

**Programs & Plans: Minor Modifications No proposals have been added.**

## Regulations Proposals

**Regulations: Retire No proposals have been added.**

**Regulations: New No proposals have been added.**

**Regulations: Changes No proposals have been added.**

# H-Data Science (BMath) - Data Science (Bachelor of Mathematics - Honours)

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## Effective Date and Career

**Career**

Undergraduate,

Proposed

**Effective Term and Year**

Fall 2026

Existing

**Effective Term and Year**

Fall 2025

## Proposal Details

**Proposal Type**

Change,

**Academic Unit Approval**

2025-09-19

**Quality Assurance Designation**

Major Modification Qad

**Major Modification Categories**

Change program objectives and/or program-level learning outcomes

**Is there an impact to existing students?**

No,

**Is the credential name changing?**

No,

### Co-operative System of Study and Requirements

No,

### Creating or Changing Invalid Combinations

No,

### Change to Learning Outcomes

Yes,

### Learning Outcomes Change Details

The learning outcomes have been reviewed and revised for concision, but they have not changed in any significant way from the 2015-2022 SAS program review. The 2015-2022 PLOs contained specific outcomes related to the statistics, biostatistics, and actuarial science programs, which have been removed from this version to provide clear PLOs specific to the BMath Data Science major plan. Within this revised table, we have added more detail in the sections of "Data Engineering" and "Data Ethics & Privacy", which are more modern elements of the program.

Table 1: BMATH Data Science program learning outcomes

Theme	Learning Outcome
<i>Foundational Knowledge</i>	1. Grasp fundamental concepts of mathematics, computer science, probability, and statistics.
<i>Data-Driven Problem Solving</i>	2. Identify appropriate data, data collection strategies, and data analysis methods to answer a particular question responsibly and in the face of uncertainty, acknowledging any limitations.
<i>Data Engineering</i>	3. Manage "big data", addressing its four properties: variety, velocity, volume, and veracity, using relevant computational tools. 4. Develop data preparation pipelines, addressing techniques for data acquisition, data cleaning and data provenance and lineage.
<i>Data Analysis</i>	5. Develop, apply, and assess mathematical, statistical, machine learning and optimization models with real-world data to inform decisions that are descriptive, diagnostic, predictive, or prescriptive in nature, while quantifying any associated uncertainty. 6. Communicate results and findings to diverse audiences through written work, data visualization, and oral communication.

### *Data Ethics & Protection*

7. Evaluate data sources, methodologies, and results, identifying potential biases and ethical considerations in data science practices.

8. Navigate data privacy and data security issues in data science practices.

Note that the mapping of program learning outcomes to courses can be found in the supplementary file “*BMATH DS – Old vs. Proposed.xlsx*”.

## **Rationale and Background for Change(s)**

### **HISTORICAL CONTEXT**

The current BMATH Data Science program was created in 2017 by modifying an existing Statistics-Computer Science joint major [1]. The program’s curriculum therefore (broadly) consists of a collection of STAT and CS courses, with special permission granted to these students to enrol in CS “major” courses. Due to this reliance on restricted CS courses, as well as the resource constraints of the School of Computer Science, the program’s growth has been intentionally limited with a mandate to enrol 50 students per academic year.

To ensure this quota is not exceeded, admissions are competitive and done on a termly basis. Any BMATH student who has completed or is enrolled in CS136 (and meets [minimum entry requirements](#)) may apply. Due to the large interest in the program, admissions are highly selective, with many strong students being turned away simply because of the capacity constraints. In the past four academic years (2021/22, 2022/23, 2023/24, 2024/25) 1,139 students (829 of whom met the minimum entry requirements) have applied to the program and only 191 students have been enrolled.

### **RATIONALE FOR PROGRAM MODIFICATION**

Data Science as a vocation has experienced an explosion of growth in the last 10-15 years with the *data scientist* being dubbed the sexiest job of the 21<sup>st</sup> century [Davenport & Patil, 2012] and the field expected to see more growth than almost any other between now and 2029 [Davenport & Patil, 2022]. This growth is only compounded by the recent excitement surrounding AI in business, industry, healthcare, education, and government [Anaconda, 2024]. Figure 1 compares the popularity of Google search terms over time. Although an imperfect metric, this corroborates the growing interest in data science and the stagnating interest in the related fields of statistics, mathematics, and computer science.

The growth of the data science field has coincided with increased interest in data science as an academic field of study and hence a proliferation of undergraduate and graduate data science degree programs. Unfortunately, the BMATH in Data Science program does not adequately meet the demand our students have for it. The restrictive nature of the program means that hundreds of existing students are turned away each year. And, even more problematic, the University of Waterloo loses out on an uncountable number of high school students who choose *not* to attend our institution because there exists no guaranteed path to study data science. As such, it is the aim of the proposed curriculum modification to make the program more accessible to students in the Faculty of Mathematics, thereby alleviating capacity constraints and permitting an unrestricted number of students. Doing so would increase the prominence of data science within the University of Waterloo and therefore the prominence of the University of Waterloo in the broader field of data science.

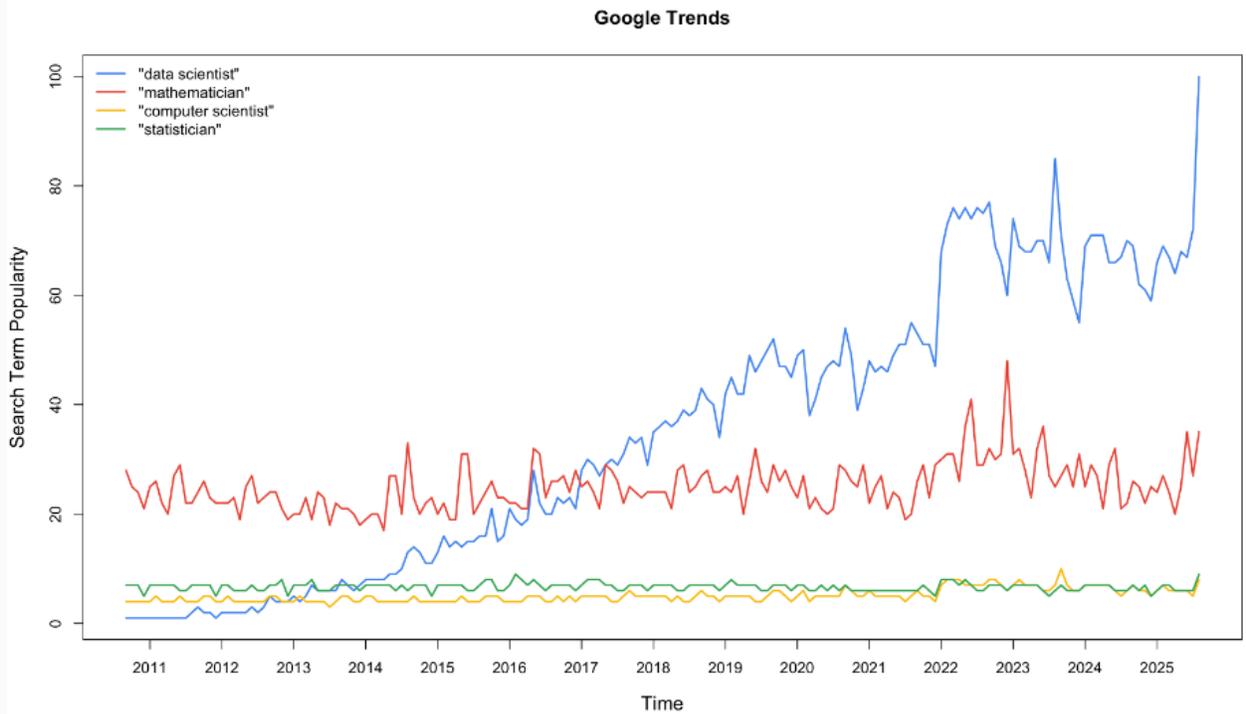


Figure 1: Worldwide interest in *data scientist*, *mathematician*, *computer scientist*, and *statistician* vocations, as capture by Google Trends (<https://trends.google.com/trends/>) over the period September 2010 – August 2025.

### PREPARATION FOR GRADUATE STUDIES

The proposed curriculum continues to provide the technical foundation necessary for graduate study in data science. For instance, graduates of the proposed program would still meet the technical requirements for UW’s MMATH in Data Science (a research-based program) and MDSAI (a course-based program).

### PREPARATION FOR THE JOB MARKET

The proposed changes increase the chances of a student getting a job in data science. The core topics that exist in the current version of the program remain, so it stands to reason that the current employment outcomes will still be attainable. The introduction of the capstone course (DATASC 401), however, will provide students with practical exposure to data science topics and practice which, alumni of the program agree, would improve student portfolios and hence vocational outcomes.

### OVERVIEW OF PROPOSED CHANGES

The proposed curriculum modifications are intended to increase the accessibility of the program in three important ways:

1. Remove all CS “major” courses from the degree requirements and instead rely on CS courses open to all Faculty of Mathematics students[2].
2. Draw on the strengths of other units (beyond Computer Science and Statistics & Actuarial Science) and incorporate data science courses from e.g., Applied Mathematics and Combinatorics & Optimization, thereby leveraging the Faculty of Mathematics’ unique capability of offering an interdisciplinary degree in data science.
3. Offer alternative pathways through the degree requirements to alleviate bottlenecks. This has the added benefit of providing students the flexibility to focus on topics of greater interest to them.

[1] There also exists a [BCS Data Science](#) program administered by the Cheriton School of Computer Science that is nearly identical to the current BMATH in Data Science program. This program is to be left as is, with modifications applied only to the BMATH in Data Science program.

[2] Eliminating CS “major” courses will necessarily dilute the computer science component of the proposed BMATH in Data Science program. However, this is an agreeable tradeoff considering the continued existence of the BCS in Data Science program which will continue to provide a CS-concentrated treatment of data science.

Approved at UAC 20251027.

Approved at FC 20251125.

\*\*\*

### **Motion to move Data Science (BMath) to the cross-faculty governance model (updated 26 November 2025):**

On 25 November 2025, Math Faculty Council moved BMATH Data Science, previously owned by the Department of Statistics and Actuarial Science, under the cross-faculty governance model adopted on 28 May 2024, with owner units being Applied Mathematics, Combinatorics and Optimization, Computer Science, Statistics and Actuarial Science.

**Background and Rationale:** The Faculty of Mathematics has adopted on 28 May 2024 a governance model for interdisciplinary credentials (minors, options, majors) within the Faculty of Mathematics that do not reside into a single unit. Some credentials have been created under this framework (the Quantum Information Minor) and others have been moved under that framework (MDSI and MMath Data Science).

The current BMATH Data Science and BCS Data Science programs have been respectively owned by SAS and CS but they have shared a common intellectual direction since their inceptions. A steering committee formed of representatives of the four proposed owner units has been working on many changes to the BMATH version of the program that would decouple the two programs, and currently the responsibility to move these changes to UAC rests with SAS. Given the intellectual direction the program is moving, it would be preferable for all four units to co-own the program, hence the proposal.

#### **Approval record**

- Applied Mathematics (2 October 2025)
- Combinatorics and Optimization (23 October 2025)
- Computer Science (UAPC 8 October 2025, School Council 12 November 2025)
- Statistics and Actuarial Science (19 September 2025)
- Undergraduate Affairs Committee (27 October 2025)
- Mathematics Faculty Council (25 November 2025)

#### **Consultations (Departmental)**

The Director of Undergraduate Data Science solicited feedback on the proposed curricular modifications by interviewing 8 current BMATH Data Science students (ranging from 2B to 4A) as well as 3 graduates of the program. With respect to the existing program, students are satisfied with it and find it was useful, but they also think it's **overly rigid, sometimes misaligned with real-world data science skills, and lacking a sense of community**. They wish there was **more flexibility, an applied focus, and cohesion**. With respect to the proposed curriculum, students broadly welcomed the modifications—especially the *capstone course, the ethics course, the increased flexibility, and reduction in courses not directly related to data science*. They also emphasized the importance of balancing accessibility with maintaining depth and technical competitiveness. More specific feedback is available in the supplementary file "*Student Consultation Summary.docx*".

Greg Andres, Associate Chair of Undergraduate Studies, consulted via email - September 25, 2025.

#### **Supporting Documentation**

- [BMATH DS - Old vs. Proposed.xlsx](#)
- [Student Consultation Summary\[98\].docx](#)
- [Governance of Cross-Faculty Credentials 20240528.pdf](#)

## General Program/Plan Information

### Faculty

Faculty of Mathematics

Proposed

Academic Unit

636423b87ea85a001670d098

Existing

Academic Unit

636423c2b37a0f0016dd64d5

### Faculty

Faculty of Mathematics

### Undergraduate Credential Type

Major

### Program Type

Honours

### Degree

Bachelor of Mathematics

### Program/Plan Name

Data Science (Bachelor of Mathematics - Honours)

### Systems of Study

Co-operative, Regular,

## Admissions

### Admissions Entry Point

Declare Plan,

## Declaration Requirements

Admission to the Data Science (Bachelor of Mathematics) academic plan normally happens in second year. Students from within the Faculty of Mathematics with advanced standing may apply for admission to the Data Science major if they:

- Have completed at least one term in the Faculty of Mathematics with a typical course load for a Computer Science major.
  - For students taking a first-year CS course: one CS course, two math courses, and two non-math electives.
  - For students taking second-year CS courses: two CS courses, two math courses, and one non-math elective.
- Have credit for CS136 or CS146.
- Have a minimum cumulative math major average of 65% (calculated over all math and computer science courses) and a minimum cumulative CS major average of 70%.

## Notes

- The Data Science major is a limited-enrolment academic plan and successful completion of the above conditions will not guarantee admission; applicants without some of these conditions will be considered on an individual basis. Students are normally not considered for admission beyond the 2B level.
- Transfer into the BMath (Data Science) academic plan from other academic plans in the Faculty of Mathematics outside of Computer Science is subject to enrolment limits. Transfer into BMath (Data Science) does not allow a student to then transfer automatically into Computer Science academic plans.
- Before declaring this academic plan, see [invalid credential combinations](#).

## Requirements Information

### Invalid Combinations

Yes,

### List of Invalid Combinations

Computing Minor

Computer Science Minor

Statistics Minor

### Average Requirement

Yes,

### Minimum Average(s) Required

- A minimum cumulative overall average of 60.0%.
- A minimum cumulative major average of 60.0%: CS136, CS138, CS146, all subsequent CS major courses, as well as CS courses numbered 600 and higher, CO487, ECE222, ECE429, SE212, SE240, SE382, SE463, SE464, SE465, and STAT 440.
- A minimum cumulative special major average of 65%: all math courses.

## Graduation Requirements

- See [Bachelor of Mathematics degree-level requirements](#).
- Complete all the required courses listed below.
- Complete a minimum of 14.25 units of math courses.
- Complete a minimum of 5.0 units of non-math courses.

## Co-operative Education Program Requirements

For students in the co-operative system of study, see [Bachelor of Mathematics co-operative education program requirements](#).

## Course Requirements (units)

## Required Courses

- 0 Units to Complete
- No Rules

### 1. Required Courses

- 
- Complete all of the following
- Complete all the following:
  - CS136L - Tools and Techniques for Software Development (0.25)
  - **CS230 - Introduction to Computers and Computer Systems (0.50)**
  - **CS231 - Algorithmic Problem Solving (0.50)**
  - **CS234 - Data Types and Structures (0.50)**
  - **CS338 - Computer Applications in Business: Databases (0.50)**
  - CS431 - Data-Intensive Distributed Analytics (0.50)
  - **Course Not Found**
  - ENGL378 - Professional Communications in Statistics and Actuarial Science (0.50)
  - **PHIL228 - Ethics and Artificial Intelligence (0.50)**
  - STAT331 - Applied Linear Models (0.50)
  - STAT341 - Computational Statistics and Data Analysis (0.50)
  - STAT442 - Data Visualization (0.50)
- 
- Complete 1 of the following:
  - **AMATH231 - Calculus 4 (0.50)**
  - **AMATH250 - Introduction to Differential Equations (0.50)**
  - **AMATH251 - Introduction to Differential Equations (Advanced Level) (0.50)**
- 
- Complete 1 of the following:
  - **CO250 - Introduction to Optimization (0.50)**
  - **CO255 - Introduction to Optimization (Advanced Level) (0.50)**
- 
- Complete 1 of the following:
  - CS136 - Elementary Algorithm Design and Data Abstraction (0.50)
  - CS146 - Elementary Algorithm Design and Data Abstraction (Advanced Level) (0.50)
- 
- Complete 1 of the following:
  - MATH237 - Calculus 3 for Honours Mathematics (0.50)
  - MATH247 - Calculus 3 (Advanced Level) (0.50)
- 
- Complete 2 of the following:
  - **AMATH345 - Data-Driven Mathematical Models (0.50)**
  - **AMATH391 - Data Analysis with Fourier and Wavelet Methods (0.50)**
  - **CO353 - Computational Discrete Optimization (0.50)**
  - **CO365 - Optimization Models and Algorithms for Data Science (0.50)**
  - **CO367 - Nonlinear Optimization (0.50)**
  - **CO370 - Deterministic OR Models (0.50)**
- 
- Complete 2 of the following:
  - **AMATH445 - Scientific Machine Learning (0.50)**
  - STAT441 - Statistical Learning - Classification (0.50)
  - STAT443 - Forecasting (0.50)
  - STAT444 - Statistical Learning - Advanced Regression (0.50)
- 
- **Complete 2 of the following**
- Complete all of the following
- Complete 1 of the following:
  - **AMATH242 - Introduction to Computational Mathematics (0.50)**
  - **CS335 - Computational Methods in Business and Finance (0.50)**
  - **CS370 - Numerical Computation (0.50)**
  - **CS371 - Introduction to Computational Mathematics (0.50)**
- 
- Complete 1 of the following:
  - **AMATH449 - Neural Networks (0.50)**
  - **CS479 - Neural Networks (0.50)**
- 
- Complete all of the following
- Complete all the following:
  - STAT330 - Mathematical Statistics (0.50)
- 
- Complete 1 of the following:
  - STAT431 - Generalized Linear Models and their Applications (0.50)

- STAT440 - Computational Inference (0.50)
- 
- Complete all of the following
- Complete all the following:
- STAT332 - Sampling and Experimental Design (0.50)
- 
- Complete 1 of the following:
- **STAT430 - Experimental Design (0.50)**
- **STAT454 - Sampling Theory and Practice (0.50)**
- ~~CS341 - Algorithms (0.50)~~
- ~~CS348 - Introduction to Database Management (0.50)~~
- ~~STAT333 - Stochastic Processes 1 (0.50)~~
- ~~CS240 - Data Structures and Data Management (0.50)~~
- ~~CS240E - Data Structures and Data Management (Enriched) (0.50)~~
- ~~CS241 - Foundations of Sequential Programs (0.50)~~
- ~~CS241E - Foundations of Sequential Programs (Enriched) (0.50)~~
- ~~CS245 - Logic and Computation (0.50)~~
- ~~CS245E - Logic and Computation (Enriched) (0.50)~~
- ~~CS246 - Object-Oriented Software Development (0.50)~~
- ~~CS246E - Object-Oriented Software Development (Enriched) (0.50)~~
- ~~CS251 - Computer Organization and Design (0.50)~~
- ~~CS251E - Computer Organization and Design (Enriched) (0.50)~~
- ~~CS480 - Introduction to Machine Learning (0.50)~~
- ~~CS484 - Computational Vision (0.50)~~
- ~~CS485 - Statistical and Computational Foundations of Machine Learning (0.50)~~
- ~~CS486 - Introduction to Artificial Intelligence (0.50)~~
- ~~MATH239 - Introduction to Combinatorics (0.50)~~
- ~~MATH249 - Introduction to Combinatorics (Advanced Level) (0.50)~~
- Complete 1 additional course at the 300- or 400-level from: ACTSC, AMATH, CO, CS, MATBUS, MATH, PMATH, STAT

## Course Lists

### Required Courses

- No Rules

### Are there cross-listed courses listed in requirements?

Yes,

### Cross-Listings Options

All cross-listings to be displayed,

## Proposed

### Additional Constraints

1. Students may only complete one course from any cross-listed set.
2. No one course may fulfil more than one requirement within the major.
3. Students currently or previously enrolled in the following academic plans (Business Administration and Mathematics double degree, Mathematics/Business Administration, Mathematics/Financial Analysis and Risk Management, Information Technology Management, and Mathematical Optimization – Business Specialization) may substitute:
  1. STAT371 for STAT331.
  2. STAT372 for STAT332.
4. List of not acceptable substitutions:
  1. STAT334 is not an acceptable substitute for STAT330.
  2. STAT373 is not an acceptable substitute for STAT331.
5. Business Administration and Mathematics double degree students may substitute BUS362W for ENGL378.

## Existing

### Additional Constraints

1. No one course may fulfil more than one requirement within the major.
2. Students currently or previously enrolled in the following academic plans (Business Administration and Mathematics double degree, Mathematics/Business Administration, Mathematics/Financial Analysis and Risk Management, Information Technology Management, and Mathematical Optimization – Business Specialization) may substitute:
  1. STAT371 for STAT331.

2. STAT372 for STAT332.
3. List of not acceptable substitutions:
  1. STAT334 is not an acceptable substitute for STAT330 or STAT333.
  2. STAT373 is not an acceptable substitute for STAT331.
4. Business Administration and Mathematics double degree students may substitute BUS362W for ENGL378.

## Specializations

### Specializations for this Major

No,

## Undergraduate Plan Guidelines

## Workflow Information

### Change to Undergraduate Communication Requirement

No,

**Workflow Path**  
Committee approvals,

**Faculty/AFIW Path(s) for  
Workflow**

Faculty of Mathematics

**Dependencies**



Date 2026/01/19

Show Empty Fields

## Meeting Information

**Agenda Page Title**SUC - 2026-02 - Regular Agenda - Faculty of Science

**Career Level**  
Undergraduate,

**Faculty/Unit**Faculty of Science

**Date**2026-02-04

**Time**10:00 am

### Summary

**Faculty of Science submission to SUC -Regular Agenda - For 2026-2027 UG Calendar**

**Motion 1: To approved one new Option and one new Minor within the Faculty of Science, as detailed in the Kualı proposals within this agenda.**

**Motion 2: To approve science regulations for the new H-Medical Sciences plan, as detailed in the Kualı proposal within this agenda.**

### Other Business

**Redline copy of regulation attached to show small changes between submission to SUC subcommittee and SUC.**

### Attachment(s)

- [Redline for Regulation changes between SUC subcommittee and SUC submissions.pdf](#)

## Course Proposals

**Courses: Retire** No proposals have been added.

**Courses: New** No proposals have been added.

**Courses: Changes** No proposals have been added.

## Programs & Plans Proposals

### Programs & Plans Proposal Details

#### Major Modifications

- **Advanced Physics Option:**

For students in physics plans, this option allows strong students to get a credential recognizing that their accomplishments and course choices. Although there are numerous prerequisites required to carry out the courses within this option, it is not limited to physics plans within science.

- **Aviation Minor:**

- Fills a broad interest in Aviation and Aeronautics from the student body (Minor versus Option); accessible to students traditional excluded from AVIA courses who have expressed interest.
- Supports students deflected from aviation programs, those that required to move out of the programs or choose to leave voluntarily.

