarify how tuition/course fees are assessed for Type 2 and Type 3 Graduate Diplomas.

Proposed effective date: Term: Spring Year: 2025

Current **Graduate Studies Academic Calendar (GSAC)** page:

<https://uwaterloo.ca/academic-calendar/graduate-studies/catalog#/policy/r1eZJkC6>

Current Calendar copy	Proposed Calendar copy
<p>8.1 Graduate Diplomas: definitions and requirements</p> <p>Graduate Diplomas are guided by the Ontario Quality Council. At the University of Waterloo, Graduate Diplomas take the following forms.</p> <p>A Type 1 Graduate Diploma (GDip1) may be awarded when a candidate admitted to a course-based Master's program leaves the program after completing the specified requirements, normally half the course requirements, where such an option has been specified through the program's approval process. A GDip1 can be later rescinded to earn a full degree in the same academic program.</p> <p>A Type 2 Graduate Diploma (GDip2) is intended to demonstrate mastery of a topic area that is usually complementary to, but not embedded within, a graduate student's primary area of study. As such, the GDip2 is pursued concurrent with the student's primary Masters or PhD program.</p> <p>The goal of a GDip2 is to encourage breadth at the graduate level, often through interdisciplinary studies. A student who completes a degree program and a GDip2 should have achieved different learning outcomes than a student who has completed only the normal degree requirements.</p> <p>GDip2s at the University of Waterloo are achieved by successfully completing the academic requirements of the student's</p>	<p>8.1 Graduate Diplomas: definitions and requirements</p> <p>Graduate Diplomas are guided by the Ontario Quality Council. At the University of Waterloo, Graduate Diplomas take the following forms.</p> <p>A Type 1 Graduate Diploma (GDip1) may be awarded when a candidate admitted to a course-based Master's program leaves the program after completing the specified requirements, normally half the course requirements, where such an option has been specified through the program's approval process. A GDip1 can be later rescinded to earn a full degree in the same academic program.</p> <p>A Type 2 Graduate Diploma (GDip2) is intended to demonstrate mastery of a topic area that is usually complementary to, but not embedded within, a graduate student's primary area of study. As such, the GDip2 is pursued concurrent with the student's primary Masters or PhD program.</p> <p>The goal of a GDip2 is to encourage breadth at the graduate level, often through interdisciplinary studies. A student who completes a degree program and a GDip2 should have achieved different learning outcomes than a student who has completed only the normal degree requirements.</p> <p>GDip2s at the University of Waterloo are achieved by successfully completing the academic requirements of the student's</p>

program and additional academic requirements – a combination of courses and/or academic milestones – specific to the GDip2 that total to the equivalent of 1.0 (academic) units.

Normally, obtaining a GDip2 will require at least one of the following in addition to the program's normal requirements:

- two 0.5 unit courses;
- one additional 0.5 unit course and one or more milestones the academic requirements of which are equivalent to a 0.5 unit course;
- a set of milestones the academic equivalent of which are two 0.5 unit courses.

A Type 3 Graduate Diploma (GDip3) is earned when a student completes a direct entry, stand-alone program with an articulated set of learning outcomes achieved through a minimum of four 0.5 unit graduate level courses, and may include additional milestones.

For GDip3 programs, the minimum admission requirements align with the [minimum requirements for a Master's degree](#).

A regular graduate studies application for admission is required.

All GDips (Types 1, 2, and 3) are recognized on the student's transcript and on the diploma.

Approval Process

All GDips (Types 1, 2, and 3) programs require Department/School, Faculty, Senate Graduate and Research Council (SGRC) and Senate approval. For Types 2 and 3, the internal approvals are followed by review and approval from the Ontario Universities Council on Quality Assurance (Quality Council). The approval process is described in the [University's Institutional Quality Assurance Process \(IQAP\)](#).

program and additional academic requirements – a combination of courses and/or academic milestones – specific to the GDip2 that total to the equivalent of 1.0 (academic) units. Applicable course fees will be assessed in alignment with a student's primary degree program and related tuition structure.

Normally, obtaining a GDip2 will require at least one of the following in addition to the program's normal requirements:

- two 0.5 unit courses;
- one additional 0.5 unit course and one or more milestones the academic requirements of which are equivalent to a 0.5 unit course;
- a set of milestones the academic equivalent of which are two 0.5 unit courses.

A Type 3 Graduate Diploma (GDip3) is earned when a student completes a direct entry, stand-alone program with an articulated set of learning outcomes achieved through a minimum of four 0.5 unit graduate level courses, and may include additional milestones.

For GDip3 programs, the minimum admission requirements align with the [minimum requirements for a Master's degree](#).

A regular graduate studies application for admission is required.

GDip3 programs will have individual program fees assessed and posted under the [tuition fee schedules](#).

All GDips (Types 1, 2, and 3) are recognized on the student's transcript and on the diploma.

Approval Process

All GDips (Types 1, 2, and 3) programs require Department/School, Faculty, Senate Graduate and Research Council (SGRC) and Senate approval. For Types 2 and 3, the internal approvals are followed by review and approval from the Ontario Universities Council on Quality Assurance (Quality Council). The approval process is described

	in the University's Institutional Quality Assurance Process (IQAP) .
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