**Programs & Plans: Retire** No proposals have been added.

#### Programs & Plans: Major Modifications

Code	Title	Type	Workflow Step
<a href="#">Advanced Physics Option</a>	Advanced Physics Option	Programs	SUC Subcommittee, SUC Curricular Subcommittee
<a href="#">Aviation Minor</a>	Aviation Minor	Programs	SUC Subcommittee, SUC Curricular Subcommittee

**Programs & Plans: Minor Modifications** No proposals have been added.

## Regulations Proposals

### Regulations Proposal Details

#### New Regulation

- **Science: Medical Sciences Regulations**

**Regulations: Retire** No proposals have been added.

**Regulations: New**

Code	Title	Type	Workflow Step
<a href="#">UG-SCI-Bachelor of Medical Sciences Regulations</a>	<b>Science: Bachelor of Medical Sciences Regulations</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>

**Regulations: Changes** No proposals have been added.

## Advanced Physics Option - Advanced Physics Option

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### Effective Date and Career

**Career**

Undergraduate,

**Effective Term and Year**

Fall 2026

### Proposal Details

**Proposal Type**

New,

**Academic Unit Approval**

2025-06-11

**Quality Assurance Designation**

Major Modification Qad

**Major Modification Categories**

Add/re-name a graduate research field, graduate specialization, honours, option, specialization, undergraduate diploma, minor

**Recruitment Materials**

Yes,

### **Co-operative System of Study and Requirements**

Not Applicable,

### **Creating or Changing Invalid Combinations**

Yes,

### **Invalid Combinations Consultations**

This options can't be combined with a Physics minor.

### **Change to Learning Outcomes**

Yes,

### **Learning Outcomes Change Details**

Develop enhanced knowledge and competence in advanced physics topics.

### **Rationale and Background for New Program/Plan**

For students in physics plans, this option allows strong students to get a credential recognizing that their accomplishments and course choices provided an education level well above that demonstrated by the normal honours degrees offered by the Department of Physics and Astronomy.

Unlike other options in science which require a certain option average, to include only the courses listed in the option, the Advanced Physics option will require a PHYS average of 60.0%, as there needs to be a strong background in physics courses to be able to apply the Advanced Physics option.

Although there are numerous prerequisites required to carry out the courses within this option, it is not limited to physics plans within science, and may be of interest to students in other plans particularly Honours science where there is more course choice for the prerequisites.

This option can't be combined with a Physics Minor.

## General Program/Plan Information

**Faculty**

Faculty of Science

**Academic Unit**

Department of Physics and Astronomy

**Faculty**

Faculty of Science

**Undergraduate Credential Type**

Option

**Program/Plan Name**

Advanced Physics Option

## Admissions

**Option is available for students in the following degrees**

Bachelor of Science (Science)

**Admissions Entry Point**

Declare Plan,

## Requirements Information

### Invalid Combinations

Yes,

### List of Invalid Combinations

Physics Minor

### Average Requirement

Yes,

### Minimum Average(s) Required

- A minimum cumulative Physics average of 60.0%.

### Graduation Requirements

- Complete a total of 4.0 units.

### Course Requirements (units)

Required Courses

- 3Units to Complete
- Complete all the following:
  - PHYS334 - Quantum Physics 2 (0.50)
  - PHYS342 - Electricity and Magnetism 2 (0.50)
  - Course Not Found
  - PHYS363 - Intermediate Classical Mechanics (0.50)
  - PHYS365 - Mathematical Physics 2 (0.50)
  - Course Not Found
  - PHYS434 - Quantum Physics 3 (0.50)
  - PHYS442 - Electricity and Magnetism 3 (0.50)
- Grand Total Units: 3

### Course Requirements (no units)

Required Courses

- No Rules

### **Course Lists**

Required Courses

- No Rules

**Are there cross-listed courses listed in requirements?**

No,

### **Notes**

- See list of [academic advisors](#).

## Specializations

## Undergraduate Plan Guidelines

### Adherence to Academic Plan Guidelines

Yes,

## Workflow Information

### Workflow Path

Committee approvals,

### Faculty/AFIW Path(s) for Workflow

Faculty of Science

## Dependencies

# Aviation Minor - Aviation Minor

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## Effective Date and Career

### Career

Undergraduate,

### Effective Term and Year

Fall 2026

## Proposal Details

**Proposal Type**

New,

**Academic Unit Approval**

2025-06-26

**Quality Assurance Designation**

Major Modification Qad

**Major Modification Categories**

Add/re-name a graduate research field, graduate specialization, honours, option, specialization, undergraduate diploma, minor

**Recruitment Materials**

No,

**Co-operative System of Study and Requirements**

Not Applicable,

**Creating or Changing Invalid Combinations**

Yes,

**Invalid Combinations Consultations**

This minor can't be combined with the Science and Aviation or Geography and Aviation plans, as well as all Aviation specializations offered in the Faculty of Environment.

**Change to Learning Outcomes**

No,

**Rationale and Background for New Program/Plan**

An Aviation Minor versus an Option:

- An option will add depth to the students' knowledge, but they can only access it if they are in a particular Faculty whereas a minor will add breadth to the students' program and can be accessed by

students in other Faculties, traditionally not able to access the AVIA courses.

- Fills a broad interest in Aviation and Aeronautics from the student body.

This minor will:

- Support students deflected from aviation programs at the time of admission.
- Support students interested in completing some aviation courses and having them recognized as part of their degree.
- Support students who voluntarily move out of the Science and Aviation or Geography and Aviation plans.
- Support students who are required to move out of the Science and Aviation or Geography and Aviation plans because they are unable to hold a Category 1 Medical to participate in or continue with the in-flight training, or are unable to meet the progression requirements but want to recognize the aviation courses completed and/or to complete the aviation courses required by this minor and have them recognized on their degree.

In the summer of 2024, a survey was distributed to all Science and Aviation students. The survey question: "I believe students who are deferred from or unable to continue in Science and Aviation would benefit from having an Aviation specialization on their transcript" garnered a significantly favourable response with 89 per cent when combining the categories *strongly agree* and *agree*.

### Consultations (Departmental)

- Geography Environmental Management (GEM) approval (C. Fletcher, June 27, 2025)
- Earth and Environmental Sciences (EES) approval (L. Balch- June 9, 2025)
- Physics approval for SCI 238 (S. Idziak, June 17, 2025)
- Science and Aviation Student Survey conducted spring 2024- supports interest for Aviation specialization or similar
- minimum cumulative minor average of 60% approved by the Faculty of Environment during the SUSC approval meeting (Nov. 5, 2025) having approved it earlier as "minimum cumulative overall average".

## General Program/Plan Information

### Faculty

Faculty of Science

### Academic Unit

Dean of Science Office

### Faculty

Faculty of Science

### Undergraduate Credential Type

Minor

**Program/Plan Name**

Aviation Minor

**Admissions****Admissions Entry Point**

Declare Plan,

**Declaration Audience**

This credential is open to students enrolled in any degree program.

**Declaration Requirements**

Before declaring this academic plan, see [invalid credential combinations](#).

**Requirements Information**

**Invalid Combinations**

**List of Invalid Combinations**

Yes,

Science and Aviation (Bachelor of Science - Honours)

Geography and Aviation (Bachelor of Environmental Studies - Honours)

Aviation Specialization

Aviation Specialization

Aviation Specialization

### Average Requirement

Yes,

### Minimum Average(s) Required

- A minimum cumulative minor average of 60.0%

### Graduation Requirements

- Complete a total of 4.0 units.

### Course Requirements (units)

#### Required Courses

- 1.5 Units to Complete
- Complete all of the following
  - Complete all the following:
    - AVIA100 - Introduction to Aviation (0.50)
  - Complete 1 of the following
    - Complete all the following:
      - AVIA310 - Human Factors in Aviation (0.50)
      - Must have completed the following: AVIA310
  - Complete 1 of the following
    - Complete all the following:
      - AVIA417 - Aviation Safety (0.50)
      - Must have completed the following: AVIA417
- Grand Total Units: 1.5

### Course Requirements (no units)

#### Required Courses

- No Rules

## Course Lists

### Approved Courses List

- Complete 1.0 unit from List A and 1.5 units from List B.
- List A
- Choose any of the following:
  - AVIA270 - Remotely Piloted Aircraft Systems (RPAS) Knowledge Requirements (0.50)
  - Course Not Found
  - AVIA374 - Special Topics in Aviation (0.50)
  - AVIA416 - Aviation Sustainability (1.00)
  - Course Not Found
  - AVIA474 - Special Topics in Aviation (0.50)
  - GEOG270 - Remotely Piloted Aircraft Systems (RPAS) Knowledge Requirements (0.50)
  - GEOG181 - Designing Effective Maps (0.50)
- List B
- Choose any of the following:
  - AVIA101 - Professional Pilot Program Course 1 (0.75)
  - AVIA102 - Professional Pilot Program Course 2 (0.50)
  - AVIA121 - Professional Pilot Program Course 1 (0.50)
  - AVIA141 - Preparatory Ground Instruction 1 (0.25)
  - AVIA142 - Preparatory Ground Instruction 2 (0.25)
  - AVIA203 - Professional Pilot Program Course 3 (0.50)
  - AVIA204 - Professional Pilot Program Course 4 (0.75)
  - AVIA205 - Professional Pilot Program Course 5 (0.50)
  - AVIA222 - Professional Pilot Program Course 2 (0.50)
  - AVIA223 - Professional Pilot Program Course 3 (0.50)
  - AVIA243 - Preparatory Ground Instruction 3 (0.25)
  - AVIA244 - Preparatory Ground Instruction 4 (0.25)
  - AVIA245 - Preparatory Ground Instruction 5 (0.25)
  - AVIA306 - Professional Pilot Program Course 6 (0.75)
  - AVIA307 - Professional Pilot Program Course 7 (0.75)
  - AVIA324 - Professional Pilot Program Course 4 (0.50)
  - AVIA325 - Professional Pilot Program Course 5 (0.50)
  - AVIA346 - Preparatory Ground Instruction 6 (0.25)
  - AVIA347 - Preparatory Ground Instruction 7 (0.25)
  - AVIA408 - Professional Pilot Program Course 8 (0.50)
  - AVIA426 - Professional Pilot Program Course 6 (0.75)
  - EARTH121 - Introductory Earth Sciences (0.50)
  - EARTH122 - Introductory Environmental Sciences (0.50)
  - EARTH270 - Disasters and Natural Hazards (0.50)
  - EARTH342 - Geomorphology and GIS Applications (0.50)
  - GEOG271 - Earth from Space Using Remote Sensing (0.50)
  - GEOG281 - Introduction to Geographic Information Systems (GIS) (0.50)
  - GEOG306 - Human Dimensions of Natural Hazards (0.50)
  - GEOG351 - Geography of Transportation (0.50)
  - GEOG381 - Advanced Geographic Information Systems (0.50)
  - PLAN281 - Introduction to Geographic Information Systems (GIS) (0.50)
  - PLAN381 - Advanced Geographic Information Systems (0.50)
  - SCI238 - Introductory Astronomy (0.50)

**Are there cross-listed courses listed in requirements?**

Yes,

### Cross-Listings Options

All cross-listings to be displayed,

### Additional Constraints

1. Students may only complete one course from any cross-listed set.

2. Students holding a Transport Canada Private Pilot's License, can transfer 1.0 unit towards the 1.5 unit requirement from List B, recorded as AVIA121, AVIA141, and AVIA142 on the transcript.
3. Only one of EARTH121 or EARTH122 can be used towards the 1.5 unit requirement from List B.
4. GEOG309 may be approved to count towards the AVIA370 course by the program advisor.

### Notes

1. See list of [academic advisors](#).
2. Proof of a valid Transport Canada Pilot Licence must be provided to the [Aviation Program Manager](#) for transfer credit assessment. Students can reach out to an [academic advisor](#) for information regarding how to proceed with these credentials.

## Specializations

## Undergraduate Plan Guidelines

### Adherence to Academic Plan Guidelines

Yes,

## Workflow Information

### Workflow Path

Committee approvals,

### Faculty/AFIW Path(s) for Workflow

Faculty of Science

## Dependencies

# UG-SCI-Bachelor of Medical Sciences Regulations - Science: Bachelor of Medical Sciences Regulations

[Top](#)

## Effective Date & Career

### Career

Undergraduate,

### Effective Term and Year

Fall 2026

## Proposal Details

### Proposal Type

New,

### Rationale and Background

The Bachelor of Medical Sciences effective September 1, 2026, has its own progression and standings regulations that will exist on this new regulation page.

Consultation with St. George University, the partner program school has been made for this page.

## General Regulation Information

### Type of Regulation

Faculty-specific,

### Faculty

Faculty of Science

### Regulation Page Name

Science: Bachelor of Medical Sciences Regulations

### Description

Academic Standing, "May not Proceed" Standing, Repeating Failed Courses/Terms, Repeating Promotion Requirements, Required to Withdrawal Standing, Course Withdrawal, Incomplete Courses, Petitions for Exceptions to Academic Regulations

## Regulation Details

### Regulation Details

## Academic Standings

Progression for the Medical Sciences program is assessed term by term in consultation with St. George's University. Students will not be permitted to start the courses for the following term until requirements from the previous term have been met.

### May Not Proceed Standing

A May Not Proceed standing is assigned when a student fails to meet one or more of the progression requirements listed below. This standing must be cleared by repeating of courses, promotional requirements, or terms, as deemed appropriate, in order to permit enrolment into courses for the following term. Alternatively, students may choose to be consider for transfer to another program within or outside of the Faculty of Science.

1A to 2A Terms:

This standing applies if the student has:

- failed to meet the overall minimum term average of 77.0%.
- failed to achieve a minimum course grade of 60% in one or more courses.

## 2B Term:

This standing applies if the student has:

- failed to meet the overall minimum term average of 77.0%.
- failed to achieve a minimum average of 77.0% across all 2A and 2B courses.
- failed to achieve a minimum average of 73.0% across all 2A and 2B Science\* courses.
- failed to achieve a minimum course grade of 60% in one or more courses.
- failed to achieve a minimum grade of 60% on each component of the preclinical comprehensive sciences examination.

\*Excludes MEDSCI 200, 202 and 203.

## 3A to 4C Terms:

This standing applies if the student has:

- failed to achieve the minimum term average of 59.0% in the 3A block course.
- failed to achieve the minimum term average of 62.0% in the 3B block course.
- failed to achieve the minimum term average of 63.0% in each of the 4A, 4B and 4C block courses.

# Clearing a May Not Proceed Standing

## Repeating Courses (1A to 2B)

Students who receive a May Not Proceed standing on the basis of course grades or term averages must repeat the affected term at the next available opportunity.

- When a passed course is repeated, both the original and repeated grades are recorded on the transcript, but only the higher grade will count for credit, be included in the term averages, and be used for progression decisions.
- Courses with a grade below 60% (1A to 2B) must be repeated and can only be repeated once.
- Courses with a grade above 70% are not required to be repeated.
  - Examination and Promotion Committee may allow other courses to be selected for the repeated term.

## Repeating Promotion Requirements (2B)

The preclinical comprehensive sciences examination, required for promotion from 2B to 3A, may be repeated if any one component of the examination does not achieve the minimum grade requirement.

- The preclinical comprehensive sciences examination can only be repeated once.

## Repeating Terms (3A to 4C)

Students who receive a May Not Proceed standing based on term averages must repeat the affected term at the next available opportunity.

- Terms 3A through 4C are required to be repeated when the block course taken in each, fails to meet the minimum average requirement. Students have a maximum of three years to complete terms 3A to 4C. A term can only be repeated once.

# Required to Withdraw Standing

A Required to Withdraw standing is assigned if the student has:

- failed to achieve a minimum average of 77.0% during a repeated term.
- failed any course during the repeated term.
- failed to pass the supplemental preclinical comprehensive sciences examination.
- received a May Not Proceed standing on a repeated term.
- enrolled in a required term at another institution (e.g., St. George's University-Grenada, Northumbria University-UK).
- not enrolled in the program without an approved leave of absence from the Examinations and Promotions Committee.

Readmission following a Required to Withdraw standing is not guaranteed. Students may be considered for transfer to another program within the Faculty of Science and would be informed about the requirement to satisfy Waterloo's residency requirement and 50% rule.

## Course Withdrawal

Students must complete all required courses each term. Course withdrawals (WD or WF grades) will lead to a May Not Proceed standing.

## Incomplete Courses

Incomplete courses (INC grades) must be resolved before students are permitted to progress to a future term. Failure to complete courses in a term, prior to the final enrolment date into courses for the future term, will result in a May Not Proceed standing.

## Petition for Exception to Academic Regulations

Students may submit a petition in accordance with [Policy 70 \(Student Petitions and Grievances\)](#) during their 1A to 2B academic terms at the University of Waterloo.

If a petition is approved and results in a non-numeric grade being assigned in any one course, the student will be required to repeat the entire term.

### Workflow Information

**Workflow Path**  
Committee approvals,

**Faculty/AFIW Path(s) for Workflow**

Faculty of Science

Date 2026/01/26

Show Empty Fields

## Meeting Information

**Agenda Page Title**SUC - 2026-02 - Regular Agenda - Office of the Registrar

**Career Level**  
Undergraduate,

**Faculty/Unit**Office of the Registrar

**Date**2026-02-04

### Summary

**On behalf of all faculties, bringing forward a collection of regulation submissions for inclusion in the 2026-27 academic calendar (see below).**

### Other Business

**An update to the Final Examination Regulations and Guidelines document (last revised and approved by Senate in 2015).**

- See attached PDF.
- Effective date = Senate approval date; will be in use for the winter 2026 Final Examination Period.
- Also being sent to SGC for approval.

**An official document, which will be available on the Registrar Resources website (authenticated for employees only), outlining final examination regulations, guidelines, and operational matters for instructors, proctors, and Presiding Officers. A previous iteration, last revised and approved by Senate in 2015 (Final Exams and Related Matters), was outdated, and did not include all of the existing practices that were housed in other manuals. This updated document incorporates all the information final examination personnel need to know, from how to determine if a final examination is needed, to exam day processes, and everything in between. Consultation with faculty associate deans - undergraduate and graduate - was undertaken.**

### Attachment(s)

- [Final Examination Regulations and Guidelines - January 2026 - for Senate](#)

## Course Proposals

**Courses: Retire** No proposals have been added.

**Courses: New** No proposals have been added.

**Courses: Changes** No proposals have been added.

## Programs & Plans Proposals

**Programs & Plans: Retire** No proposals have been added.

**Programs & Plans: Major Modifications** No proposals have been added.

**Programs & Plans: Minor Modifications** No proposals have been added.

## Regulations Proposals

## Regulations Proposal Details

### New:

1. **Enrolment Status and Access to a Course:** New regulation for academic calendar covering existing practice.

### Changes:

1. **Counting of Courses:** Edits to include certificates and to clear up how a course is counted between a major and a specialization affiliated to the major.
2. **Course Outlines:** Edits to indicate a change of when and how course outlines must be shared with students.
3. **Determination of Level and Term of Study:** Edits to accommodate new programs in the faculties of Arts and Science.
4. **Grading System and Processes:** Edits to INC Grade definition and clarification of wording around process.
5. **50% Rule:** Edits to now have diplomas and certificates included in the 50% rule.
6. **Residency Requirement:** Edits to now have diplomas and certificates included in the residency requirement.
7. **Visiting Students:** Edits to indicate an exchange student visiting UWaterloo cannot graduate with one of our credentials.
8. **Exam regulations:**
  1. **Assessments: Scheduling Parameters**
  2. **Assessments: Tests and Final Examinations**
  3. **Assessments: Academic Considerations and Accommodations**
  4. **Student Access to Final Examination Materials**

**Regulations: Retire** No proposals have been added.

### Regulations: New

Code	Title	Type	Workflow Step
<a href="#">UG-CC-Enrolment Status &amp; Course Access</a>	Enrolment Status and Access to a Course	Policies	SUC Subcommittee, SUC Curricular Subcommittee

### Regulations: Changes

Code	Title	Type	Workflow Step
<a href="#">UG-AR-Counting of Courses</a>	Counting of Courses	Policies	SUC Subcommittee, SUC Curricular Subcommittee
<a href="#">UG-CC-Course Outlines</a>	Course Outlines	Policies	SUC Subcommittee, SUC Curricular Subcommittee
<a href="#">UG-AR-Level/Term of Study</a>	Determination of Level and Term of Study	Policies	SUC Subcommittee, SUC Curricular Subcommittee
<a href="#">UG-AR-Grading Systems &amp; Processes</a>	Grading Systems and Processes	Policies	SUC Subcommittee, SUC Curricular Subcommittee

<a href="#">UG-AR-50% Rule</a>	<b>50% Rule</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-AR-Residency Requirement</a>	<b>Residency Requirement</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-ADM-Visiting Students</a>	<b>Visiting Students</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-AR-Assessments: Scheduling Parameters</a>	<b>Assessments: Scheduling Parameters</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-AR-Assessments: Tests and Exams</a>	<b>Assessments: Tests and Final Examinations</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-AR-Assessments: Accommodations</a>	<b>Assessments: Academic Considerations and Accommodations</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>
<a href="#">UG-AR-Student Access to Final Exams</a>	<b>Student Access to Final Examination Materials</b>	<b>Policies</b>	<b>SUC Subcommittee, SUC Curricular Subcommittee</b>

## UG-CC-Enrolment Status & Course Access - Enrolment Status and Access to a Course

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### Effective Date & Career

**Career**

Undergraduate,

**Effective Term and Year**

Fall 2026

### Proposal Details

**Proposal Type**

New,

**Rationale and Background**

Requiring students to be officially enrolled in a course before accessing materials on LEARN or submitting assessments ensures **academic integrity, compliance with institutional policies, and operational efficiency**. This regulation is necessary for several reasons:

- 1. Verification of student identity and eligibility:** Official enrolment in Quest provides a reliable record that the student is authorized to participate in the course (i.e., has paid or intends to pay). This helps confirm that the individual accessing course content and submitting work is the same person registered for the class, which is critical for maintaining academic integrity and meeting identity verification standards in higher education.
- 2. Fairness and equity in assessment:** Allowing only enrolled students to submit assignments and receive grades ensures that academic credit is awarded appropriately. This prevents situations where non-enrolled individuals gain unfair advantages for future enrolment into the course or disrupt grading processes.
- 3. Accurate academic records and resource allocation:** Enrolment records in Quest serve as the official source for determining course participation, which is essential for transcript accuracy, degree audits, and institutional reporting. It also supports proper allocation of resources such as classroom space, instructor workload, and access to learning technologies.
- 4. Reduction of Unnecessary Instructor Workload:** When students who are not officially enrolled attend classes or submit work, instructors face additional administrative burdens - such as tracking unofficial participants, managing extra grading, and resolving disputes about access or credit. This regulation prevents these inefficiencies, allowing instructors to focus on teaching and supporting enrolled students.

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Enrolment Status and Access to a Course

### Description

Enrolment status, access to a course

## Regulation Details

### Regulation Details

Students must be officially enrolled in a course to access course materials on LEARN, and submit assessments for grading. For the purpose of determining enrolment, the course must appear on the student's current term record in Quest. Students with incomplete course (INC) grades or registered for supplementary examinations may be provided access to course materials on LEARN as appropriate.

## Workflow Information

### Workflow Path

Committee approvals,

# UG-AR-Counting of Courses - Counting of Courses

[Top](#)

## Effective Date & Career

### Career

Undergraduate,

Proposed

### Effective Term and Year

Fall 2026

Existing

### Effective Term and Year

Fall 2023

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

This revision updates the regulation to include certificates in the list of academic plans subject to course-counting limits, ensuring consistency across all credential types now that some certificates will require the completion of academic courses. The change maintains the principle that a course may be used toward a maximum of two credentials, preserving the academic integrity and distinctiveness of each credential. However, it introduces a necessary clarification: when a course is required in both a major (plan) and an "add-on" specialization (plan 20), it is considered a single use. This recognizes the inherent curricular overlap between majors and their specializations and prevents students from being penalized for fulfilling integrated requirements. By allowing such a course to be counted toward a third academic plan, the regulation supports flexibility in academic planning while maintaining appropriate limits on course reuse. This clarification helps students and advisors interpret the policy consistently and ensures fair application across diverse academic pathways.

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Counting of Courses

### Description

Double counting rule.

## Regulation Details

### Proposed

#### Regulation Details

A course used to meet the requirements of an academic plan (i.e., major, minor, option, specialization, diploma, and certificate) may be counted toward a maximum of two academic plans. However, when a course(s) is listed as a requirement in both the major plan and a specialization plan, it is considered a single use of the course and may be counted toward a third academic plan.

### Existing

#### Regulation Details

Courses counted toward an academic plan's requirements (i.e., major, minor, option, specialization, and diploma) can only be used to satisfy a maximum of two credentials. However, when a course(s) is listed as a requirement in both the major and its associated specialization, it is considered a single use of the course.

## Workflow Information

### Workflow Path

Committee approvals,

## Effective Date & Career

**Career**

Undergraduate,

Proposed

**Effective Term and Year**

Fall 2026

Existing

**Effective Term and Year**

Fall 2025

## Proposal Details

**Proposal Type**

Change,

**Rationale and Background**

The current timing is an artefact of the old paper distribution method. Instructors can generate electronic copies easily. In addition, adding clarity regarding when changes to course outlines are normally no longer permitted.

**Redline version (strikethrough = removed, bold = added):**

A course outline must be ~~distributed~~ **available** to all students in an undergraduate course either electronically or on paper by the end of the first week of classes **by the first day of the Formal Lecture Period**. See the basic elements required in a course outline.

**Changes to course outlines are normally not permitted after the first week of classes.** Course outlines are also filed in each academic unit **or the central repository**.

## General Regulation Information

**Type of Regulation**

University-wide,

**Regulation Page Name**

Course Outlines

**Description**

Course outlines are mandatory.

**Regulation Details****Proposed****Regulation Details**

A course outline must be available to all students in an undergraduate course by the first day of the Formal Lecture Period. See the [basic elements required in a course outline](#). Changes to course outlines are normally not permitted after the first week of classes.

Course outlines are to be filed in each academic unit or the central repository.

**Existing****Regulation Details**

A course outline must be distributed to all students in an undergraduate course either electronically or on paper by the end of the first week of classes. See the [basic elements required in a course outline](#).

Course outlines are also filed in each academic unit.

**Workflow Information****Workflow Path**

Committee approvals,

**UG-AR-Level/Term of Study - Determination of Level and Term of Study**

[Top](#)

**Effective Date & Career**

**Career**

Undergraduate,

Proposed

**Effective Term and Year**

Fall 2026

Existing

**Effective Term and Year**

Fall 2023

## Proposal Details

**Proposal Type**

Change,

**Rationale and Background**

**Change #1 (Faculty of Science):** The new Medical Sciences (Bachelor of) academic plan, effective 2026-27, is added to the list of programs that use a term-by-term progression as the basis of determining the level of study.

Note: The term-progression minimum units for the new Science and Financial Management (Bachelor of) academic plan, effective 2026-27, fits with the existing "Science Academic Plans" in the unit threshold table, thus, no changes to the page are required for this new Science plan.

**Change #2 (Faculty of Arts):** With the new Bachelor of Arts (Social Development Studies) and Bachelor of Social Work Double Degree academic plans effective 2026-27, the term-progrssions chart on this page needs to be updated to include the four-year academic plan (three-year general) and the five-year academic plans (four-year general and Honours). The first additional row addresses the 3G-Bachelor of Arts (SDS) and H-Bachelor of Social Work Double Degree and the second additional row addresses the 4G-Bachelor of Arts (SDS) and H-Bachelor of Social Work Double Degree and the H-Bachelor of Arts (SDS) and H-Bachelor of Social Work Double Degree.

## General Regulation Information

**Type of Regulation**

University-wide,

**Regulation Page Name**

Determination of Level and Term of Study

## Description

Progression to next level/term of study.

## Regulation Details

Proposed

### Regulation Details

#### Engineering (Including Architecture and Software Engineering), Medical Sciences, Optometry, Pharmacy

Normally, progression to the next term (and academic level) is based on successful completion of the **previous term**, as defined by the program.

#### All Other Academic Plans

Normally, progression to the next academic level is based on successful completion of the **number of units** specified in the following chart.

**Note:** "n/a" used in the following table translates to "not applicable."

Academic Plans	Units Threshold to Move to this Academic Level										
	1A	1B	2A	2B	3A	3B	4A	4B	4C	5A	5B
All three-year academic plans	0.0	2.0	4.0	7.0	9.5	12.0	n/a	n/a	n/a	n/a	n/a
Science academic plans	0.0	2.0	4.25	7.5	10.25	12.75	15.5	18.0	n/a	n/a	n/a
All other four-year academic plans	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	n/a	n/a
Three-year Bachelor of Arts and Bachelor of Social Work double degree	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	n/a	n/a
Four-year Bachelor of Arts and Bachelor of Social Work double degree	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	19.5	22.0
Mathematics double degree	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	19.5	22.0
Bachelor of Social Work	n/a	n/a	n/a	n/a	n/a	n/a	0.0	2.0	4.5	n/a	n/a

Existing

### Regulation Details

## Engineering (Including Architecture and Software Engineering), Optometry, Pharmacy

Normally, progression to the next term (and academic level) is based on successful completion of the **previous term**, as defined by the program.

### All Other Academic Plans

Normally, progression to the next academic level is based on successful completion of the **number of units** specified in the following chart.

**Note:** "n/a" used in the following table translates to "not applicable."

Academic Plans	Units Threshold to Move to this Academic Level										
	1A	1B	2A	2B	3A	3B	4A	4B	4C	5A	5B
All three-year academic plans	0.0	2.0	4.0	7.0	9.5	12.0	n/a	n/a	n/a	n/a	n/a
Science academic plans	0.0	2.0	4.25	7.5	10.25	12.75	15.5	18.0	n/a	n/a	n/a
All other four-year academic plans	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	n/a	n/a
Mathematics double degree	0.0	2.0	4.0	7.0	9.5	12.0	14.5	17.0	n/a	19.5	22.0
Bachelor of Social Work	n/a	n/a	n/a	n/a	n/a	n/a	0.0	2.0	4.5	n/a	n/a

## Workflow Information

### Workflow Path

Committee approvals,

## Effective Date & Career

### Career

Undergraduate,

Proposed

Effective Term and Year

Fall 2026

Existing

Effective Term and Year

Fall 2025

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

The change in "Incomplete Course" definition: Course requirements not complete. INC ~~should~~ **can** only be assigned when an instructor approves the completion of outstanding course element(s) after final grades have been submitted.

**Rationale:** This revision strengthens the language in the definition of "Incomplete Course" by replacing "should only" with "can only," thereby clarifying that the assignment of an INC designation is not discretionary but conditional. The updated wording establishes a firm requirement: an INC may be assigned only when an instructor has approved the completion of outstanding course elements.

The change in INC Course Grade Process: All assessment components for a course are to be completed during the term in which the course is taken. In exceptional circumstances, an instructor may grant a student an extension for specific outstanding course element(s), ~~given~~ **provided** credible documentation has been submitted ~~by the student~~ **and at some point during the term the student has demonstrated meaningful engagement**. (If the circumstance is related to a documented disability, students are ~~encouraged~~ **required** to connect with Access Ability Services ~~should they wish to preserve the privacy of documentation~~.)

**Rationale:** This revision clarifies the conditions under which an instructor can grant an INC grade. The updated wording introduces an important consideration: the student's level of engagement throughout the term. By including engagement as a factor, the regulation supports a more holistic and equitable approach to academic decision-making. It ensures that extensions are not granted solely on the basis of documentation, but also in recognition of the student's sustained effort and participation in the course. This change promotes fairness, encourages ongoing commitment to coursework, and aligns with the university's values of academic integrity and student support. Other existing wording has been strengthened and clarified.

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Grading Systems and Processes

### Description

Grading system: numeric and non-numeric grades. Incomplete Grade process.

## Regulation Details

Proposed

### Regulation Details

#### Numeric Grades

All faculties use numeric grades on a scale from 0 to 100. Any grade between 0 and 32 is treated as having a value of 32 when averages for promotions and awards are calculated.

Averages are reported in all faculties as percentages.

Grades for all courses taken before fall 2001 appear either as one of 15 letter grades from A+ through F- or as numeric grades from 0 to 100. The following conversion scale applies for University of Waterloo courses taken before fall 2001 **and** Wilfrid Laurier University courses with a letter grade. "Average Calculation Values" are used for calculating averages for students with letter grades on their records.

Assigned Letter Grades	Percentage Values	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68

Assigned Letter Grades	Percentage Values	Average Calculation Values
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

### Non-Numeric Grades

Grade	Description
AEG	Aegrotat: Credit granted under extraordinary circumstances in which course elements have been substantially completed, the completion of further assessments is not possible, and the student would otherwise receive a passing grade. An AEG is assigned by the Associate Dean, Undergraduate of the student's faculty and only in rare and persistent circumstances when assigning an INC grade is not appropriate.
AUD	Audit: Student enrolled in the course but no credit granted. <b>Note:</b> An AUD grade will not be recognized or recorded for students enrolled in the following faculties: <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Mathematics (except post-degree students)</li> <li>• Science</li> </ul>
CR	Credit: Credit granted for the course but not included in any average calculation.
DNW	Did Not Write Examination: A course grade of INC or NMR not appropriate. No credit granted. The Average Calculation Value is 32.
FTC	Failure to Complete: Course requirements not complete. No credit granted. The Average Calculation Value is 32.
INC	Incomplete Course: Course requirements not complete. INC should only be assigned when an instructor approves the completion of outstanding course element(s) after final grades have been submitted.
IP	In Progress: Course requirements not complete. No grade has been assigned and no credit granted at this time. The course is in progress as a result of the course design or delivery rather than the student's performance. A final grade replaces the IP grade(s) when the coursework has been completed. Students intending to graduate must resolve any IP grades by completing the course or accepting an FTC grade.
MM	Missing Mark: No credit granted and not included in any average calculation.
NCR	No Credit: Treated as a failed course. Not included in any average calculation.

Grade	Description
NG	No Grade: Course in progress and cannot be dropped by the student.
NMR	No Mark Reported: The student did not attend classes and no term work was submitted. No credit granted and the Average Calculation Value is 32.
UR	Under Review: Grade under review or disciplinary proceedings underway, with a decision pending. No credit granted.  Normally, where disciplinary penalties are being considered or have been imposed for an academic offense committed in a course, a student may not drop that course. The UR grade will be replaced by the final course grade.
WD	Withdrew: Course dropped after the third week of classes and before the WF period. No credit granted.
WF	Withdrew/Failure: Course dropped after the tenth week of classes. No credit granted and Average Calculation Value is 32.

### Incomplete Course Grade Process

All assessment components for a course are to be completed during the term in which the course is taken. In exceptional circumstances, an instructor may grant a student an extension for specific outstanding course element(s), provided credible documentation has been submitted and at some point during the term the student has demonstrated meaningful engagement. (If the circumstance is related to a documented disability, students are required to connect with Access Ability Services.) The instructor will determine completion dates for outstanding course element(s) within a maximum lapse period of one year from when grades become official for the term in which the course was offered. The earned grade, the course element(s) to be completed, and the due date are documented on the INC grade form. A grade of INC will remain until the outstanding course element(s) have been graded or the lapse period has expired.

When the lapse period has expired, the INC reverts to the:

- earned grade, based on all completed course element(s), or
- if the course outline specified that the missing coursework was required to pass the course, the lesser of: the earned grade or 4% less than the passing grade.

Students intending to graduate must resolve any INC grades by completing the outstanding requirements or accepting the earned grade.

Existing

### Regulation Details

#### Numeric Grades

All faculties use numeric grades on a scale from 0 to 100. Any grade between 0 and 32 is treated as having a value of 32 when averages for promotions and awards are calculated.

Averages are reported in all faculties as percentages.

Grades for all courses taken before fall 2001 appear either as one of 15 letter grades from A+ through F- or as numeric grades from 0 to 100. The following conversion scale applies for University of Waterloo courses taken before fall 2001 **and** Wilfrid Laurier University courses with a letter grade. "Average Calculation Values" are used for calculating averages for students with letter grades on their records.

Assigned Letter Grades	Percentage Values	Average Calculation Values

Assigned Letter Grades	Percentage Values	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

### Non-Numeric Grades

Grade	Description
AEG	Aegrotat: Credit granted under extraordinary circumstances in which course elements have been substantially completed, the completion of further assessments is not possible, and the student would otherwise receive a passing grade. An AEG is assigned by the Associate Dean, Undergraduate of the student's faculty and only in rare and persistent circumstances when assigning an INC grade is not appropriate.
AUD	Audit: Student enrolled in the course but no credit granted. <b>Note:</b> An AUD grade will not be recognized or recorded for students enrolled in the following faculties: <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Mathematics (except post-degree students)</li> <li>• Science</li> </ul>
CR	Credit: Credit granted for the course but not included in any average calculation.
DNW	Did Not Write Examination: A course grade of INC or NMR not appropriate. No credit granted. The Average Calculation Value is 32.
FTC	Failure to Complete: Course requirements not complete. No credit granted. The Average Calculation Value is 32.

<b>Grade</b>	<b>Description</b>
INC	Incomplete Course: Course requirements not complete. INC should only be assigned when an instructor approves the completion of outstanding course element(s) after final grades have been submitted.
IP	In Progress: Course requirements not complete. No grade has been assigned and no credit granted at this time. The course is in progress as a result of the course design or delivery rather than the student's performance. A final grade replaces the IP grade(s) when the coursework has been completed. Students intending to graduate must resolve any IP grades by completing the course or accepting an FTC grade.
MM	Missing Mark: No credit granted and not included in any average calculation.
NCR	No Credit: Treated as a failed course. Not included in any average calculation.
NG	No Grade: Course in progress and cannot be dropped by the student.
NMR	No Mark Reported: The student did not attend classes and no term work was submitted. No credit granted and the Average Calculation Value is 32.
UR	Under Review: Grade under review or disciplinary proceedings underway, with a decision pending. No credit granted.  Normally, where disciplinary penalties are being considered or have been imposed for an academic offense committed in a course, a student may not drop that course. The UR grade will be replaced by the final course grade.
WD	Withdrew: Course dropped after the third week of classes and before the WF period. No credit granted.
WF	Withdrew/Failure: Course dropped after the tenth week of classes. No credit granted and Average Calculation Value is 32.

### **Incomplete Course Grade Process**

All assessment components for a course are to be completed during the term in which the course is taken. In exceptional circumstances, an instructor may grant a student an extension for specific outstanding course element(s), given credible documentation has been submitted by the student. (If the circumstance is related to a documented disability, students are encouraged to connect with Access Ability Services should they wish to preserve the privacy of documentation.) The instructor will determine completion dates for outstanding course element(s) within a maximum lapse period of one year from when grades become official for the term in which the course was offered. The earned grade, the course element(s) to be completed, and the due date are documented on the INC grade form. A grade of INC will remain until the outstanding course element(s) have been graded or the lapse period has expired.

When the lapse period has expired, the INC reverts to the:

- earned grade, based on all completed course element(s), or
- if the course outline specified that the missing coursework was required to pass the course, the lesser of: the earned grade or 4% less than the passing grade.

Students intending to graduate must resolve any INC grades by completing the outstanding requirements or accepting the earned grade.

## **Workflow Information**

**Workflow Path**

Committee approvals,

# UG-AR-50% Rule - 50% Rule

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## Effective Date & Career

**Career**

Undergraduate,

Proposed
<b>Effective Term and Year</b> Fall 2026
Existing
<b>Effective Term and Year</b> Fall 2023

## Proposal Details

**Proposal Type**

Change,

**Rationale and Background**

This change updates the 50% rule to reflect a comprehensive and inclusive list of University of Waterloo credentials, now explicitly including diplomas and certificates alongside degrees, majors, minors, options, and specializations. Diplomas are available to students in degree programs as well as those admitted to non-degree or post-degree studies. To uphold academic integrity and ensure that diplomas represent meaningful academic achievement, it is necessary that a minimum portion of the required course units contributing to the credential include numeric grades used in the calculation of an average. This prevents credentials from being awarded solely on the basis of transfer credits or other non-graded coursework.

Similarly, with the introduction of certificate programs that require academic coursework, it is important to apply the same standard to ensure consistency and academic rigor across all credentials. Requiring numeric grades for at least 50% of the course units ensures that certificates also reflect a measurable level of academic performance.

The revised wording of the regulation clarifies that the list of credentials is now all-inclusive and that the numeric grade requirement applies uniformly across all credential types.

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

50% Rule

### Description

50% rule re: numeric grades.

## Regulation Details

### Proposed

#### Regulation Details

At least 50% of the academic course units required to be awarded a University of Waterloo credential (i.e., a degree, major, minor, option, specialization, diploma, or certificate) must have numeric grades that are included in its average(s).

**Note:** Any numeric grades converted to CR/NCR grades on a student's winter 2020 term record, whether determined by the instructor or student-initiated, will count as numerical grades for the purpose of the 50% rule. This means some academic plans may be completed with less than 50% of the academic units being counted in the average.

### Existing

#### Regulation Details

At least 50% of the academic course units required to be awarded a degree, major, minor, option, or specialization must have numeric grades that are included in its average(s).

**Note:** Any numeric grades converted to CR/NCR grades on a student's winter 2020 term record, whether determined by the instructor or student-initiated, will count as numerical grades for the purpose of the 50% rule. This means some academic plans may be completed with less than 50% of the academic units being counted in the average.

## Workflow Information

### Workflow Path

# UG-AR-Residency Requirement - Residency Requirement

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## Effective Date & Career

### Career

Undergraduate,

Proposed

### Effective Term and Year

Fall 2026

Existing

### Effective Term and Year

Fall 2023

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

This regulation revision clarifies the residency requirement for University of Waterloo credentials, specifically diplomas and certificates, which were not previously addressed in this regulation. The updated wording ensures that these credentials are only awarded when at least 50% of the required academic course units are completed through University of Waterloo courses. This maintains the integrity and distinctiveness of Waterloo credentials by ensuring that a substantial portion of the academic experience is delivered by the institution.

Additionally, the revised regulation distinguishes between course-based requirements and other non-course components (e.g., milestones, internships, volunteer work) that may be part of a credential. This clarification ensures that the residency requirement applies strictly to academic coursework, avoiding misinterpretation that could otherwise restrict students who fulfil non-course requirements through external or experiential means.

The regulation also addresses students who are readmitted to pursue an additional degree or diploma (students cannot be admitted to pursue only a certificate), ensuring that at least 50% of the academic requirements for the new degree or diploma are completed at Waterloo. This reinforces the principle that each credential awarded by the University reflects a meaningful and substantial engagement with its academic programs.

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Residency Requirement

### Description

50% of courses must be UW courses.

## Regulation Details

### Proposed

#### Regulation Details

At least 50% of the academic course units of a University of Waterloo degree, diploma, or certificate must be University of Waterloo courses. A graduate who is readmitted to pursue an additional degree or diploma must complete at least 50% of the requirements for the additional degree or diploma with University of Waterloo courses.

Degrees offered jointly with another academic institution (e.g., [3+1 agreements](#)) are normally subject to the residency requirement unless otherwise stipulated in the letter of agreement between institutions.

### Existing

#### Regulation Details

At least 50% of the University of Waterloo total degree requirements must be University of Waterloo courses. A graduate who is readmitted to pursue an additional degree must complete at least 50% of the requirements for the additional degree with University of Waterloo courses.

Degrees offered jointly with another academic institution (e.g., [3+1 agreements](#)) are normally subject to the residency requirement unless otherwise stipulated in the letter of agreement between institutions.

## Workflow Information

### Workflow Path

# UG-ADM-Visiting Students - Visiting Students

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## Effective Date & Career

**Career**

Undergraduate,

<b>Proposed</b>
<b>Effective Term and Year</b> Fall 2026
<b>Existing</b>
<b>Effective Term and Year</b> Fall 2025

## Proposal Details

**Proposal Type**

Change,

**Rationale and Background**

The addition of the statement, “Students studying at the University of Waterloo through a formal exchange agreement are not permitted to complete University of Waterloo credentials (including diplomas and certificates),” serves to clarify the scope and limitations of exchange agreements. Exchange programs are designed to offer students international academic experiences while remaining enrolled at their home institutions. This update ensures alignment with the intent of these agreements, maintains the integrity of Waterloo’s credentialing process, and prevents any misunderstanding regarding eligibility for formal qualifications. It also helps uphold consistent academic standards and administrative practices across all incoming exchange cohorts.

## General Regulation Information

**Type of Regulation**

University-wide,

## Regulation Page Name

Visiting Students

### Description

Letter of Permission-from other domestic institutions. Student exchange programs-from other international institutions.

## Regulation Details

### Proposed

#### Regulation Details

#### Letters of Permission (Incoming)

A Letter of Permission allows a student to take courses at another university that may be considered for credit towards their degree at their home university, subject to faculty or program approval and regulations.

Students from other Canadian universities intending to study at the University of Waterloo on a Letter of Permission must initiate the process through their home university's registrar's office. The [visiting student Letter of Permission application](#) must be completed by the deadlines for each term and the approved Letter of Permission should arrive to Waterloo no later than one month prior to the start of term. Class enrolment is always subject to space availability in the course(s) requested.

Current Waterloo students looking to go out on a Letter of Permission should review the [Opportunities to Study at Other Institutions](#).

#### Student Exchange Programs (Incoming)

Students from around the world come to the University of Waterloo on exchange or study abroad. Find out more about [opportunities to come to Waterloo](#).

Current Waterloo students looking to go out on exchange should review the [opportunities to study at other institutions](#).

Students studying at the University of Waterloo through a formal exchange agreement are not permitted to complete University of Waterloo credentials (including diplomas and certificates).

### Existing

#### Regulation Details

#### Letters of Permission (Incoming)

A Letter of Permission allows a student to take courses at another university that may be considered for credit towards their degree at their home university, subject to faculty or program approval and regulations.

Students from other Canadian universities intending to study at the University of Waterloo on a Letter of Permission must initiate the process through their home university's registrar's office. The [visiting student Letter of Permission application](#) must be completed by the deadlines for each term and the approved Letter of Permission should arrive to Waterloo no later than one month prior to the start of term. Class enrolment is always subject to space availability in the course(s) requested.

Current Waterloo students looking to go out on a Letter of Permission should review the [Opportunities to Study at Other Institutions](#).

## Student Exchange Programs (Incoming)

Students from around the world come to the University of Waterloo on exchange or study abroad. Find out more about [opportunities to come to Waterloo](#).

Current Waterloo students looking to go out on exchange should review the [opportunities to study at other institutions](#).

## Workflow Information

### Workflow Path

Committee approvals,

# UG-AR-Assessments: Scheduling Parameters - Assessments: Scheduling Parameters

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## Effective Date & Career

### Career

Undergraduate,

Proposed

### Effective Term and Year

Fall 2026

Existing

### Effective Term and Year

Fall 2025

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

- Updating references of "examinations" to "final examinations" for consistency and clarity.
- Adding "Scheduling" to the header of the last section as it is more descriptive of the content.
- Removing the last paragraph - information about conflicts for adjacent tests, with reference to the considerations and accommodations page - to move it to the latter.

See attached PDF for track changes view.

### Supporting Documentation

- [Dec 2025-Assessments -Scheduling Parameters - For SUC.pdf](#)

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Assessments: Scheduling Parameters

### Description

Formal lecture period. Scheduled pauses. Guidelines for tests during the formal lecture period.

## Regulation Details

Proposed

### Regulation Details

#### Scheduled Pauses in the Academic Term

Scheduled pauses are study days, reading weeks, and public holidays recognized by the University.

Instructors are not permitted to administer, and students are not required to sit for final examinations, tests, or lectures during a scheduled pause. There are to be no compulsory academic events (e.g., classes, labs, tutorials, seminars, final examinations). Deadlines for assignments are not permitted during a scheduled pause.

While exceptions may exist (e.g., clinical rotations, field trips, Year Four Optometry and Pharmacy courses) the scheduled pauses apply to both undergraduate and graduate students.

#### Study Days and Reading Weeks

Study days and reading weeks are designated periods where normal class schedules and academic requirements are suspended for a specified period of time. The dates are published in the [Important Dates & Deadlines](#).

Student services such as student advising support, Health Services, Counselling Services, the library, and residences continue to provide service.

### **Study Days**

There are one or two study days each term, between the end of the Formal Lecture Period and the beginning of the Final Examination Period. No classes are to be held during study days, except where classes are rescheduled as the result of a campus-wide emergency closure.

### **Reading Week**

Reading weeks occur in the fall and winter terms; they start with the Saturday before the public holidays of Thanksgiving Day and Family Day and end on the following Sunday.

### **The Formal Lecture Period**

Each term, the formal period during which lectures take place is defined by the [Important Dates & Deadlines](#) (classes begin to classes end).

The normal teaching day at the University of Waterloo extends from 8:30 a.m. to 10:00 p.m., Monday to Friday.

Student assignments and tests – assessments of knowledge, skills, and/or judgment – may be scheduled by instructors throughout the Formal Lecture Period except that major term tests may not be held in the last five teaching days of this period. Major term tests are those which account for more than 25 per cent of the final course grade. Exceptions must be approved in advance by the instructor's department Chair and the Associate Dean (Undergraduate) of the faculty concerned.

### **Faculty of Science Laboratory Courses**

Faculty of Science is permitted to hold final examinations during the latter part of the Formal Lecture Period in laboratory courses which may require laboratory facilities.

### **Guidelines on Scheduling Tests During the Formal Lecture Period**

Instructors are encouraged to hold tests during the regularly scheduled class times for their courses. If instructors hold a test outside of the normal course meeting times that creates a legitimate conflict for students, the regularly scheduled event takes precedence, and the instructors must provide an alternative, mutually agreeable time for the student to write the test.

The date and time of tests must be included in the course outline. This time and date cannot be subsequently changed unless there is an extreme circumstance and unanimous consent from the class.

Material included on a test should be introduced sufficiently in advance of the test date to allow students reasonable time to seek clarification or greater understanding of concepts. Normally, this period will be a minimum of two working days.

The parameters for scheduling tests are as follows:

1. Tests are held during the Formal Lecture Period from 8:30 a.m. to 10:00 p.m., Monday through Friday, inclusive.
2. The faculties of Mathematics and Science may schedule Saturday tests for large, multiple-section courses in the fall and winter terms, if those tests are approved by the appropriate Associate Dean, scheduled using test slots, and announced to students during the first week of classes via published course outlines.
3. The School of Accounting and Finance may schedule Saturday or Sunday tests for large, multiple-section courses in the fall, winter, or spring terms, if those tests are approved by the appropriate Associate Dean, scheduled using test slots, and announced to students during the first week of classes via published course outlines.

Tests are not permitted outside of these parameters.

Instructors are encouraged to avoid requiring students to sit for tests during the time when co-operative work-term employment interviews are scheduled. Whenever possible, students are encouraged to avoid scheduling co-operative work-term employment interviews that conflict with tests. Attendance at co-operative work-term employment interviews is not considered to be a valid reason to miss a test.

## Regulation Details

### Scheduled Pauses in the Academic Term

Scheduled pauses are study days, reading weeks, and public holidays recognized by the University.

Instructors are not permitted to administer, and students are not required to sit for examinations, tests, or lectures during a scheduled pause. There are to be no compulsory academic events (e.g., classes, labs, tutorials, seminars, exams). Deadlines for assignments are not permitted during a scheduled pause.

While exceptions may exist (e.g., clinical rotations, field trips, Year Four Optometry and Pharmacy courses) the scheduled pauses apply to both undergraduate and graduate students.

### Study Days and Reading Weeks

Study days and reading weeks are designated periods where normal class schedules and academic requirements are suspended for a specified period of time. The dates are published in the [Important Dates & Deadlines](#).

Student services such as student advising support, Health Services, Counselling Services, the library, and residences continue to provide service.

#### Study Days

There are one or two study days each term, between the end of the Formal Lecture Period and the beginning of the Final Examination Period. No classes are to be held during study days, except where classes are rescheduled as the result of a campus-wide emergency closure.

#### Reading Week

Reading weeks occur in the fall and winter terms; they start with the Saturday before the public holidays of Thanksgiving Day and Family Day and end on the following Sunday.

### The Formal Lecture Period

Each term, the formal period during which lectures take place is defined by the [Important Dates & Deadlines](#) (classes begin to classes end).

The normal teaching day at the University of Waterloo extends from 8:30 a.m. to 10:00 p.m., Monday to Friday.

Student assignments and tests – assessments of knowledge, skills, and/or judgment – may be scheduled by instructors throughout the Formal Lecture Period except that major term tests may not be held in the last five teaching days of this period. Major term tests are those which account for more than 25 per cent of the final course grade. Exceptions must be approved in advance by the instructor's department Chair and the Associate Dean (Undergraduate) of the faculty concerned.

### Faculty of Science Laboratory Courses

Faculty of Science is permitted to hold final examinations during the latter part of the Formal Lecture Period in laboratory courses which may require laboratory facilities.

### Guidelines on Tests During the Formal Lecture Period

Instructors are encouraged to hold tests during the regularly scheduled class times for their courses. If instructors hold a test outside of the normal course meeting times that creates a legitimate conflict for students, the regularly scheduled event takes precedence, and the instructors must provide an alternative, mutually agreeable time for the student to write the test.

The date and time of tests must be included on the course outline. This time and date cannot be subsequently changed unless there is an extreme circumstance and unanimous consent from the

class.

Material included on a test should be introduced sufficiently in advance of the test date to allow students reasonable time to seek clarification or greater understanding of concepts. Normally, this period will be a minimum of two working days.

The parameters for scheduling tests are as follows:

1. Tests are held during the Formal Lecture Period from 8:30 a.m. to 10:00 p.m., Monday through Friday, inclusive.
2. The faculties of Mathematics and Science may schedule Saturday tests for large, multiple-section courses in the fall and winter terms, if those tests are approved by the appropriate Associate Dean, scheduled using test slots, and announced to students during the first week of classes via published course outlines.
3. The School of Accounting and Finance may schedule Saturday or Sunday tests for large, multiple-section courses in the fall, winter, or spring terms, if those tests are approved by the appropriate Associate Dean, scheduled using test slots, and announced to students during the first week of classes via published course outlines.

Tests are not permitted outside of these parameters.

Instructors are encouraged to avoid requiring students to sit for tests during the time when co-operative work-term employment interviews are scheduled. Whenever possible, students are encouraged to avoid scheduling co-operative work-term employment interviews that conflict with tests. Attendance at co-operative work-term employment interviews is not considered to be a valid reason to miss a test.

In instances where students have adjacent tests or when students have more than two tests in a given day, these students should request academic consideration from instructors within one week of the notification that caused the conflict. See [academic considerations and accommodations](#) for guidance on when academic consideration may be granted and potential options for academic consideration.

## Workflow Information

### Workflow Path

Committee approvals,

# UG-AR-Assessments: Tests and Exams - Assessments: Tests and Final Examinations

[Top](#)

## Effective Date & Career

### Career

Undergraduate,

Proposed

### Effective Term and Year

Fall 2026

Existing

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

The revisions to the regulation were undertaken to enhance clarity, consistency, and alignment with current practices and institutional priorities. For example:

- Adding information about the general timeline of when the final examination schedule is created and shared with students.
- Adding information about expectations of availability for students during the Final Examination Period, and about instructor attendance at the final examination session.
- Subdividing the Rules for Test Conduct section for readability.

The changes address operational concerns, accessibility, and academic integrity while ensuring fairness for students and instructors. Key considerations include:

1. **Clarification of examination duration:** The statement that final examinations “normally will be no longer than 2.5 hours” was added to reflect that centrally scheduled exams adhere to this limit. This ensures transparency without imposing unrealistic constraints on specialized programs.
2. **Instructor availability and delegation:** The requirement for instructors to attend their own final examinations was clarified, and delegation authority was restricted to academic unit heads rather than Associate Deans to align with governance structures and workload assignment protocols.
3. **External writing arrangements for online students:** The section on writing examinations externally was added to outline responsibilities, deadlines, and cost implications for students. This ensures clear expectations and equitable treatment for our remote learners.
4. **Emergency rescheduling procedures:** Language was added to clarify decision-making authority and rescheduling protocols during emergencies, including the use of designated “emergency days.” This promotes consistency and minimizes disruption during unforeseen events.
5. **Rules for test conduct and academic integrity:** Updates include:
  - Clearer guidance on permitted items and electronic devices.
  - Removing the authority for proctors to request inspection of bags and electronics to uphold integrity.
6. **Rationale for addition of "Final Examination Sessions Affected by Irregularities" section:** This new section was introduced to address a gap in the previous regulation regarding procedures for handling unforeseen disruptions during final examinations. The addition ensures that both students and employees have clear, standardized guidance in rare but impactful situations.

See attached PDF for track changes view.

## Supporting Documentation

- [Jan 2026-Assessments -Tests and Final Examinations - For SUC.pdf](#)

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Assessments: Tests and Final Examinations

### Description

Final Exam Period. Rules for test conduct. Rules for final exams.

## Regulation Details

Proposed

### Regulation Details

#### The Final Examination Period

Final examinations are scheduled during a period of days following the [Formal Lecture Period](#), defined by the [Important Dates & Deadlines](#). Final examinations normally cover all or a substantial portion of the course material and normally will be no longer than 2.5 hours in length.

Students require sufficient opportunity to prepare for the final assessment of their courses. Normally, the Final Examination Period is reserved for preparation and sitting for the final examination. Courses with final examinations may not have other course assignments due during the Final Examination Period. Courses without a final examination may have an assignment equivalent in scope and value to a final examination due during the Final Examination Period.

#### The Final Examination Schedule

The final examination schedule is prepared by the Office of the Registrar and made available on the Final Examination Schedule website on or around the second Friday after the course Add Period ends.

#### Expectations of Availability

Until the final examination schedule is released, students are expected to be available to write their final examination(s) for the entirety of the Final Examination Period, including the scheduled emergency days in case of inclement weather or other emergency events. It is important they not make any travel, employment, or other commitments that may conflict with scheduled final examinations for the duration of Final Examination Period.

Instructors are expected to be available for reasonable consultation (office hours, online discussion boards, etc.) with students from the end of lectures until the time of their final examinations. When instructors cannot be available at the times they set, they will delegate this responsibility to an appropriate substitute. Instructors are required to attend their own final examinations, including on-campus final examinations for online courses. Exceptions must be approved in advance by the head of the academic unit offering the course, who must then appoint an appropriate alternate.

## **Online Course Examinations**

### **Writing On Campus**

Students who are enrolled in both online and on-campus courses are required to write all in-person final examinations at the University of Waterloo campus, which will be scheduled by the Office of the Registrar.

### **Writing Externally**

Students who are not enrolled in any on-campus courses in a term are eligible to write their final examination(s) externally that term. These remote students must complete all required final examination arrangement steps, by the specified deadline, in order to be approved for an external examination as outlined on the Final Examinations page of The Centre website.

Students are responsible for contacting the testing centre/proctor and booking a day and time to write their final examination(s)

Students selecting to write externally from Waterloo are required to cover any expenses incurred, including any charges to cancel or reschedule their final examination(s). These fees will not be reimbursed by the University.

Students who are registered with Access Ability Services should discuss their academic accommodation needs with the proctor while making the external final examination arrangements. If the proctor requires more information from the University, students must contact Access Ability Services.

## **Emergency Rescheduling of Final Examinations**

In the event of extreme weather conditions or any other general emergency which occurs during the Final Examination Period, the President, or delegate, will decide, in consultation with the Registrar, or delegate, whether to proceed with or to postpone final examinations.

If the decision is made to proceed with the final examination session(s) as scheduled, the Office of the Registrar is responsible for the conduct of all centrally-administered final examinations; individuals responsible for instructor-administered final examinations scheduled in faculty or departmental locations will follow procedures determined by the Dean of their faculty for handling such final examinations in emergency situations.

If the decision is made to postpone the final examination(s), the postponement will apply to all final examinations scheduled for a particular day or part thereof, regardless of writing location. Rescheduled final examinations will be held at the same time and location as originally scheduled on the next available day, including Sunday, on which final examinations have not been scheduled. Instructors are permitted to reschedule their final examination for an earlier date by mutual agreement of the instructor and the students in the class. If this occurs, students must be given the option of writing on the official alternative date.

## **Rules for Test Conduct**

### **Eligibility**

Only students enrolled in a course are eligible to sit for a test; writing a test when not enrolled is a violation of test regulations, unless prior instructor approval has been obtained.

### **Identification**

Students must present their University of Waterloo Student ID card at all tests. If students do not have this card, the instructor or proctor may accept another form of photo identification. If ID

acceptable to the instructor or proctor is not provided, students must complete an Interim Identification Form (IIF) and sign each test booklet and/or answer card.

### **Permitted Items**

Students must bring only essential items for use in the test, such as writing implements, instructor approved calculators (if permitted), and their identification. Unnecessary bags, backpacks, and personal items should be left at home. All electronics, including but not limited to cell phones, smartwatches, and Bluetooth-enabled devices (e.g., earbuds), must be turned off and stored away, out of reach of students, prior to the start of the test. Instructors and proctors are authorized to request to examine eyeglasses.

All hats, toques, and hoods, with the exception of religious headgear, must be removed and/or placed under the desk prior to the start of the test.

### **Late Arrivals**

There shall be no extension of time for students who are allowed to sit for tests after arriving late.

### **Breaks**

Students may, with the permission of the instructor or proctor, leave the test room briefly, only if accompanied by an assigned proctor. During a test, it is a violation of test regulations to take electronic devices, capable of receiving, recording, sending, and/or storing information, in and/or out of the test room. Students will be asked to show the inside of their pockets before they are permitted to leave the test room for supervised breaks.

### **End of the Session**

At 10 minutes before the conclusion of the test session, the instructor or proctor shall announce the time remaining (for tests longer than 50 minutes, one additional time announcement may be helpful). Students are not permitted to leave the test room after this time, until all examination materials have been collected. Students must remain seated until dismissed by the instructor or proctor.

At the conclusion of the test, all students shall cease writing and proctors shall collect the test materials. Failure to cease writing at this time is considered a violation of test regulations.

### **Violation of Rules and/or Policy**

If students provide or obtain assistance from another student, or have unauthorized aids during tests, such individuals will be liable to disciplinary action.

If an instructor, proctor, or presiding officer – a designated person responsible for overseeing the test – has reasonable grounds to believe that a violation of academic regulations has occurred, that person shall collect all of the evidence available and has the authority regarding students to:

- remove anything on the desk not authorized for use in the test and keep it until those students have completed and handed in the test materials, as required.
- require students to move to a seat where the presiding officer or proctor can more easily monitor them.
- ask students to adduce "evidence" where the presiding officer or proctor believes that students have hidden it on their person.  
**Note:** If students refuse, under no circumstances should the alleged offenders be touched.
- remove examination materials and replace them with new ones.

In all cases, students are to be allowed to finish writing the test. As soon as possible following the conclusion of the test, the presiding officer or proctor is expected to: make a note of the time and details (e.g., refusal to cooperate); explain to alleged offenders that the status of their paper is in question; identify the paper and set it aside; inform the course instructor of the circumstances, and turn over all of the evidence available. In the event that the instructor is not available, the presiding officer or proctor will inform the student's appropriate Associate Dean.

### **Additional Rules for Final Examinations**

## **The First Hour**

Once a final examination session has begun, all students must remain for the first hour. Students who arrive more than one hour late for a final examination may be barred (at the discretion of the instructor or delegate) from writing the final examination if students have already completed the final examination and left the final examination room. The decision to allow students to write the examination is at the discretion of the proctor. If students are allowed to write the final examination, the proctor shall mark the time of entry clearly on all of the examination materials.

## **Food and Drink Consumption**

Students are prohibited from consuming food and drinks (with the exception of water in a clear bottle with no label) during their final examinations. Students can make arrangements for a short nutrition break supervised by a proctor outside the final examination room during the final examination.

If a single short break will not be sufficient because a student is medically required to consume food or drinks regularly during a final examination, they must register for this accommodation with Access Ability Services and must submit appropriate documentation from a recognized professional at least three weeks before the start of the Final Examination Period.

## **Illness During a Final Examination**

Students who become ill during the writing of a final examination and are unable to continue should ensure before leaving the final examination room that the proctor in charge is notified of the situation. In addition, students must notify their course instructor and supply the medical documentation specified above within 48 hours after the partially completed final examination.

If students complete a final examination, even though they are ill, the grade obtained in the course will normally stand. Students may seek exception to academic regulations on the grounds of illness. These requests must be accompanied by appropriate and timely documentation. The academic unit or faculty of these students may take the illness into consideration, and possibly alter academic standing, but the grade will not normally be altered.

## **Final Examination Sessions Affected by Irregularities**

In rare cases, unforeseen events can occur during a final examination session such as:

- emergency situation resulting in evacuation;
- power outages;
- protests/disturbances;
- defective final examination papers;
- absent or delayed instructors and/or proctors; or
- instructor or proctor must leave the final examination session due to sudden illness or family emergency.

In these cases, the Examinations Services Office, in consultation with the instructor (or designate), will determine whether the final examination will proceed or whether the final examination will be terminated and papers collected. Decisions and the next steps will be communicated to students as soon as possible. Students should not leave the final examination venue (or evacuation location) unless instructed to do so.

The decision to extend the writing time for an entire final examination session due to irregularities rests with the on duty Presiding Officer in the Physical Activities Complex (PAC) or instructor in the other writing locations. This time extension will not exceed 20 minutes and will be announced.

Existing

## **Regulation Details**

### **The Final Examination Period**

Final examinations are scheduled during a period of days following the [Formal Lecture Period](#), defined by the [Important Dates & Deadlines](#). Final examinations normally cover all or a substantial

portion of the course material. Students require sufficient opportunity to prepare for the final assessment of their courses. Normally, the Final Examination Period is reserved for preparation and sitting for the final.

Courses with final examinations may not have other course assignments due during the Final Examination Period. Courses without a final examination may have an assignment equivalent in scope and value to a final examination due during the Final Examination Period.

Instructors are expected to be available for reasonable consultation (office hours, online discussion boards, etc.) with students from the end of lectures until the time of their final examinations. When instructors cannot be available at the times they set, they will delegate this responsibility to an appropriate substitute.

## Rules for Test Conduct

Only students enrolled in a course are eligible to sit for a test; writing a test when not enrolled is a violation of test regulations, unless prior instructor approval has been obtained.

Students must present their University of Waterloo Student ID card at all tests. If students do not have this card, the instructor or proctor may accept another form of photo identification. If ID acceptable to the instructor or proctor is not provided, students must complete an Interim Identification Form (IIF) and sign each test booklet and/or answer card.

Only those items authorized for use in the test are to be on the examination desk. Bags, purses, knapsacks, and cases are to be closed and placed with any hats or caps under the desk or in a location directed by the instructor or proctor. Wireless or electronic devices that are capable of receiving, sending, and/or storing course-related information must be turned off and placed outside the reach of students.

There shall be no extension of time for students who are allowed to sit for tests after arriving late.

Students may, with the permission of the instructor or proctor, leave the examination room briefly, only if accompanied by an assigned proctor. During a test, it is a violation of test regulations to take electronic devices, capable of receiving, sending, and/or storing information, in and/or out of the test room.

At 10 minutes before the conclusion of the test period, the instructor or proctor shall announce the time remaining (for tests longer than 50 minutes, one additional time announcement may be helpful). Students may not leave their seats in the test room after this time, until all papers have been collected.

At the conclusion of the test, all students shall cease writing and proctors shall collect the test materials. Failure to cease writing at this time is considered a violation of test regulations.

If students provide or obtain assistance from another student, or have unauthorized aids during tests, such individuals will be liable to disciplinary action.

If an instructor, proctor, or presiding officer – a designated person responsible for overseeing the test – has reasonable grounds to believe that a violation of academic regulations has occurred, that person shall collect all of the evidence available and has the authority regarding students to:

- remove anything on the desk not authorized for use in the test and keep it until those students have completed and handed in the test materials, as required.
- look into knapsacks, bags, purses, pencil cases, etc.; remove any "evidence" (this to be done in the presence of students and another proctor); and return the knapsack, bag, purse, pencil case, etc., to under the desk.  
**Note:** If students require a copy of such evidence, a copy is to be provided with the original to be retained by the presiding officer or proctor.
- require students to move to a seat where the presiding officer or proctor can more easily monitor them.
- ask students to adduce "evidence" where the presiding officer or proctor believes that students have hidden it on their person.  
**Note:** If students refuse, under no circumstances should the alleged offenders be touched.
- remove answer book(s) and replace them with new ones.

In all cases, students are to be allowed to finish writing the test. As soon as possible following the conclusion of the test, the presiding officer or proctor is expected to: make a note of the time and

details (e.g., refusal to cooperate); explain to alleged offenders that the status of their paper is in question; identify the paper and set it aside; inform the course instructor of the circumstances, and turn over all of the evidence available. In the event that the instructor is not available, the presiding officer or proctor will inform the student's appropriate Associate Dean.

## **Additional Rules for Final Examinations**

### **The First Hour**

Once a final examination has begun, all students must remain for the first hour. Students who arrive more than one hour late for an examination may be barred from writing the examination if students have already completed the examination and left the examination room. The decision to allow students to write the examination is at the discretion of the proctor. If students are allowed to write the examination, the proctor shall mark the time of entry clearly on all of the answer booklets.

### **Food and Drink Consumption**

Students are prohibited from consuming food and drinks (with the exception of water in a clear bottle with no label) during their final examinations. Students can make arrangements for a short nutrition break supervised by a proctor outside the examination venue during the final examination.

If a single short break will not be sufficient because a student is medically required to consume food or drinks regularly during a final examination, they must register for this accommodation with Access Ability Services and must submit appropriate documentation from a recognized professional at least three weeks before the start of the Final Examination Period.

### **Illness During an Examination**

Students who become ill during the writing of an examination and are unable to continue should ensure before leaving the site of the examination that the proctor in charge is notified of the situation. In addition, students must notify their course instructor and supply the medical documentation specified above within 48 hours after the partially completed examination.

If students complete an examination, even though they are ill, the grade obtained in the course will normally stand. Students may seek exception to academic regulations on the grounds of illness. These requests must be accompanied by appropriate and timely documentation. The academic unit or faculty of these students may take the illness into consideration, and possibly alter academic standing, but the grade will not normally be altered.

## **Workflow Information**

### **Workflow Path**

Committee approvals,

# **UG-AR-Assessments: Accommodations - Assessments: Academic Considerations and Accommodations**

[Top](#)

## Effective Date & Career

### Career

Undergraduate,

Proposed

Effective Term and Year

Fall 2026

Existing

Effective Term and Year

Fall 2025

## Proposal Details

### Proposal Type

Change,

### Rationale and Background

- Updating references to the Verification of Illness Form (VIF) to the Verification of Condition (VOC) Form as the new form will be in circulation by publication time.
- Updating references to physician or nurse practitioner to health care practitioner (practitioner for short) for consistency with the language being used on the new FOC Form.
- Moving the content from another page to the new section titled "Academic Considerations Due to Test Schedule Conflicts".
- Subdividing existing content by creating a new section titled "Academic Considerations Due to Final Examination Scheduling Principles".
  - Adding the missing principle of granting relief to students who are scheduled to have more than 2 final examinations in one day.
- Adding regulations about the final examination make-up sessions the Office of the Registrar has been piloting for several years.
- Updating other references for clarity and consistency.

See attached PDF for track changes view.

In addition, the short-term absence section was rewritten after another clause - regarding group projects and presentations - was being added and to provide enhanced transparency for students and instructors:

- The new version explicitly states that instructors determine how missed obligations are handled (e.g., deadline extensions, make-up activities).
- It clarifies that students may choose to complete some obligations during the absence, reducing confusion about whether participation is prohibited.
- It clarifies that block or condensed courses often cover the same learning outcomes as full-term courses but in a shorter timeframe. If a summative test equivalent to a final exam exists, it is often held outside the Final Examination Period, but the same rules should apply to these assessments.
- Presentations and symposia are integral to demonstrating communication skills, critical thinking, and subject mastery. They often involve coordination with peers and external participants, making them difficult to reschedule without compromising learning objectives.
- Collaborative work and peer feedback are essential components of many courses. These activities foster teamwork and evaluative skills, and their timing is critical to the progression of the project. Allowing flexibility here could disadvantage other group members or disrupt the peer review

process.

### Supporting Documentation

- [Dec 2025-Assessments -Academic Considerations and Accommodations - For SUC.pdf](#)

## General Regulation Information

### Type of Regulation

University-wide,

### Regulation Page Name

Assessments: Academic Considerations and Accommodations

### Description

Considerations and accommodation guidelines (illness, religious observances, final exam conflict, short-term absence, extenuating circumstances, athletic events, bereavement, disability).

## Regulation Details

Proposed

### Regulation Details

Students' ability to complete some component of a course may be affected by short-term extenuating circumstances or long-term or chronic medical conditions (physical or mental). For short-term extenuating circumstances, the term **academic consideration** is applicable and provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program. Short-term extenuating circumstances might include common illness and ailments such as a cold or flu, minor injuries, compassionate/personal/wellness needs (unrelated to a disability/condition), bereavement, and participation in University of Waterloo sanctioned academic or athletic events that prevent them from meeting academic obligations.

In comparison, the term **academic accommodations** are modifications or adjustments to the way a student receives course curriculum and materials, participates in course activities, or demonstrates knowledge of course content and skills. Reasonable accommodations reduce or eliminate barriers in the academic environment but are not intended to alter the fundamental purpose or essential requirements of the academic program, milestone, or course. The University has a legal duty to accommodate students on a variety of grounds protected from [discrimination](#) including disability (which includes physical and mental health related conditions), creed, family status, and sex (including pregnancy and breast feeding).

Whether through academic consideration or academic accommodation, the University supports and upholds the duty to accommodate, and provides support to students who are experiencing

extenuating circumstances.

Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an academic consideration. Students who have long-term or chronic medical conditions (physical or mental) which may impede their ability to complete academic responsibilities are directed to seek academic accommodations through Access Ability Services.

## **Academic Considerations**

### **Academic Considerations for Short-Term Absences**

A short-term absence is a self-declared academic consideration period in which students will be excused from most academic obligations, for any reason. Short-term absences are subject to the following conditions:

- Students may self-declare one short-term absence per academic term.
- Each short-term absence may last up to two consecutive calendar days and must begin on a day in the Formal Lecture Period.
- Short-term absences must be self-declared in the student information system (Quest).

During the short-term absence, instructors cannot require completion of most academic obligations, other than those listed below. Students should normally notify their instructors in advance of any expected missed obligations, and if that is not possible, they must do so no later than 24 hours after the absence has ended. The instructor will determine how missed obligations are treated (which may include deadline extensions, make-up activities, shifting of grading weight to other assessments, or other mechanisms). There is no expectation that a short-term absence be total; that is, students may elect to complete some academic obligations.

Students may be required to complete the following academic obligations during a short-term absence:

- Attend scheduled course meet times that are listed in their class schedule with one of the following component types: Clinic (CLN), Field Studies (FLD), Laboratory (LAB), or Studio (STU).
- Complete other requirements, as specified in the course outline, for classes including meet times with a component type of Clinic (CLN).
- Attend deferred, rescheduled, or supplemental final examinations.
- Write a summative test, equivalent in scope and format to a final examination, for a course scheduled for less than the full Formal Lecture Period (e.g., a block course offered over six weeks), as specified in the course outline.
- Participate in scheduled presentations and symposia, as specified in the course outline.
- Submit deliverables related to group projects or involving peer review, as specified in the course outline.

In a given term, after the short-term absence has been self-declared, the student will be required to submit a University of Waterloo Verification of Condition (VOC) Form or register for academic accommodations with Access Ability Services (depending on the nature of the reasons for the absence).

### **Academic Considerations Due to Illness**

When students experience common, short-term illness and require academic consideration, they are required to provide a University of Waterloo Verification of Condition (VOC) Form, following the faculty-specific process for their home faculty, if any one of the following is true:

- Absence is not covered by short-term academic consideration.
- Student has used their maximum permissible one self-declared short-term absence previously during the term.
- Student is retroactively reporting an illness.
- Student is seeking academic consideration due to illness for an academic assessment that falls outside the Formal Lecture Period.

Students should seek medical treatment and provide confirmation of the illness within 48 hours of the missed academic obligation by submitting a completed VOC Form to support requests for academic consideration due to illness.

The VOC Form is normally the only medical documentation accepted to support requests for academic consideration. Students who consult their health care practitioner or use the services of an off-campus walk-in clinic must provide this form to the attending practitioner for completion; notes and forms created by the practitioner or clinic are normally not acceptable. Medical documentation that contains the same information specified on the VOC Form may be accepted, though the University is not compelled to accept it. Health Services charges a fee for completing the VOC Form that is not covered by OHIP/UHIP. Fees for this service or those levied by off-campus practitioners are the student's responsibility.

False claims of illness and/or the submission of false supporting documentation of extenuating circumstances constitute an academic offence that may result in disciplinary action under [Policy 71 \(Student Discipline\)](#).

Adjustments of due dates or deferrals of term tests or final examinations are not automatic upon the presentation of acceptable medical documentation. Documentation along with all other information available will be considered when determining whether academic consideration is warranted.

Students experiencing illnesses or injuries that impact their ability to access and participate in their academics are encouraged to register with Access Ability Services to explore the need for academic accommodations.

### **Academic Considerations Due to Test Schedule Conflicts**

In instances where students have adjacent tests or when students have more than two tests in a given day, these students should request academic consideration from instructors within one week of the notification that caused the conflict.

### **Academic Considerations Due to Final Examination Schedule Conflicts**

A **final examination conflict** is when two final examinations that are scheduled on the same day, at the same time.

The University strives to create a conflict-free final examination schedule.

If students have a final examination conflict with a Wilfrid Laurier University final examination that has been detected during the final examination scheduling process, the Office of the Registrar will notify the academic unit/instructor.

If students have an examination conflict that was not detected during the final examination scheduling process, they are required to complete the [Final Examination Timetable Conflict Form](#). The Office of the Registrar will confirm the conflict then notify the academic unit/instructor.

Academic units/instructors who have been notified of confirmed final examination conflicts will determine alternative final examination arrangements and contact the impacted students to discuss the alternatives.

### **Academic Considerations Due to Final Examination Scheduling Principles**

The University strives to schedule final examinations with:

- no student scheduled to write two final examinations in a row (i.e., back-to-back sessions);
- no student writing in the last session on one day and the first session on the next day; and
- no student writing more than two final examinations on the same day.

Where this cannot be accomplished for a particular student, the University provides **final examination relief** by making alternative scheduling arrangements for that student, by shifting one final examination session by an hour (earlier or later), giving the student an additional hour break. Students can elect to accept final examination combinations that violate these principles. In doing so, they understand that petitions or appeals based solely on a violation of the above principles will not be considered.

### **Guidelines for Providing Academic Considerations**

University of Waterloo instructors provide academic considerations when appropriate conditions are met (see the criteria above).

When instructors are asked to consider student's extenuating circumstances, the options available to students vary based on the nature of the extenuating circumstances/events they are facing, on the kind of assessment they are unable to complete on time, and the instructor's own grading practices stated in the course outline.

- **For in-term assignments (assignments, poster symposia, presentations, etc.):** Instructors may use an alternative such as extension or transfer of weight to a subsequent assessment or test/examinations. Details shall be included in the course outline.
- **For in-term/midterm tests:** The weighting of the missed test is normally added to the final examination or spread over the remaining tests. In-term tests are normally not deferred (unless there are no remaining tests to transfer weight to).
- **For final examinations:** The final examination may be deferred. Normally, it is to be written at a time mutually agreed by the student and instructor that is as soon after the missed examination as possible; in any case it is to be written no later than the student's next academic term in which a) the student has an academic term, and b) the course is offered.
  - Each term, the Office of the Registrar provides instructors with several dates and times during the Final Examination Period, or shortly thereafter, at which they can register a student to write their deferred final examination. The registration process to attend will only occur after the student and the instructor have mutually agreed on the date and time. Any student who arrives to a make-up final examination session who is not registered to write at that session will not be permitted to write and will be directed to contact their instructor.
    - All regular test and final examination rules also apply to make-up final examination sessions.
    - Students should be aware that the proctors monitoring make-up final examination sessions will not be associated with the course or subject matter and will not be able to answer questions about the final examination content.
    - Final examination make-up sessions are only available at the University of Waterloo campus. Deferred final examinations originally intended to be written externally will now need to be written on campus at a scheduled final examination make-up session or via alternate arrangements made directly with the instructor.
- **For Waterloo Works arranged co-op interviews:** Employers may follow up with the student, but the University cannot require an employer to reschedule the interview.

Any University academic activity that appears in the class search will be given precedence over alternate arrangements in the resolution of an academic consideration.

Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of academic considerations will be decided by the appropriate associate dean(s). When in doubt, students should approach the associate dean from their home faculty. For students taught at the Affiliated and Federated Institutions of Waterloo where there is no associate dean, the dean exercises these responsibilities.

## **Academic Accommodations**

### **Accommodations due to Disability**

The University of Waterloo is committed to upholding the rights of persons with disabilities and creating accessible and inclusive learning environments for all. Access Ability Services is the University's centralized office for the management of academic accommodations for all students with known or suspected disabilities and disabling conditions (injuries, medical conditions, and impacts of trauma). Students seeking academic accommodations as a result of disability/disabling conditions will [register with Access Ability Services](#) to determine eligibility for academic accommodations, and to develop an academic accommodation plan as required. Access Ability Services will relay the accommodation plan to instructors, and will work with the instructor and the student to ensure an appropriate accommodation plan is implemented. Disability covers a broad range and degree of conditions that can be permanent, temporary, sporadic, and suspected, including, but not limited to, physical disabilities, learning disabilities, developmental disabilities, mental health disabilities, medical conditions, and the physical, emotional, and psychological effects of trauma (e.g., sexual violence, discrimination, or oppression).

Refer to the [Student Academic Accommodation Guidelines](#) for more information on eligibility for academic accommodations, the process for registering with Access Ability Services, and for information on roles and responsibilities in the accommodation process.

## Academic Accommodations due to Creed/Religion

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek academic accommodations on religious grounds.

Students can complete the Religious or Creed-Related Absence self-declaration in Quest, which will inform their instructors of the potential conflict for certain dates. As the dates of important religious observances are generally known well in advance, students must consult with their instructor(s) within two weeks of the announcement of the due date or scheduled final examination date for which academic accommodation is being sought. The self-declaration for short-term absences may also be used by students requiring an absence of two days or less during the Formal Lecture Period.

## Academic Accommodations due to Other Code Grounds

Students seeking an academic accommodation related to a protected ground (e.g., creed, family status, and sex, including pregnancy and breastfeeding) should inform their instructor/academic unit as soon as they become aware of the need.

## Existing

### Regulation Details

Students' ability to complete some component of a course may be affected by short-term extenuating circumstances or long-term or chronic medical conditions (physical or mental). For short-term extenuating circumstances, the term **academic consideration** is applicable and provides students with consistent, fair, and pedagogically appropriate consideration, without compromising the academic integrity of the course or program. Short-term extenuating circumstances might include common illness and ailments such as a cold or flu, minor injuries, compassionate/personal/wellness needs (unrelated to a disability/condition), bereavement, and participation in University of Waterloo sanctioned academic or athletic events that prevent them from meeting academic obligations.

In comparison, the term **academic accommodations** are modifications or adjustments to the way a student receives course curriculum and materials, participates in course activities, or demonstrates knowledge of course content and skills. Reasonable accommodations reduce or eliminate barriers in the academic environment but are not intended to alter the fundamental purpose or essential requirements of the academic program, milestone, or course. The University has a legal duty to accommodate students on a variety of grounds protected from [discrimination](#) including disability (which includes physical and mental health related conditions), creed, family status, and sex (including pregnancy and breast feeding).

Whether through academic consideration or academic accommodation, the University supports and upholds the duty to accommodate, and provides support to students who are experiencing extenuating circumstances.

Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an academic consideration. Students who have long-term or chronic medical conditions (physical or mental) which may impede their ability to complete academic responsibilities are directed to seek academic accommodations through Access Ability Services.

## Academic Considerations

### Academic Considerations for Short-Term Absences

Students may require a short-term absence from their academic responsibilities for any reason. For academic obligations during the Formal Lecture Period, students may self-declare a short-term absence within the student information system (Quest) using the Short-Term Absence self-declaration form. Self-declared short-term absences will not be accepted for the course/class components of Clinic (CLN), Field Studies (FLD), Laboratory (LAB), and Studio (STU), or for a deferred/rescheduled final examination.

Students will be permitted one short-term absence declaration per academic term. Thereafter, the student will be required to submit a University of Waterloo Verification of Illness Form (VIF) or register for academic accommodations with Access Ability Services (depending on the nature of the reasons for the absence).

A self-declared short-term absence will excuse students from their academic responsibilities for up to two consecutive calendar days. It applies to all courses (but not to CLN, FLD, LAB, or STU components and for a deferred/rescheduled final examination, as noted above). There is no expectation that a self-declared short-term absence be total; that is, students may elect to participate in any course and complete any course element despite not being required to.

During the two-day academic consideration period, the instructor cannot require completion of any academic responsibilities. Students must contact the instructor no later than 24 hours after the missed assessment(s). If possible, students should contact the instructor prior to the expected missed assessment(s).

### **Academic Considerations Due to Illness**

When students experience common, short-term illness and require academic consideration, they are required to provide a University of Waterloo Verification of Illness Form (VIF), following the faculty-specific process for their home faculty, if any one of the following is true:

- Absence is not covered by short-term academic consideration.
- Student has used their maximum permissible one self-declared short-term absence previously during the term.
- Student is retroactively reporting an illness.
- Student is seeking academic consideration due to illness for an academic assessment that falls outside the Formal Lecture Period.

Students should seek medical treatment and provide confirmation of the illness within 48 hours of the missed academic obligation by submitting a completed University of Waterloo Verification of Illness Form (VIF) to support requests for academic consideration due to illness.

The University of Waterloo Verification of Illness Form (VIF) is normally the only medical documentation accepted to support requests for academic consideration. Students who consult their physician or nurse practitioner or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; notes and forms created by the physician or clinic are normally not acceptable. Medical documentation that contains the same information specified on the University of Waterloo Verification of Illness Form (VIF) may be accepted, though the University is not compelled to accept it. Health Services charges a fee for competing the University of Waterloo Verification of Illness Form (VIF) that is not covered by OHIP/UHIP. Fees for this service or those levied by off-campus practitioners are the student's responsibility.

False claims of illness and/or the submission of false supporting documentation of extenuating circumstances constitute an academic offence that may result in disciplinary action under [Policy 71 \(Student Discipline\)](#).

Adjustments of due dates or deferrals of term tests or final examinations are not automatic upon the presentation of acceptable medical documentation. Documentation along with all other information available will be considered when determining whether academic consideration is warranted.

Students experiencing illnesses or injuries that impact their ability to access and participate in their academics are encouraged to register with Access Ability Services to explore the need for academic accommodations.

### **Academic Considerations Due to Final Examination Schedule Conflicts**

A **final examination conflict** is when two final examinations that are scheduled on the same day, at the same time.

The University strives to create a conflict-free final examination schedule.

If students have a final examination conflict with a Wilfrid Laurier University final examination that has been detected during the final examination scheduling process, the Office of the Registrar will notify the academic unit/instructor.

If students have an examination conflict that was not detected during the final examination scheduling process, they are required to complete the [Final Examination Timetable Conflict Form](#). The Office of the Registrar will confirm the conflict then notify the academic unit/instructor.

Academic units/instructors who have been notified of confirmed final examination conflicts will

determine alternative final examination arrangements and contact the impacted students to discuss the alternatives.

The University strives to schedule final examinations with:

- No student scheduled to write two final examinations in a row (i.e., back-to-back periods).
- No student writing in the last period on one day and the first period in the next day.

Where this cannot be accomplished for a particular student, the University provides final examination relief by making alternative scheduling arrangements for that student, by shifting one final examination period giving the student an additional hour break. Students can elect to accept final examination combinations that violate these constraints. In doing so, they understand that petitions or appeals based on a violation of the above conflicts will not be granted.

## **Guidelines for Providing Academic Considerations**

University of Waterloo instructors provide academic considerations when appropriate conditions are met (see the criteria above).

When instructors are asked to consider student's extenuating circumstances, the options available to students vary based on the nature of the extenuating circumstances/events they are facing, on the kind of assessment they are unable to complete on time, and the instructor's own grading practices stated in the course outline.

- **For in-term assignments (assignments, poster symposia, presentations, etc.):** Instructors may use an alternative such as extension or transfer of weight to a subsequent assessment or test/examinations. Details shall be included in the course outline.
- **For in-term tests and midterm examinations:** The weighting of the missed test is normally added to the final examination or spread over the remaining tests. In-term tests are normally not deferred (unless there are no remaining tests to transfer weight to).
- **For final examinations:** The final examination may be deferred. Normally, it is to be written at a time mutually agreed by the student and instructor that is as soon after the missed examination as possible; in any case it is to be written no later than the student's next academic term in which a) the student has an academic term, and b) the course is offered.
- **For Waterloo Works arranged co-op interviews:** Employers may follow up with the student, but the University cannot require an employer to reschedule the interview.

Any University academic activity that appears in the Schedule of Classes will be given precedence over alternate arrangements in the resolution of an academic consideration.

Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of academic considerations will be decided by the appropriate associate dean(s). When in doubt, students should approach the associate dean from their home faculty. For students taught at the Affiliated and Federated Institutions of Waterloo where there is no associate dean, the dean exercises these responsibilities.

## **Academic Accommodations**

### **Accommodations due to Disability**

The University of Waterloo is committed to upholding the rights of persons with disabilities and creating accessible and inclusive learning environments for all. Access Ability Services is the University's centralized office for the management of academic accommodations for all students with known or suspected disabilities and disabling conditions (injuries, medical conditions, and impacts of trauma). Students seeking academic accommodations as a result of disability/disabling conditions will [register with Access Ability Services](#) to determine eligibility for academic accommodations, and to develop an academic accommodation plan as required. Access Ability Services will relay the accommodation plan to instructors, and will work with the instructor and the student to ensure an appropriate accommodation plan is implemented. Disability covers a broad range and degree of conditions that can be permanent, temporary, sporadic, and suspected, including, but not limited to, physical disabilities, learning disabilities, developmental disabilities, mental health disabilities, medical conditions, and the physical, emotional, and psychological effects of trauma (e.g., sexual violence, discrimination, or oppression).

Refer to the [Student Academic Accommodation Guidelines](#) for more information on eligibility for academic accommodations, the process for registering with Access Ability Services, and for

information on roles and responsibilities in the accommodation process.

### **Academic Accommodations due to Creed/Religion**

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek academic accommodations on religious grounds.

Students can complete the Religious or Creed-Related Absence self-declaration form in Quest, which will inform their instructors of the potential conflict for certain dates. As the dates of important religious observances are generally known well in advance, students must consult with their instructor(s) within two weeks of the announcement of the due date or scheduled examination date for which academic accommodation is being sought. The self-declaration form for short-term absences may also be used by students requiring an absence of two days or less during the Formal Lecture Period.

### **Academic Accommodations due to Other Code Grounds**

Students seeking an academic accommodation related to a protected ground (e.g., creed, family status, and sex, including pregnancy and breastfeeding) should inform their instructor/academic unit as soon as they become aware of the need.

## **Workflow Information**

### **Workflow Path**

Committee approvals,

# **UG-AR-Student Access to Final Exams - Student Access to Final Examination Materials**

[Top](#)

## **Effective Date & Career**

### **Career**

Undergraduate,

Proposed

### **Effective Term and Year**

Fall 2026

Existing

### **Effective Term and Year**

Fall 2023

## **Proposal Details**

## Proposal Type

Change,

## Rationale and Background

- Adding the word "final" before examination for consistency with other references in the rewritten final examination regulations:
  - "Students may request an informal review of a final examination (both the questions and the examination responses) up to one year from the date that the **final** examination was written or until the date indicated in the course outline."
- Updating the name of the regulation to "materials" from "papers" as is it is more accurate, and making the applicable change in the content as well.

See attached PDF for track changes view.

## Supporting Documentation

- [Dec 2025-Student Access to Final Examination Papers-For SUC.pdf](#)

## General Regulation Information

### Type of Regulation

University-wide,

Proposed

#### Regulation Page Name

Student Access to Final Examination Materials

Existing

#### Regulation Page Name

Student Access to Final Examination Papers

Proposed

#### Description

Process to review final examination questions and answers.

Existing

**Description**

Process to review final exam papers.

## Regulation Details

**Proposed****Regulation Details**

For many courses, final examinations are a major component of student assessment and often contribute substantially to the final grade awarded. In addition, final examinations may serve an important educational purpose in indicating to students what, and how well, they have learned in the course. Course instructors may choose to use a final examination for one or both of these objectives.

Students may request an informal review of final examination materials (both the questions and the responses) up to one year from the date that the final examination was written or until the date indicated in the course outline.

If students wish to challenge their grade on the final examination, the request must be made within one month of notification of the grade. [Policy 70](#) (Student Petitions and Grievances) dictates the challenge process.

**Existing****Regulation Details**

For many courses, final examinations are a major component of student assessment and often contribute substantially to the final grade awarded. In addition, final examinations may serve an important educational purpose in indicating to students what, and how well, they have learned in the course. Course instructors may choose to use a final examination for one or both of these objectives.

Students may request an informal review of a final examination (both the questions and the examination responses) up to one year from the date that the examination was written or until the date indicated in the course outline.

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## Workflow Information

**Workflow Path**

Committee approvals,





# Final Examination Regulations and Guidelines

REVISED FEBRUARY 2026  
OFFICE OF THE REGISTRAR

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# Glossary of terms

## **Examination Personnel**

Encompassing term that refers to all presiding officers, instructors, and proctors who are present at final examinations. The personnel are responsible for maintaining examination integrity, answering student questions, and assisting with operational duties.

## **Examination Representative**

Designated academic unit staff member responsible for final examination processes. Responsibilities include disseminating information to instructors, ensuring all required information is provided to the Office of the Registrar (RO) on time, answering examination questions that arise from students/staff in their academic unit, and attending training sessions hosted by the Office of the Registrar.

## **Final Examination**

A test that is scheduled during the University's Final Examination Period.

## **Final Examination Materials**

All physical or digital components provided to students for the purpose of completing a final examination and collected upon its completion. This includes, but is not limited to:

- Question booklets
- Answer booklets
- Combined question-and-answer booklets
- Reference sheets
- Multiple-choice response sheets (e.g., bubble sheets)

## **Invigilation**

The act of supervising a final examination to ensure fairness, prevent cheating, and maintain proper conduct. Specific duties include:

- Patrol assigned area(s) by quietly moving regularly through the aisles and walkways, observing students as they write.
- Take attendance (if attendance sheets are being used).
- Check WatCard ID to confirm student identity.
  - If the student does not have their WatCard, ask for another form of government-issued photo ID.
  - If the student does not have any ID, require them to sign the Interim Identification Form (IIF).

### **Presiding Officer**

Office of the Registrar (RO) employees who hold the highest authority in the final examination session and oversee operations for the final examination session. Presiding Officers are scheduled for regular final examination sessions in the Physical Activities Complex (PAC) as well as final examination make-up sessions. Presiding Officers also assist the members of the RO with distribution of final examination materials in the Mathematics & Computing (MC) building after hours and on weekends.

### **Pre-Slotting**

The practice of scheduling final examinations for larger classes into specific final examination time sessions first, to avoid as many time conflicts as possible and accommodate specific (and appropriate) requests from academic units/instructors.

### **Primary Examination Version**

The first, authentic digital version of the final examination from which individual final examinations are printed.

### **Proctor**

Individual appointed by the instructor and/or academic unit to attend a final examination session and assist with invigilation and operational duties.

### **Remote Student**

Students who are only enrolled in online courses for a specific term.

## **Scheduling and administration**

### **Assessment options**

Each term, in consultation with the Office of the Registrar (RO), each academic unit will notify the RO, by the predetermined deadline as communicated by email, for each scheduled course which of the following options is preferred for the scheduling and administration of final examinations.

**Note:** In the examination management system, some courses have elected to indicate “no final examination permanently”, and in these instances, instructors do not have to communicate termly a preferred scheduling and administration option as listed below.

## Option 1: No Final Assessment During the Final Examination Period

No assessments or activities are scheduled during the Final Examination Period.

- Students have no further commitments after the last day of classes.

## Option 2: Final Assessment

An assessment, that is not a final examination, is due during the Final Examination Period. E.g., an essay, a project.

- No final examination is allowed.
- After submission, students have no further commitments.
- The instructor must accommodate [conflicts](#) with RO-scheduled final examinations, which take precedence.

## Option 3: In-Person Final Examination

An in-person final examination is scheduled during the Final Examination Period.

### *A) Scheduled and administered by the Office of the Registrar (RO)*

- The RO schedules a conflict-free session in appropriate space.
- The RO prints final examination materials; printing costs are covered by the RO.
- The instructor or academic unit is responsible for invigilation.
- The RO co-ordinates delivery of final examination materials to the Physical Activities Complex (PAC).
  - For final examinations scheduled outside the PAC, see [Instructor Responsibilities](#).
- The RO manages logistics for remote students writing at external testing locations (online courses only).

### *B) Scheduled by RO and administered by academic unit/instructor (on-campus courses only)*

- The RO schedules a conflict-free session in academic unit-specified space.
- If no academic unit space is specified, the RO books a suitable RO location outside the PAC.
- The academic unit/instructor manages all printing and logistical arrangements.

### *C) Scheduled and administered by academic unit/Instructor (on-campus courses only)*

- The academic unit determines the date, time, and location, and provides these details to the RO.
- The academic unit/instructor manages all printing and logistical arrangements.

- The academic unit/instructor must accommodate [conflicts](#) with RO-scheduled final examinations, which take precedence.

### Option 4: Online Final Examination

For online courses only. The final examination is scheduled by the RO and administered by the instructor.

- The RO schedules one conflict-free start time for the final examination.
- No physical space needs to be booked and no printing is required.
- The instructor or academic unit is responsible for invigilation.

### Assessment options summary table

Assessment Type	Who Schedules	Who Administers	Location	Printing & Costs	Key Notes
<b>No Final Assessment</b>	N/A	N/A	N/A	N/A	Students have no commitments after the last day of classes.
<b>Final Assessment</b>	Instructor	Instructor	N/A	N/A	Not a final examination (e.g. essay/project); due date must fall during the Final Examination Period; conflicts with RO-scheduled final examinations must be accommodated.
<b>In-Person Final Examination</b> <i>(A) - Scheduled &amp; Administered by RO</i>	RO	RO (scheduling) / Instructor (invigilation)	RO-booked space	Covered by RO	RO handles delivery and logistics of materials (including remote students, for online courses only).
<b>In-Person Final Examination</b> <i>(B) - Scheduled by RO, Administered by Academic unit/ Instructor</i>	RO	Academic unit / Instructor	Academic unit space or RO-booked space	Academic unit covers costs	RO ensures conflict-free scheduling; academic unit manages logistics and printing.
<b>In-Person Final Examination</b> <i>(C) - Scheduled &amp; Administered by Academic unit/ Instructor</i>	Academic unit	Academic unit / Instructor	Academic unit-booked space	Academic unit covers costs	Academic unit determines date/time; conflicts with RO-scheduled final examinations must be accommodated.
<b>Online Final Examination</b>	RO	Instructor	Online	N/A	One conflict-free start time is determined by the RO.

## Final examination scheduling

### Final examination scheduling principles

- a) No student having two final examinations in a row;
- b) No student writing in the last session on one day and the first session the next day;
- c) No student writing more than two final examinations on the same day.

Where an instructor schedules their own final examination or final assessment, the instructor must respect the same final examination scheduling principles and assumes responsibility for solving all scheduling conflicts that may result. The Registrar (or their designate) will advocate on behalf of students who encounter problems that are not solved respecting the final examination scheduling principles.

### Pre-slotting

Academic units can pre-slot final examinations for courses with enrolment greater or equal to 100 students. The final examination scheduling principles will be used when pre-slotting and every effort will be made to accommodate these requests.

Large-scale scheduling criteria requested by an academic unit that is in violation of the final examination scheduling principles will not normally be accommodated. The final examination scheduling process will run using the final examination scheduling principles after the pre-slotting exercise is complete.

### Final examination schedule

Each academic term, a final examination schedule is prepared by the Office of the Registrar and published on the [Final Examination Schedule website](#) on or around the second Friday following the end of the course Add Period.

After the publication of the schedule, adjusting final examination dates or times, or withdrawing final examinations is not normally permitted. Exceptions will be considered by the RO based on specific circumstances.

## Online course final examinations

### Writing on-campus

All students are automatically scheduled to write in-person final examinations at University of Waterloo main campus. Remote students, who are only enrolled in online courses, are eligible to apply to write final examinations externally. Students who are enrolled in both online and on-campus courses are required to write all in-person final examinations at

main campus, including those for online courses, which will be scheduled by the Office of the Registrar at no cost to the student.

## Writing externally

Remote students are eligible to write their in-person final examinations externally with a testing centre/proctor. Remote students must complete all required final examination arrangement steps, by the specified deadline, in order to be approved for an external examination as outlined on the [Final Examinations page](#) of The Centre website.

It is the student's responsibility to contact the testing centre/proctor and book a day and time to write their final examination(s).

Students selecting to write externally from Waterloo are required to cover any expenses incurred, including any charges to cancel or reschedule their final examination(s). All fees associated with writing a final examination externally are the responsibility of the student and will not be reimbursed by the University.

Students who are registered with AccessAbility Services should discuss their academic accommodation needs with the testing centre/proctor while making the external final examination arrangements and ensure their needs can be accommodated. If student needs cannot be accommodated, an alternative testing centre/proctor may be required. If the testing centre/proctor requires more information from the University, students must contact AccessAbility Services at [aas-exam@uwaterloo.ca](mailto:aas-exam@uwaterloo.ca).

## Submission of final examinations for printing

For **final examinations that are scheduled and administered by the Office of the Registrar (RO)**, the primary version of the final examination must be uploaded to the examination management software by the term's specified deadline (generally three weeks before the final examination session for online courses and one week before a course's final examination date) and according to the formatting guidelines provided by the RO. After the primary version of the final examination has been uploaded to the examination management software, any corrections or alterations that must be made may result in the need for a re-print. Costs associated with a re-print will be billed to the academic unit. It is recommended to consult with the RO before proceeding with a correction.

The RO assumes no responsibility for the printing of final examinations not submitted by the term's specified deadline. When the submission of the primary version of the final examination is late, the instructor is responsible for arranging printing and security of the final examinations, as well as delivering them and any related final examination materials

to the appropriate final examination location at least 45 minutes prior to the beginning of the scheduled final examination session.

The printing of final examinations for **final examinations administered by the academic unit or instructor** is the responsibility of the instructor. W Print will make every effort to print final examinations within three business days of receipt. Instructors requiring final examinations to be printed in less than three business days may need to find an alternate means of printing.

## Alternate version of the final examination

The University recommends instructors prepare at least one alternate version of their final examination. This additional version does not need to be uploaded to the examination management software; it is intended for the instructor's use. Having an alternate version provides several benefits:

- **Facilitates make-up final examinations:** An alternate version can be used if one or more students miss the scheduled final examination session, or if an emergency interrupts the original session.
- **Supports external final examination writing:** An alternate version is useful when students need to write externally for an online course.

If multiple primary versions of the final examination are uploaded to the examination management software, the system will randomly assign versions to students. This process helps reduce the risk of academic integrity violations.

## Proctor co-ordination

Each academic unit will receive a form listing their in-person final examinations on which they must report the names of the instructor(s) and proctors who will attend each final examination session. The completed form must be returned to the Office of the Registrar (RO) by the term's specified deadline.

One proctor is required for every 50 students. The minimum number of proctors required for any final examination location is two people (i.e., 1 to 100 students = 2 proctors, 101 to 150 = 3 proctors, 151 to 200 students = 4 proctors, etc.). This allows coverage should the student need to use the washroom, or an emergency occurs during the final examination session. Exceptions to the number of proctors required may be granted for graduate courses by the associate dean for the faculty owning the course.

# Final examination session protocols

## Attendance expectations

### Students

Students are expected to be available to write their final examinations at any time during the Final Examination Period, including the scheduled emergency days (for use in case of inclement weather or other emergency events). It is important that students do not make any travel, employment, or other commitments that restrict their availability during the Final Examination Period.

### Instructors

Instructors are required to attend their own in-person final examinations, including those for online courses. If this is not possible, the academic unit head or designate must appoint an alternate who is familiar with the subject of the final examination.

## Student preparation for final examination session

- **Identification is required:** Students must present their University of Waterloo Student ID card (i.e., WatCard) at final examinations. If students do not present this card, the instructor or proctor may accept another form of photo identification. If ID acceptable to the instructor or proctor is not provided, students must complete an Interim Identification Form (IIF) and sign each final examination booklet and/or answer card.
- **Permitted items:** Students are told to bring only essential items for the final examination, such as writing implements, instructor approved calculators (if permitted), and their ID. They should leave unnecessary bags, backpacks, and personal items at home. All electronics, including but not limited to cell phones, smartwatches, and other Bluetooth-enabled devices (e.g., earbuds), must be turned off and stored away, out of their reach, before the final examination begins.
  - Proctors may request to examine eyeglasses.
  - Students are informed that cell phones are not allowed to be on their person and that they will be asked to show the inside of all of their pockets before they are permitted to leave the final examination location for supervised breaks.
  - All hats, toques, and hoods, except for religious headgear, must be removed and/or placed under the desk prior to the start of the final examination.

- If a student is wearing a brimmed baseball cap and states it is for religious purposes, the student should be asked to turn the hat around so that the brim is at the back.
- **Food and drink:** Food and drinks are prohibited, except for water in a clear, label-free bottle. All other water bottles must be placed under the desk and students should be informed that they must raise their hand to request proctor supervision to retrieve and drink from a water bottle that is under the desk. Students can make arrangements for a short nutrition break supervised by a proctor outside the final examination location during the final examination. If a single short break is not enough, students must register their needs with AccessAbility Services at least three weeks in advance of the final examination date.

## Examination personnel responsibilities

### Presiding Officer responsibilities

#### *Final examinations written in the Physical Activities Complex (PAC) and make-up sessions*

The Office of the Registrar (RO) will appoint two Presiding Officers to oversee final examination sessions that are held in the Physical Activities Complex (PAC) during the Final Examination Period and for final examination make-up sessions that are held during and after the Final Examination Period offered by the RO.

The Presiding Officers hold the highest authority during the final examination session and are responsible for, among other duties, the following:

- First to arrive in the PAC (more than 45 minutes prior to the start of the final examination session), ensure room is set up, and prepare materials for distribution.
- Scan student WatCards using WatCard readers.
- Distribute final examination materials to instructors at the front of the room (if the final examination is administered by the Office of the Registrar).
- Make final examination announcements.
- Ensure adherence to final examination policies and academic regulations.
- Handle escalated student situations.
- Handle emergencies (e.g., building alarms).
- Be familiar with final examination regulations, processes, and policies and advise instructors/proctors accordingly.

### Instructor responsibilities

#### *Final examinations written in the Physical Activities Complex (PAC)*

- Arrive at least 45 minutes before the final examination session begins.

- Provide proof of identification to Presiding Officers and 1) obtain final examination materials if final examinations are administered by the Office of the Registrar (RO), or 2) bring final examinations if not printed through the RO.
- Ensure all final examination materials are distributed on desks 15 minutes prior to the start of the final examination session.
- Answer student questions.
- [Invigilate](#).
- Collect completed final examination materials and choose one of the following methods for processing:
  - Drop off final examinations to W Print for scanning (if applicable).
    - Notify W Print if the desire is to pick up the hard copies after scanning is complete.
  - Take hard copy final examinations for grading.
    - Ensure any hard copies are stored in a secure location according to the [University Records Management guidelines for examinations](#).
- Collect unused final examination materials from desks.
  - Dispose of them securely by shredding what will not be used again.

#### *Final examinations written elsewhere on campus*

- Bring final examinations to location:
  - If final examinations are administered by the Office of the Registrar (RO), pick up printed final examination materials from the specified RO location between 8:30 a.m. and 4 p.m. on the date of the final examination and take them to assigned location(s); proof of identification is required. **Note:** Early pick up may be possible by emailing [examinations@uwaterloo.ca](mailto:examinations@uwaterloo.ca) to make arrangements.
  - If not printed through the RO, bring final examinations to the assigned location(s). **Note:** W Print does not deliver the final examination materials to the final examination location.
- Distribute the final examination materials on desks.
- Make any necessary announcements to the students once they are seated.
- Answer student questions.
- [Invigilate](#).
- Handle escalated student situations.
- Handle emergencies (e.g., building alarms).
- Collect completed final examination materials and choose one of the following methods for processing:
  - Drop off final examinations to W Print for scanning (if applicable).

- Notify W Print if the desire is to pick up the hard copies after scanning is complete.
  - For Crowdmark final examinations, try to keep collected materials organized uniformly by arranging all staples in the top left corner and ensure the QR codes are lined up. Any loose pages should be placed separately in the stack and not inserted into stapled booklets.
- Take hard copy final examinations for grading.
  - Ensure any hard copies are stored in a secure location according to the [University Records Management guidelines for examinations](#).
- Collect unused final examination materials from desks.
  - Dispose of them securely by shredding what will not be used again.

## Proctor responsibilities

### *For final examinations written in the Physical Activities Complex (PAC)*

- Arrive 45 minutes prior to the start of the final examination session.
- Assist instructor (or delegate) with distribution of the final examination materials on desks.
- Assist with traffic flow, monitor entrances (i.e., remain at all doors until all students are seated, ensure students do not leave once they have entered the PAC), and ensure that final examination materials are not removed from the location.
- Make sure students place their belongings under their desks; allow only pens, pencils, erasers, WatCard/ID, and any special materials listed on the front of their final examination on the desk.
- [Invigilate](#).
- Accompany students during washroom and nutrition breaks.
  - Escort only one student at a time (where reasonable).
  - Before leaving the final examination location, ask the student to show the inside of all pockets to confirm they are not carrying mobile devices or other unauthorized materials.
- Ensure adherence to final examination policies and academic regulations.
- Ensure the PAC is cleared after each final examination session and assist with straightening desks and chairs.

### *For final examinations written elsewhere on campus*

- Arrive 45 minutes prior to the start of the final examination session.
- Assist instructor (or delegate) with distribution of the final examination materials on desks.

- Assist with traffic flow, monitor entrances (i.e., remain at all doors until all students are seated, ensure students do not leave once they have entered the location), and ensure that final examination materials are not removed from the location.
- [Invigilate](#).
- Accompany students during washroom and nutrition breaks.
  - Escort only one student at a time.
  - Before leaving the final examination location, ask the student to show the inside of all pockets to confirm they are not carrying mobile devices or other unauthorized materials.
  - Consider using a washroom that is in an unexpected or more distant location from the final examination location (e.g., on a different floor or in another corridor) to reduce the chances academic integrity issues.
- Ensure adherence to final examination policies and academic regulations.
- Assist the instructor with collecting written and unused final examination materials.

## Student arrival and entry time

Students are encouraged to arrive 20 minutes before the session begins and will be permitted to enter the final examination location beginning 15 minutes prior to the session's scheduled start time.

Once students enter the final examination location they are not permitted to leave until the first hour has passed.

### *For Final Examinations in the Physical Activities Complex (PAC)*

- **Entering the building:** Students are asked to use only the South and West entrances on Ring Road. The SLC/PAC Main entrance and North entrance are locked.
- **PAC layout:** Students are told to familiarize themselves with the PAC layout to determine where they will be sitting before arriving for the final examination session. In-person assigned seating can be viewed through the [Examination Management System](#).
- **Washroom access:** Limited to washrooms near the South and West entrances for ease of access and minimal disruption.

## Late entry

After the final examination session has begun, students must remain in the writing location for the first hour. Students who arrive more than one hour late may be barred from writing

the final examination if students have already completed the final examination and have left the final examination location (to decrease academic integrity issues).

#### *Final decision to allow a late student to write*

The decision to allow a late student to write the final examination is at the discretion of the instructor (or designate). If the student is permitted to write during the scheduled final examination session, the proctor must mark the time of entry clearly on all the student's final examination materials.

#### *Time extension*

There shall be no extension of time for students who arrive late, unless approved by the instructor. To ensure academic integrity for the next final examination session, if an instructor (or designate) allows a time extension, they must remove the student(s) from the final examinations location and have them finish elsewhere.

## Completing the final examination

### Minimum time requirement

Students must remain in the final examination location for at least one hour after the final examination begins, regardless of completion.

### Exiting the final examination location

After the first hour has passed, students who have completed their final examination must turn their materials(s) over and raise their hand so the proctor may collect the materials(s). Once the materials are collected, students should leave the location as quietly as possible and exit the building.

### Final 10 minutes

Students will not be permitted to leave the final examination location during the final 10 minutes of the final examination session. All remaining final examination materials will be collected when the final examination session has ended. Students must remain seated until dismissed by the Presiding Officers or the instructor.

## Emergency procedures

The Office of the President, or delegate, will decide, in consultation with the Office of the Registrar (RO) whether to proceed with or to postpone final examinations in the event of extreme weather conditions or any other general emergency which occurs when final examinations are in session.

If the decision is made to proceed with final examinations as scheduled, the RO will be responsible for the conduct of all centrally-administered final examinations; individuals responsible for instructor-administered final examinations scheduled in faculty or academic unit locations will follow guidance determined by the Dean of their faculty, or delegate, for handling such final examinations in emergency situations.

If the decision is made to postpone final examinations, the postponement will apply to all final examinations scheduled for a particular day or part thereof, regardless of writing location. Rescheduled final examinations will be held at the same time and location as originally scheduled on the next available day, including Sunday, on which final examinations have not been scheduled. Final examinations could be rescheduled for times prior to that date by mutual agreement of the instructor and the students in the class. If this occurs, students must be given the option of writing on the official rescheduled date.

## Regroup Mobile

[Regroup Mobile](#) is the sole emergency notification system at Waterloo. All examination personnel are encouraged to download the app to their cellular devices.

## Fire alarm evacuation procedures

All examination personnel must be familiar with the fire alarm evacuation procedures as outlined on the [Final examinations management page](#) on the Registrar's Resources website.

## Final examination sessions affected by irregularities

In rare cases, unforeseen events may occur during a final examination session that disrupt the normal conduct of the final examination. Such irregularities may include, but are not limited to:

- emergency situations resulting in evacuation;
- power outages;
- protests or disturbances;
- defective final examination papers;
- absent or delayed instructors and/or proctors; and
- situations where an instructor or proctor must leave the final examination session due to sudden illness or personal emergency.

In these cases, the Office of the Registrar (RO) will consult with the instructor, or delegate, to determine whether the final examination will continue or be suspended, and final examination materials collected. The instructor, or delegate, is responsible for the final decision and will advise the RO on how to proceed.

Depending on the nature and duration of the disruption, one of the following options will be applied:

1. **Continue the final examination:** If the disruption lasts less than 30 minutes, students may be permitted to resume writing once the issue has been resolved. In such cases, the on-duty Presiding Officer in the Physical Activities Complex (PAC), or the instructor, or delegate, in other writing locations, may authorize a time extension for the entire final examination session. Any extension will not exceed 30 minutes and will be announced to students. This time limit ensures students have time to rest between final examinations should they have back-to-back sessions and ensures enough time is left between sessions for location set up.
2. **Conclude the final examination and apply a prorated marking scheme:** If the disruption occurs in the last thirty minutes remaining in the final examination session, the instructor may choose to end the final examination and assign grades based on the portion completed.
3. **Suspend and reschedule the final examination:** If the disruption is significant or exceeds 30 minutes, the final examination may be suspended and a rewrite scheduled. All final examination materials from the original session would be destroyed and a new final examination would be administered. The instructor may decide to create a new version of the final examination. The RO will co-ordinate logistics for any rescheduled final examination in consultation with the instructor/academic unit.

Students must remain in the final examination location – or the designated evacuation area – until formally instructed otherwise.

#### *Documentation and communication*

The RO will maintain a record of the incident, including the nature of the disruption, time and length of the disruption, actions taken, and the final decision. If the final examination resumes, the final decision should include documenting the precise times when it resumed and when it finished. The RO will ensure timely communication of the outcome to students, instructors, and relevant academic units in writing. Where applicable, follow-up actions such as rescheduling or student notifications will be co-ordinated by the RO in collaboration with the instructor/academic unit.

#### **Student illness or injury during the final examination session**

The responsibility for following the prescribed processes below resides with the Presiding Officer (if the final examination is held in the PAC) or with the instructor, or their delegate (if the final examination is held in other locations).

## Serious medical emergency

If a student is ill and it is a serious medical emergency that requires an ambulance, call 911 to report the emergency. If time and the situation allow, call Special Constable Services at 519-888-4911. The Special Constable Services will meet the ambulance at the University entrance and direct them to the location.

## Non-critical illness or injury

If a student has a non-critical illness or injury:

- **During regular business hours (8:30 a.m. to 4:30 p.m. Monday to Friday):** Students should go to the University of Waterloo Clinic (Health Services).
- **Outside of regular business hours (4:30 p.m. to 10 p.m. Monday to Friday):** The University's Campus Response Team (CRT) may be available depending on volunteer availability. CRT's availability for a given term's Final Examination Period will be provided during the distribution of final examination materials to instructors and will accompany evacuation procedures. To contact the CRT for non-critical, medical assistance, call (226) 339-0462.

## Unsuitable conduct during final examination sessions

### Examination personnel

- Socializing and talking loudly should be avoided. Any discussions between examination personnel should be conducted in a whisper and only if necessary.
- Should not leave their designated area.
- Should not perform any actions that take their attention away from invigilating the final examination, including reading, working on laptops, wearing ear buds, talking/texting on cell phones, etc.
- Disrupting students should be avoided.
- Presiding Officers who are assigned walkie-talkies should ensure they remain switched off unless in use.

### Students

If a student is in violation of the final examination rules or is disruptive during proceedings, the Presiding Officer, instructor, or proctor should proceed as follows:

1. **Step #1:** Verbally request that the student comply with the prescribed final examination behaviour and clearly state the policy/regulation being violated.

2. **Step #2:** If the student refuses to comply after the verbal request, the student should be told the following: “You have chosen to continue in violation of policy intended to ensure the integrity of the final examination. If you do not immediately comply with the request, your uncooperative behaviour will be reported to the Associate Dean and an appropriate penalty may be determined based on the severity of the offence. This may include a written warning, a partial or full grade deduction on the final examination, or possible suspension.”
3. **Step #3:** If a student continues to exhibit persistent disruptive or uncooperative behaviour, the student should be told the following: “You have disregarded two requests to comply with final examination policies. A report of this incident will be forwarded to your Associate Dean immediately following this final examination. Your Associate Dean will determine the appropriate disciplinary action based on the severity of the offense.” As soon as possible, the Presiding Officer, proctor, or instructor must:
  - a. make note of the time and details (e.g., refusal to cooperate).
  - b. make a note to remember to keep the completed final examination materials separate from the rest of the stacked materials once they have been collected.
  - c. inform the instructor (if applicable) of the circumstances.
  - d. turn over all evidence available to the faculty’s Associate Dean.

**Important:** If the student refuses to comply, under no circumstances should the student be physically touched.

## Suspected academic misconduct

Academic misconduct during a final examination includes, but is not limited to:

- using unauthorized aids;
- copying from another student’s work or allowing another student to copy from them;
- submitting another person’s work as their own; and/or
- fabricating data.

Where there are reasonable grounds for believing a violation of final examination protocol has occurred, the Presiding Officer, instructor, and proctor have authority to:

- remove anything on the desk not authorized for use in the final examination and keep it until the student has completed the final examination and handed in the final examination materials as required.
- require the student to move to a seat where the Presiding Officer, instructor, or proctor can more easily monitor the student.

- ask a student to reveal “evidence” where the Presiding Officer, instructor, or proctor believes that student has hidden it on their person.
  - **Note:** If the student refuses, under no circumstances should the student be physically touched.
- remove fillable final examination materials and replace them with new ones, if possible; record the time they were replaced.

In all cases, the student(s) must be allowed to finish writing the final examination.

As soon as possible, the Presiding Officer, instructor, or proctor is expected to:

- make a note of the time and details (i.e., specific student behaviour).
- explain to the student that the status of their final examination is in question.
- identify the final examination materials and set them aside.
- inform the instructor of the circumstances (if applicable).
  - **Note:** If the instructor is not available, the Presiding Officer or proctor will inform their supervisor who will work directly with the appropriate Associate Dean.
- turn over all of the evidence available.

## Guidelines for providing academic accommodations and considerations

The current year’s [Undergraduate Studies Academic Calendar](#) and [Graduate Studies Academic Calendar](#) provide regulations and/or guidance on the following:

- Assessments: Academic Accommodations
  - Due to disability
  - Due to creed/religion
  - Due to other Code grounds

The current year’s [Undergraduate Studies Academic Calendar](#) and the Graduate Studies and Postdoctoral Affairs (GSPA) [Current Graduate Student website](#) provide regulations and/or guidance on the following:

- Academic Considerations Due to Illness
- Academic Considerations Due to Final Examination Schedule Conflicts
- Guidelines for Providing Academic Considerations for Final Examinations

**Note:** In the spring term, the current Undergraduate Calendar for the term is the latest archived version.

University of Waterloo instructors provide academic considerations for final examinations when appropriate conditions are met (see criteria in the regulations listed above or contact GSPA for guidance with graduate course final examinations).

When instructors are asked to consider student's extenuating circumstances, the options available to students vary based on the nature of the extenuating circumstances/events and the instructor's own grading practices stated in the course outline.

Any University academic activity that appears in the class search feature in Quest will be given precedence over alternate arrangements in the resolution of an academic consideration.

Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of academic considerations will be decided by the appropriate associate dean(s). When in doubt, students should approach the associate dean from their home faculty. For students taught at the Affiliated and Federated Institutions of Waterloo (AFIW) where there is no associate dean, the dean of the AFIW exercises these responsibilities.

## Deferred final examinations

In some cases, the final examination may be deferred. Normally, the deferred final examination is to be written at a time mutually agreed by the student and instructor, that is as soon after the missed final examination as possible; in any case it is to be written no later than the student's next academic term in which a) the student has an academic term, and b) the course is offered (up to a maximum of one year).

Options for deferred final examinations include:

- Scheduling the final examination directly with the student based on instructor and student availability.
- Attending a make-up final examination session offered by the Office of the Registrar.
- Deferring the final examination to the next class sitting in a future term.

If the deferred final examination is held after the grade submission in Quest closes, or the grading will not be completed by that time, the instructor is to follow the [undergraduate](#) or graduate incomplete (INC) grade process. [Grade changes related to INC grades must be submitted by instructors within one year of the grade becoming official.](#)

## Rescheduling by the instructor

A mutually agreed upon alternate testing time (whether in person or remote) in which all logistics are handled by the academic unit/instructor.

## Make-up final examination sessions

Each term, the Office of the Registrar provides instructors with several dates and times during the Final Examination Period, or shortly thereafter, at which they can assign a student to write a deferred final examination. This option is also available to students studying remotely if they can come to campus.

The registration process to attend only occurs after the student and the instructor have mutually agreed on the date and time.

Any student who arrives at a make-up final examination session who is not registered to write at that session will not be permitted to write and will be directed to contact their instructor.

- All final examination academic regulations also apply to make-up final examination sessions.
- The proctors monitoring make-up final examination sessions will not be associated with the course or subject matter and will not be able to answer questions about the final examination content.

## Deferral to a future academic term

When submitting an undergraduate or graduate INC form, the instructor should indicate the planned future academic term the student will sit for the final examination.

During the academic term the student is scheduled to write the deferred final examination, the academic unit must request the student be added to the term's LEARN course and add the student as a special case in the assessment on Odyssey to ensure a conflict-free final examination schedule for the student.

- **On-campus students:** The deferred final examination will be written on campus.
- **Remote students:** The deferred final examination can be written externally with a proctor the next time an online section is offered.
  - Instructors/academic unit representatives must email [examinations@uwaterloo.ca](mailto:examinations@uwaterloo.ca) to make arrangements for students to clear an INC by writing an externally proctored examination.

## Student access to final examination materials

Review the current [year's Undergraduate Studies Academic Calendar under Regulations - Academic Regulations - Student access to Final Examination Materials](#) for undergraduate

courses or contact the appropriate Graduate Associate Dean for guidance for graduate courses.

**For Discussion****Open Session**

**To:** Senate Undergraduate Council

**From:** Faculty of Environment

**Presenter(s):** Johanna Wandel, Associate Dean, Undergraduate Studies;  
Jeffrey Wilson, Director, School of Environment, Enterprise and  
Development;  
Rebecca Wickens, Director, Strategic Initiatives and Communications

**Date of Meeting:** February 4, 2026

**Agenda Item:** **7. Joint Education Institutes**

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**Recommendation/Motion**

There is no motion or recommendation at this time – this item is being brought for discussion of the joint education institute model of academic cooperation in China.

**Summary**

The Faculty of Environment has been approached by several Chinese partners (existing and new) to submit a proposal to the Ministry of Education (MOE) in the People's Republic of China (PRC) to collaborate on a joint education institute (JEI).

The JEI model has existed for decades alongside the joint education program (JEP) model, both of which were created by the government of the PRC to expand global education offerings. Waterloo already participates in JEPs (e.g., 2+2) with Chinese partners, but, to date, has not been part of a JEI. JEIs are most common with large institutions in countries like the US, UK, Australia, and New Zealand.

Under the JEP model, using a 2+2 program as an example, students take courses at the Chinese institution for two years and then at Waterloo for two years, and, with approved transfer credits, they earn two degrees. Under the JEI model, students are required to complete the same degree requirements, but the courses are taught concurrently by Waterloo and the Chinese partner at the partner's campus in China. Regardless of which model we follow, students are required to meet our admission and progression requirements to earn their degrees. The intention is for the academic quality and degree outcomes of students in a JEI program to follow as closely as possible to those of students in a JEP program.

To give effect to this intention, the government of the PRC has set forth specific program requirements to obtain its approval. For example, foreign partners are expected to send faculty to teach courses in person and in English, additional faculty hired to teach foreign partners' courses in China must meet or exceed standards for faculty hired to teach at their

institutions, and the courses and programs must be subject to usual quality assurance standards.<sup>1</sup>

Environment faculty already teach in China at partner institutions, under one of our existing JEP initiatives with Nanjing University of Finance and Economics (NUFE). However, the volume of in person teaching expected under the JEI model, which is much more accessible to the growing Chinese middle-class, is higher. This and other operational considerations are being investigated and discussed in the Faculty and with other units on campus.

### **Proposal**

Due to geopolitical issues, Canadian government immigration policy, and concerns about safety and cost of education in Canada (relayed by partners), Waterloo (including Environment) has seen a dramatic decline in international enrolments through all channels including joint academic partnerships. When the government of the PRC announced a major expansion and expedited approvals for new JEIs in 2025, Environment's joint academic program partners proposed this model as a potential solution. We are interested in exploring this further and, as such, are seeking feedback as we consider developing JEIs.

### **Jurisdictional Information**

The Faculty is consulting with units, committees and councils that have knowledge relevant to our consideration of the JEI model and may be involved in future approvals.

### **Governance Path**

The Faculty will consult with the Secretariat on governance paths and further consultation and approvals required.

### **Documentation Provided**

N/A

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<sup>1</sup> Because we would be delivering Waterloo programs as part of a JEI partnership, curriculum changes and quality assurance apply in the same way they would for sections delivered at Waterloo. So this program requirement is not an issue for us; it is just an example of the quality standards set out by the Chinese government to ensure quality of JEI-delivered programs.

## **Appendix A: List of Joint Education Institutes**

Provided is a list of all undergraduate joint education institutes and joint education/academic programs according to the Chinese government: <https://www.crs.jsj.edu.cn/aproval/orglists/2>

Below are examples of joint education institutes:

- <https://www.china-admissions.com/blog/top-sino-foreign-joint-venture-universities-in-china/>
- <https://opportunities-insight.britishcouncil.org/short-articles/news/china-approves-113-new-tne-partnerships>
- <https://www.education.gov.au/download/19823/transnational-education-policy-reform-china-2025/42970/document/pdf>

## MEMORANDUM

**TO:** Members of Senate Undergraduate Council  
**FROM:** Nadia Singh, Director, Student Decision and Policy Support  
**DATE:** February 4, 2026  
**RE:** New Draft – Policy 70 – Student Petitions, Grievances and Requests for Reassessment

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The attached draft of amended Policy 70 - Student Petitions, Grievances and Requests for Reassessment has been developed in accordance with the University's Policy 1 – Initiation and Review of University Policies. Policy 70 last received substantive amendment in 2010.

A Policy Drafting Committee (PDC) was struck to review the policy and recommend amendments. Membership of the PDC over the drafting cycle has included dedicated undergraduate and graduate students, as well as University administrators with operational and subject matter expertise.

The draft presented today reflects amendments made in response to feedback received during the last consultation cycle, as considered and adopted by the PDC. The draft also reflects recent feedback and recommendations received from the University's Undergraduate Associate Deans. The Associate Dean feedback was provided with the support of the Senate Executive Committee, and aimed recommendations at ensuring the draft policy accurately reflects the current University landscape with respect to petitions, grievances, and requests for reassessment.

Consultations have occurred with the following committees and departments:

- Undergraduate Operations Committee
- Associate Deans Undergraduate Studies
- Graduate Operations Committee
- Associate Deans Graduate Studies
- Deans' Council
- Undergraduate Student Relations Committee
- Graduate Student Relations Committee
- AccessAbility Services
- Conflict Management Office
- Co-operative and Experiential Education
- Equity, Diversity, Inclusion and Anti-Racism Office
- Office of Indigenous Relations
- Student Success Office
- Sexual Violence Prevention and Response Office

- Registrar's Office
- Associate Vice-President, Academic
- Graduate Studies and Postdoctoral Affairs
- Affiliated and Federated Institutions of Waterloo

## SCOPE OF AMENDMENTS

The draft policy does not make major substantive changes to existing processes, but does demonstrate the following improvements:

- Generally speaking, the draft aims to provide clearer guidance applicable to undergraduate and graduate students. It is intended to be more user-friendly.
- The draft explicitly defines Petitions, Grievances, and Requests for Reassessment as distinct processes. Each is treated separately in terms of purpose, process, and outcomes.
- The draft responds to the increasing prevalence of legalistic submissions in Petitions and Grievances by offering greater transparency on the impacts of such approaches.
- The draft endeavours to provide guidance on the relationship between matters that may fall under Policy 33 or Policy 42, but which may also concurrently warrant consideration as a Petition, with the aim of increasing student awareness.
- An inclusion and trauma-informed lens has been applied throughout the draft, in recognition of the contexts in which Petitions and Grievances may arise.
- The draft contains a fully articulated list of classified supports available to students engaged in processes under the policy. This list includes, among other important resources, the Office of the Ombudsperson.
- The draft provides clarifications and refinements to the Petition process. It requires that Petitions be adjudicated by a Faculty committee, while preserving Faculty autonomy to constitute those committees in ways that align with Faculty practices. It also makes more explicit the content students are required to submit in support of a Petition, and establishes clearer expectations for the Petition process timeline.
- The draft provides clarifications and refinements to the Grievance process. It identifies a new decision-maker with respect to non-academic student Grievances, namely, the Associate Provost, Students, and provides clarity on how decisions will be rendered when an academic or non-academic support unit's decision is grieved.
- The draft treats Requests for Reassessment not as a form of Grievance, but as a distinct category. It identifies the Associate Dean as the recipient of reassessment requests and

the Chair as the coordinator of the reassessment process, providing clearer role definition, and strengthening the consistency of Faculty decisions.

#### FINAL CONSULTATIONS AND GOVERNANCE PATHWAY

The draft is now being shared with the following groups for feedback, prior to submission to the President and Senate for approval:

- SUC
- SGC
- USRC
- GSRC
- FRC

Feedback on the draft can be sent to Nadia Singh, Director, Student Decision and Policy Support at [nadia.singh@uwaterloo.ca](mailto:nadia.singh@uwaterloo.ca). After consultations have concluded, and any necessary changes incorporated into the draft, the draft Policy will be submitted to the University President for approval, prior to submission to Senate.

**Policy 70 – Student Petitions, Grievances and Requests for Reassessment**

*The policies found on the website of the Secretariat) are compulsory rules for the university community. The authoritative copies of the policies are held by the Secretariat and bear the seal of the university. The online version accessible through the website of the Secretariat is available for information purposes only. In case of discrepancy between the online version and the authoritative copy held by the Secretariat, the authoritative copy shall prevail. Please contact the Secretariat for assistance if necessary.*

<b>Established:</b>	June 6, 1989
<b>Revised:</b>	TBD
<b>Class:</b>	G
<b>Responsible/Originating Department:</b>	Office of the Associate Vice-President, Academic Graduate Studies and Postdoctoral Affairs
<b>Executive Contact:</b>	Associate Vice-President, Academic Associate Vice-President, Graduate Studies and Postdoctoral Affairs

**Related Policies, Guidelines and Procedures:**

- Policy 33 – Ethical Behaviour
- Policy 42 – Prevention of and Response to Sexual Violence
- Policy 46 – Information Management
- Policy 71 – Student Discipline
- Policy 72 – Student Appeals
- Undergraduate Studies Academic Calendar
- Graduate Studies Academic Calendar
- Student Academic Accommodation Guidelines

A Glossary can be found at the end of the policy, as Appendix A.

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**1. Introduction**

- 1.1 This policy governs student **Petitions, Grievances, and Requests for Reassessment**.
- 1.2 A student may file a Petition when seeking an exception to, or relief from, faculty or University rules and regulations. A Petition is appropriate when:
  - University rules or regulations were applied fairly to the student; and
  - Extenuating Circumstances may warrant an exception to the University rules for that student.
- 1.3 A Grievance may be pursued when a student believes that a decision of a University authority or the action of a University employee affecting some aspect of their University life has been unfair or unreasonable.

- 1.4 A Request for Reassessment may be pursued when a student believes that an element of their academic course work has been incorrectly assessed.
- 1.5 Petitions, Grievances and Requests for Reassessment are separate processes with different requirements. Each may lead to different outcomes. It is the responsibility of the student to understand the differences between the three processes and to pursue the most appropriate path forward. Information on resources to assist students in making this determination can be found in Section 4.

## **2. Scope**

- 2.1 This policy applies to all University of Waterloo undergraduate and graduate students, including individuals who were students at the time of the event(s) upon which a Petition, Grievance or Request for Reassessment is based.

Students may file a Petition, Grievance or Request for Reassessment related to Academic Decisions.

Students may file Grievances related to non-academic matters, with exceptions for grievances concerning non-academic departments who employ and make publicly accessible their own resolution processes (including Campus Housing and Sustainable Transportation, as examples), consistent with the Guiding Principles of this policy.

- 2.2 The following matters fall outside of the scope of this policy:
- Complaints of a human rights violation, such as harassment or discrimination, including those that are based on protected grounds under the *Ontario Human Rights Code*, are governed by Policy 33 - Ethical Behaviour.
  - Complaints alleging sexual violence by employees are governed by Policy 33 - Ethical Behavior.
  - Complaints alleging sexual violence by students are governed by Policy 42 - Prevention of and Response to Sexual Violence.
  - The review process for a complaint involving a PhD thesis examination is governed by the Graduate Studies Academic Calendar.

A student whose academic performance is influenced by actions, events or behaviours governed by Policy 33 – Ethical Behaviour or Policy 42 – Prevention of and Response to Sexual Violence may concurrently engage in the resolution process(es) articulated in the relevant policy and:

- seek an exception to or relief from Faculty or University rules and regulations by filing a Petition; or
- submit a Request for Reassessment on academic course work.

A student pursuing a Grievance related to ethical behaviour should seek guidance from the Conflict Management Office on the possible application of Policy 33 – Ethical Behaviour concurrent with or in lieu of the processes articulated in this policy.

- 2.3 Requests to change a student’s record after the student’s degree, diploma or certificate has been conferred are not considered unless the request is based on the grounds of a disability as described in the *Student Accommodation Guidelines*.

## **3. Jurisdiction**

- 3.1 The authority to render decisions (Jurisdiction) is as follows:

(a) Jurisdiction over Petitions lies with Faculty Petitions Committees in each University Faculty.

Petitions for AFIW co-registered students are handled by their University of Waterloo Faculty. Petitions for exception to Co-operative and Experiential Education regulations are handled by Co-operative and Experiential Education. In situations where the Jurisdiction is unclear (e.g., double degree programs, BASE), the decision on Jurisdiction shall be made by the student’s Associate Dean, or through consultation between Associate Deans where applicable.

- (b) Jurisdiction over Grievances normally lies with the Associate Dean (Undergraduate Studies or Graduate Studies), or their delegate, in the student’s Home Faculty/AFIW. The following exceptions apply:

<b>If the decision being grieved is made</b>	<b>Jurisdiction belongs to</b>
by the Associate Dean (undergraduate or graduate) in the student’s Home Faculty/AFIW	Faculty Dean or their delegate
by the Faculty Dean in the student’s Home Faculty/AFIW	Vice-President, Academic & Provost or their delegate
in a Faculty or AFIW other than the student’s Home Faculty/AFIW	Associate Dean or their delegate (Undergraduate Studies or Graduate Studies) of the Faculty/AFIW where the decision was made with input from the Associate Dean in the student’s Home Faculty/AFIW.
in an academic support unit	Associate Dean of the student’s Home Faculty/AFIW who shall decide the most appropriate process, including delegation of responsibility for the Grievance, in consultation with the head of the academic support unit being grieved.
by Co-operative Education associated with decisions made by Co-operative Education	Co-operative and Experiential Education
about the outcome of a PhD defense.	Those articulated in the Graduate Studies Academic Calendar
by any other unit, outside of those described above.	Associate Provost, Students who shall decide the most appropriate process, including delegation of responsibility for the Grievance in consultation with the head of the unit being grieved.

- (c) Jurisdiction over Requests for Reassessment lies with the Associate Dean in the Faculty/AFIW in which the original assessment was made. If the Associate Dean is the instructor of the course in which the Request for Reassessment is being sought, Jurisdiction lies with the Dean of the offering faculty (or their delegate).

3.2 For assistance and advice on Jurisdictional matters, students should contact the Associate Dean in their Home Faculty/AFIW.

**4. Resources**

4.1 Before submitting a Petition, Grievance, or Request for Reassessment, students are encouraged to communicate with their Faculty or departmental representative (e.g., undergraduate academic advisor, undergraduate associate chair or coordinator, graduate associate chair or coordinator, or

graduate academic supervisor) for information on the potential academic impacts of a successful request.

- 4.2 Students have access to a variety of resources that may assist them, including their Associate Deans who may provide direction on available campus resources as needed.

<p>The following resources are available to aid students in understanding the concepts included in policy and to providing support to a student while they are navigating the processes described in this Policy:</p> <ul style="list-style-type: none"> <li>• Centre for Academic Policy Support (undergraduate students) (CAPS)</li> <li>• Conflict Management Office</li> <li>• Equity, Diversity, Inclusivity and Anti-Racism Office</li> <li>• Graduate Student Association (graduate students)</li> <li>• Indigenous Student Services</li> <li>• Office of the Ombudsperson</li> <li>• Sexual Violence Prevention &amp; Response Office</li> <li>• Student’s academic unit, particularly the undergraduate academic advisors or the graduate department coordinators</li> <li>• The Centre (Student Service Centre)</li> <li>• Waterloo Undergraduate Student Association (WUSA)</li> </ul>
<p>The following resources are available to support students and may provide documentation for processes described in this Policy:</p> <ul style="list-style-type: none"> <li>• AccessAbility Services</li> <li>• Counselling Services</li> <li>• Health Services</li> <li>• External accredited health practitioners</li> </ul>
<p>The following resources are available to provide guidance on the processes described in this Policy:</p> <ul style="list-style-type: none"> <li>• Co-operative Education</li> <li>• Graduate Studies and Postdoctoral Affairs (graduate students)</li> <li>• Office of the Ombudsperson</li> <li>• Registrar’s Office (undergraduate students)</li> </ul>

- 4.3 Assistance to students preparing their Petitions, Grievances or Requests for Reassessment may include explaining policy elements, documenting interactions with an office, referring to other supports, and assessing potential academic outcomes, as appropriate. Determinations on outcomes of Petitions, Grievances and Requests for Reassessment are made by those with Jurisdiction only.

- 4.4 Throughout the processes governed by this Policy, students may engage a Support Person for advice and support. The role of the Support Person is to provide moral and emotional support to the student; a Support Person holds no official standing in the process. Normally, the Support Person is a fellow student, friend or family member rather than a legal professional.

**5. Guiding Principles**

- 5.1 All members of the University community are expected to conduct themselves with integrity, and to adhere to University policies, procedures and guidelines. Students have the right to be informed of University policies, procedures and guidelines, and to question whether decisions affecting them are consistent with policies, procedures or guidelines.

- 5.2 The University of Waterloo is a diverse community. Given its pluralistic nature, the University understands that students' Petitions, Grievances and Requests for Reassessment reflect diverse cultural expectations, social norms, or lived experiences. The University is committed to supporting students and adjudicating these requests in ways that are informed by and respectful of these student perspectives.
- 5.3 Decisions are to be made in accordance with the Principles of Natural Justice and all applicable University policies.
- 5.4 The consideration of Petitions and Grievances requires time to obtain and assess submitted documentation and records, consult relevant individuals as needed, and communicate the outcome. The consideration of Requests for Reassessments requires time to determine if a reassessment is warranted and, if so, to identify an appropriate reassessor and to allow the reassessment to take place. Adherence to policy timelines is expected because expeditious resolution of Petitions, Grievances and Requests for Reassessment is normally in the best interests of students.
- 5.5 Those with Jurisdiction will consider requests for timeline extensions on a case-by-case basis including the consequences of such extensions on those affected by the Petition, Grievance and Request for Reassessment. In situations where the reason for a late submission is the result of a health condition, students are encouraged to register and work with AccessAbility Services such that appropriate timelines can be determined. Students may also seek documentation in support of requests for extended timelines from appropriate University support groups (e.g., Conflict Management Office, the Equity, Diversity, Inclusion and Anti-Racism Office, Counselling Services).
- 5.6 The University is required to accommodate disabilities, within specified legal limits, that are known or ought to be known. While engaging this Policy, University authorities may suspect that an individual might benefit from the University's processes for accommodating students with disabilities.. Where this is the case, University authorities must refer these individuals to AccessAbility Services.
- 5.7 The time to reach a decision under Policy 70 may be extended if a student presents legal arguments or if the student initiates a legal action in a venue external to the University. The individual or committee receiving notification of the external legal support or action shall contact the University's Legal and Immigration Services for advice on how to proceed.
- 5.8 The following principles guide decision-making:

A student engaging a process under this Policy is entitled to:

- have access to processes and procedures grounded in:
  - procedural fairness;
  - Human Rights legislation;
  - a recognition of the cultural, historic, racial, and gendered roots of trauma and the potential that trauma may impact a student; and
  - the University's commitment to student wellness, including awareness, support and training regarding mental health and sexual violence;
- have matters addressed fairly and as expeditiously as possible, and to have those matters considered by those who are not sitting in judgment of their own actions or decisions;
- have matters decided with consideration given to consistency and University precedent;
- have matters decided based on a Balance of Probabilities;
- participate in Petition, Grievance or Request for Reassessment proceedings without reprisal or fear of reprisal;
- have their privacy and the tenets of Policy 46 - Information Management respected;

- have the resolution of their disputes be informed by the persons or units with the most relevant information on the student's situation, where feasible; and
- be accompanied by a Support Person to any meetings with University administrators.

## **6. Petitions**

6.1 A Petition is a request by a student seeking exception to or relief from normal Faculty or University rules and regulations as a result of Extenuating Circumstances, events or situations that have been beyond the student's control and could not reasonably have been predicted or expected. Common examples include medical or health concerns and unexpected familial responsibilities.

### **Petition Examples**

6.2 Examples of requests made by Petition include but are not limited to:

- adding or dropping a course after the deadline;
- increasing or reducing a required course load;
- reconsidering an end-of-term academic standing or other academic decision;
- reconsidering the academic record (e.g., converting numeric to non-numeric grades (where available), removing a WD/WF for a late drop); and
- reconsidering decisions by Co-operative Education (e.g., co-op job board access, co-op credit eligibility, work term status, Co-op Research Certificate).

6.3 Examples of Petitions specific to graduate students include, but are not limited to:

- allowing the continuation of a student's program beyond time limits; and
- extending timelines related to research milestones.

6.4 Examples of outcomes that cannot be achieved through a Petition include:

- adjusting a numeric grade from one value to another;
- granting a credit where no credit was earned;
- converting a final grade in a course to an INC; and
- the consideration of matters that are Grievances or complaints that are governed by other University policies, such as Policy 33 – Ethical Behaviour.

### **Faculty Petitions Committees**

6.5 Faculties constitute and manage their Faculty Petitions Committees according to their own internal practices, and determine whether the identity of individual members is made public. Faculty Petitions Committees may be specific to undergraduate and graduate petitions, or a single committee may adjudicate all Petitions. Members normally include a combination of faculty and staff representatives from the Faculty the student is petitioning, supported by the Registrar's Office or Graduate Studies and Postdoctoral Affairs, and other campus experts (e.g., AccessAbility Services) as appropriate.

6.6 Co-operative Education determines the membership of its Petitions Committee according to its own practices.

6.7 A Faculty Petitions Committee should be comprised and supported such that members have an understanding of and respect for contemporary student challenges that inform the adjudication of Petitions. As indicated in Section 5.2, the University acknowledges the pluralistic nature of its community..

- 6.8 The Faculty Petitions Committee chair has the responsibility to ask for a declaration of any real or perceived conflicts of interest between any Committee members and the petitioning student and to modify the process to address the conflict.
- 6.9 The Faculty Petitions Committee chair has the authority to have petitions considered by a subset of the full committee. Normally, this process occurs when:
- the chair, in consultation with the student's Associate Dean, deems that the content of the Petition warrants increased confidentiality;
  - the petition involves consideration of a request for retroactive accommodation; or
  - strong precedent exists to grant or deny the exception requested by the student.

### **Adjudication**

- 6.10 The Faculty Petitions Committee determines whether an exception to a rule or regulation is granted or denied. Before making this decision, the Faculty Petition Committee may seek additional information it deems necessary.
- 6.11 In the case that an exception is granted, the Committee may consider a range of possible resolutions before deciding upon an outcome that is informed by University/Faculty policy, University/Faculty precedent and the student's request. The outcome may differ from the student's desired outcome (e.g., changing one term rather than two terms of the academic record).
- 6.12 A Petition on which a decision has been reached may be reconsidered by the Committee if the student provides new information, typically supported with additional documentation, that has the potential to alter the decision (e.g., medical documentation, travel documentation, bereavement documentation, course reports). The student can submit new evidence that was not available through prior due diligence. The decision as to whether the new documentation meets the threshold for reconsideration lies with the chair of the Faculty Petitions Committee.
- 6.13 Petition decisions and associated records are kept in accordance with procedures within Faculties and the Registrar's Office or Graduate Studies and Postdoctoral Affairs, and compliant with Policy 46 – Information Management.

### **Petition Procedures**

- 6.14 To begin the Petition process, an undergraduate student submits (online) a completed *Petition for Exception to Academic Regulations - Undergraduate* along with any Supporting Documentation to the Registrar's Office. The petition file is then forwarded to the appropriate Faculty Petitions Committee.

A graduate student wishing to begin the process submits (online) a completed *Petition for Exception to Academic Regulations – Graduate Students* along with any Supporting Documentation to Graduate Studies and Postdoctoral Affairs.

- 6.15 When submitting a Petition, a student is indicating that they agree that the relevant rule or regulation is fair and has been fairly applied to them, but they believe an exception is warranted. To seek the exception, the student must provide:
- a clear indication of the decision and outcome from which they are seeking an exception;
  - an explanation of the Extenuating Circumstances they believe warrant an exception;
  - Supporting Documentation verifying the impact of the Extenuating Circumstances on the student; and
  - an articulation of the desired outcome of the Petition.
- 6.16 At the request of the Faculty Petitions Committee, the Registrar's Office (for undergraduate

Petitions) or Graduate Studies and Postdoctoral Affairs (for graduate Petitions) may gather information related to the student's academic performance and participation during the period of the reported Extenuating Circumstances. This information will be provided to the Faculty Petitions Committee to support their decision-making.

- 6.17 Requests for retroactive consideration (e.g., due to illness, related to bereavement) or retroactive ground-protected accommodations (e.g., disability) will be considered. The timely submission of requests is encouraged. For further information about retroactive accommodations on the grounds of disability, students are directed to the Student Academic Accommodation Guidelines.
- 6.18 The Faculty Petitions Committee has discretion to decide if a Petition submitted by a Previously Enrolled Student will be considered. A Previously Enrolled Student is a person who was previously enrolled at the University of Waterloo, but whose current status requires an application for readmission to continue their studies at the University. Normally, the Faculty Petitions Committee's decision to hear the petition will be based on an assessment of whether the outcome of the Petition might substantially affect the student's academic record such that the student would have an opportunity to pursue future studies at the University or elsewhere.
- 6.19 Faculty Petitions Committees may be unable to adjudicate a Petition in cases when information necessary to evaluate the Petition is no longer available or if the outcome being sought is no longer feasible.
- 6.20 A student will receive a decision normally within 30 Working Days of submission. Petition timelines may vary depending on:
- the Petitions Committee meeting schedule;
  - the volume of Petitions being submitted;
  - the potential impact of the decision on current term enrolment (e.g., Petitions that affect current term enrollment may be prioritized over those involving a prior term);
  - the complexity of the request;
  - any requirement for additional documentation; and/or
  - the need for consultation with experts (e.g., academic advisors, instructors, AccessAbility Services, Legal and Immigration Services).

When a timeline will not be met (e.g., a decision returned in 30 Working Days), the student will receive an update on the progress towards adjudicating their petition, including revised timelines.

- 6.21 Undergraduate and graduate students will be notified in writing (hard copy or electronic) of the outcome of their petition.
- 6.22 Petition decisions are final and cannot be appealed under Policy 72 – Student Appeals.
- 6.23 The results of a petition decision may only be grieved under this Policy if there is evidence that there has been a procedural error in the adjudication. A denied petition decision by a Petitions Committee is not in itself a procedural error. Procedural errors include deviations from procedures set by policy or guideline, evidence of bias in a decision, and inadequate consideration of the provided evidence. In such situations, the focus of the grievance shall be solely on the procedural error leading to the contested petition decision. Procedures for filing a grievance are outlined in Section 7.

## **7. Grievances**

- 7.1 When a student believes an academic decision or action of a University authority is unfair or unreasonable, the student is required to first seek a resolution with the person (or persons) who made the decision in question. Recognizing the value of an expedited resolution, and to avoid a prolonged formal process, a resolution may be sought:

- by the student directly with the decision-maker; or  
by the student through their Associate Dean who may, at the student's request and at the discretion of the Associate Dean, communicate with the decision-maker.
- 7.2 Where a grieved decision or action applies to more than one student (including instances where students file one joint grievance as a group), the Adjudicator (described below) may elect to render one decision that applies to multiple students.
- 7.3 Examples of Grievances covered by this Policy include situations where a student is seeking a resolution because they believe:
- there was a substantial deviation from a course outline without reasonable notice to or approval from students enrolled in the course;
  - there was improper application of University regulations governing program or degree requirements;
  - an unfair decision was reached during the evaluation of a research milestone;
  - an agreed-upon accommodation plan guided by AccessAbility Services was not followed by the instructor; and/or
  - there was an error in an academic decision of a University authority that is not related to courses, or program or degree requirements (e.g., student exchanges, certificate in university teaching).

### **Requirements**

- 7.4 When submitting a Grievance, a student must provide:
- a clear indication of the decision or action they are grieving and why they believe that decision is unfair and/or unreasonable;
  - an explanation of how they believe the decision or action unfairly and/or unreasonably affects them;
  - the identification of relevant individual(s)/academic or administrative unit(s) associated with the Grievance;
  - a summary of previous communication with the decision-maker(s) to attempt to resolve the situation, or an explanation as to why these communications did not take place;
  - Supporting Documentation, if any, that is relevant to the Grievance including medical documentation (submitted through AccessAbility Services, in accordance with section 7.8 of this Policy); and
  - an articulation of the desired outcome of the Grievance.

### **Grievance Procedure**

- 7.5 The University recognizes the value of the timely resolution of students' concerns. As such, students who believe a decision or action of a University authority is unfair or unreasonable must submit a Notice of Grievance to their Associate Dean or the appropriate decision-maker as noted in section 3.1, above, no later than 20 Working Days after the decision or action of concern. The 20 Working Day period also applies to a student in their last term before graduation. Students for whom medical conditions preclude timely submission of grievances should register with AccessAbility Services to evaluate the potential for accommodation.
- 7.6 A Notice of Grievance that is received after 20 Working Days may in rare cases be considered at the discretion of the Associate Dean. The decision to consider the grievance beyond the 20 Working Days may be based on:
- whether the source of the delay in submitting the grievance was beyond the control of the student;
  - whether the information necessary to adjudicate the grievance remains available; and/or

- whether the outcome of the grievance remains timely and relevant.
  - .
- 7.7 Students intending to rely on medical documentation as part of their grievance must register with AccessAbility Services and submit their medical documentation through that unit. AccessAbility Services will coordinate communication of the relevant contents of those medical documents with the appropriate Associate Dean in the student's Home Faculty/AFIW.
- 7.8 A student's completed Notice of Grievance will be received by the appropriate Associate Dean in the student's Home Faculty/AFIW who will normally serve as the Adjudicator of the grievance. Exceptions on Jurisdiction are listed in Section 3.1.

### **Decision and Appeal**

- 7.9 The Adjudicator shall review the student's written complaint and supporting documentation, conduct an investigation and render a decision on the Balance of Probabilities.
- 7.10 Normally within 30 Working Days of receiving the Notice of Grievance, the Adjudicator shall provide the student a written decision with reasons, using the Report of Grievance Decision. If this timeline cannot be met, the Adjudicator will advise the student in writing and provide a revised timeline.
- 7.11 In instances where the student's records should reflect the outcome of the decision, the Associate Dean will communicate the decision to the appropriate body (e.g., Registrar's Office, Graduate Studies and Postdoctoral Affairs, the course instructor).
- 7.12 A Grievance decision may be appealed. The appeal must be initiated by submitting the appropriate documentation by the deadline imposed in Policy 72 – Student Appeals.

### **8. Requests for Reassessments**

- 8.1 When a student believes that an individual Course Element has received an incorrect mark, they are encouraged to seek a resolution with the person (or persons) who made the decision in question. In instances where a student is unable to reach a resolution through informal means, the student may initiate a Request for Reassessment. Examples of work to be reassessed include assignments, projects, essays, lab reports, and tests, including quizzes and final exams.
- 8.2 Examples of instances when a student may seek a Request for Reassessment include when a student believes:
- marks were not given for a correct answer;
  - partial grades ought to have been awarded;
  - assessment and grading expectations were misaligned; or
  - a grading rubric was inconsistently applied.
- 8.3 The decision on a Request for Reassessment may result in a grade being raised, lowered or maintained.

### **Request for Reassessment Procedure**

- 8.4 Requests for Reassessments must be commenced within 20 Working Days of the student receiving the original assessment of the work. The 20 Working Day deadline also applies to a student in the last term before graduation.

- 8.5 To file a Request for Reassessment, a student submits a completed **Notice of Request for Reassessment**. When submitting their Notice of Request for Reassessment students must specify whether they are requesting a reassessment of an entire Course Element or portions of it.
- 8.6 The Notice of Request for Reassessment will be received by the Associate Dean of the Faculty or the AFIW in which the course is being offered.
- 8.7 The Associate Dean will determine whether the Request for Reassessment meets the Faculty criteria necessary to proceed. If the Request for Reassessment meets the Faculty criteria necessary to proceed, the Associate Dean will appoint a Coordinator for the Request for Reassessment. The Coordinator will normally be the Chair of the unit offering the course. When the Chair of the offering unit or the Associate Dean of the offering Faculty is the instructor of the course in which the reassessment is sought, the Dean of the Faculty/AFIW (or their delegate) will appoint the Coordinator for the Request for Reassessment.
- 8.8 The Coordinator will determine if the Reassessment includes the totality of the Course Element or only a portion of the Course Element. In making this determination the Coordinator will consider:
- Faculty-specific criteria;
  - the limits of the request made by the student in the Notice of Request for Reassessment; and
  - the interdependencies of the individual elements of the evaluated work and the feasibility of limiting the Request for Reassessment to specific portions.
- 8.9 If the Coordinator determines that the Request for Reassessment will include portions of the Course Element that differ from the student's request, the Coordinator will inform the student and the appropriate Associate Dean of the revised Request for Reassessment scope and allow the student the opportunity to retract their Request for Reassessment request.
- 8.10 Within 5 Working Days of finalizing the elements to be reassessed, the Coordinator will select a qualified new assessor(s) who may be external to the University. After obtaining the work to be reassessed, the Coordinator will send the assessor a copy of the work, anonymized where possible. The Coordinator will also provide the assessment rubric used and, if appropriate, any relevant contextual information.
- 8.11 The Coordinator will take all reasonable steps to ensure student anonymity and impartiality of the assessor(s). The Coordinator will seek a completed reassessment from the assessor within 15 Working Days.

### **Decision and Appeal**

- 8.12 The Coordinator will receive and consider the assessor's report and make a determination on the student's revised grade. The Coordinator shall then communicate the outcome of the Request for Reassessment to the student and the Associate Dean using the Report of Reassessment Decision.
- 8.13 In exceptional circumstances where the Coordinator does not follow the recommendation of the assessor(s), a written rationale will be provided through the Report of Reassessment Decision.
- 8.14 In instances where the student's record should reflect the outcome of the decision, the revised grade will be communicated by the Coordinator to the appropriate body (e.g., the course instructor or appropriate course staff, Registrar's Office, Graduate Studies and Postdoctoral Affairs).
- 8.15 Normally, Requests for Reassessment will be resolved within 20 Working Days of the Associate

Dean's receipt of the student's Notice of Request for Reassessment. If this timeline cannot be met, the Associate Dean will advise the student in writing and provide a revised timeline.

- 8.16 A Reassessment decision may be appealed. The appeal must be initiated by submitting the appropriate documentation no later than 10 Working Days after notification of the decision, provided a ground for appeal can be satisfied. See Policy 72 – Student Appeals.

### **Appendix A – Glossary**

**Academic Decision** – a decision made by a University authority that directly impacts the student's academic record.

**Adjudicator** – the individual with Jurisdiction to render a finding regarding a student's Grievance. The Adjudicator for a Grievance is normally the Associate Dean of the student's home Faculty (or AFIW equivalent).

**AFIW** - Affiliated and Federated Institutions of Waterloo. Includes Conrad Grebel University College, Renison University College, St. Jerome's University, and United College.

**Associate Dean** – the Associate Dean (undergraduate or graduate) of a Faculty or their delegate. In the AFIWs, the equivalent roles are the dean (Conrad Grebel University College), vice-president academic and dean (Renison University College), associate dean (St. Jerome's University) and academic dean (United College).

**Balance of Probabilities** – the standard of proof used to determine whether the occurrence of an event is more likely than not, based on an analysis of the facts and evidence presented. It is a lesser burden of proof than 'beyond a reasonable doubt'.

**Chair** – in the context of Requests for Reassessment, the chair of the department/director of the school or program hosting the course or their delegate. For a course taught outside a department or school, the Chair is the person responsible for assigning the instructor, e.g., the Associate Dean, for a course administered at the Faculty level. For a co-operative education professional development course, the Chair is the Associate Dean of the student's Home Faculty. The Chair is often the Coordinator of the Request for Reassessment.

**Coordinator** – in the context of Requests for Reassessment, the Coordinator will normally be the Chair of the unit offering the course (see definition of Chair, above). When the Chair of the offering unit or the Associate Dean of the offering Faculty / AFIW is the instructor of the course in which the reassessment is sought, the Dean of the Faculty (or their delegate) will coordinate the Request for Reassessment.

**Course Element** – refers to a student's work (e.g., assignment, essay, project, test) that counts towards the final course grade.

**Extenuating Circumstances** – Exceptional and often unforeseen situations or events that significantly impact a student's ability to meet academic requirements or adhere to established policies or procedures. These circumstances are typically beyond the student's control and can include serious personal challenges, medical issues, family emergencies, or other unexpected events that may adversely affect the student's academic performance. The University acknowledges that Extenuating Circumstances may differ according to a person's social identities and geographical reference points/origin.

**Grievance** – a claim pursued by a student where the student believes that a decision or action of a University authority has unfairly or unreasonably affected them.

**Home Faculty** – the Faculty in which a student is registered. In the case of a program involving two or more Faculties - one Faculty, and therefore the associate dean of that Faculty, will have been designated as having the responsibility to deal with matters related to the student’s program and to the processes described in this policy.

**Jurisdiction** – the authority to render decisions.

**Petition** – A request by a student seeking exception to or relief from normal Faculty or University rules and regulations as a result of unique and/or Extenuating Circumstances, events or situations that are or have been beyond the control of the student, that could not have reasonably been predicted or expected.

**Previously Enrolled Student** – a person who was previously enrolled at the University of Waterloo, but whose current status requires an application for readmission to continue their studies at the University.

**Principles of Natural Justice** – the fundamental principles and standards that govern the fair and impartial treatment of individuals in the context of decision-making processes within the University. Key elements of natural justice include the right to fair and impartial process, the right to be heard and to respond and to receive a reasoned and unbiased decision.

**Request for Reassessment** – a request by a student for the reconsideration of the assessment coursework.

**Support Person** – an individual who may provide moral and emotional support through the process, and is normally a fellow student, friend or family member. The support person is not normally a lawyer or paralegal and has no official standing in the process.

**Supporting Documentation** – Supporting Documentation play an important role in substantiating requests and claims made through Petitions and Grievances. These documents serve as evidence of a student’s circumstances and provide context to support the claims made. The nature of Supporting Documentation can vary widely but can include medical documentation (to be submitted through AccessAbility Services), personal statements, third-party letters, legal documents, obituaries, academic records, communication records, witness statements, and photographic evidence, as examples.

**Student** – an individual who is registered (paid fees or has arranged to pay fees) at the University of Waterloo or an individual who was a student, has not graduated, and can resume studies at the University of Waterloo without having to initiate a formal re-application.

**Working Day** – Monday to Friday, inclusive, excluding statutory and University holidays. In most offices at the University of Waterloo, regular business hours are 8:30 a.m. to 4:30 p.m., with some closed for lunch.

For Information

Open Session

**To:** Senate Undergraduate Council

**From:** Nasser Mohieddin Abukhdeir  
Faculty Senator

**Date of Meeting:** February 4, 2026

**Agenda Item:** **9. Senate Academic Innovation Committee – Draft Proposal**

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### Summary

Nasser Mohieddin Abukhdeir, Faculty Senator, will provide an overview of the draft proposal for the creation of a Senate Academic Innovation Committee as presented to Senate Executive Committee on November 10, 2025. The proposal is being brought forward to SUC for feedback and recommendation to Senate to proceed with the creation of SAIC. A similar formal recommendation was brought to the Senate Graduate Council in January 2026.

### Proposal/Rationale

A proposal for the creation of a new standing sub-committee of the Senate, the Senate Academic Innovation Committee (SAIC), which would jointly report to Senate Undergraduate and Senate Graduate Councils (SUC and SGC), being focused on consideration and recommendation (to SUC and SGC) on:

- “adoption of processes and practices that will enhance the quality and viability of academic programming and its delivery<sup>1</sup>” or, rephrased “to consider and recommend improvements to academic programming and its delivery with an equal focus on efficiency, quality, and viability.”
- non-degree/non-credit or alternative credentials<sup>2</sup> consider and approval

which clearly fall under the jurisdiction of the Senate<sup>3</sup> 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.” This Senate standing committee is proposed to continue, through collegial governance principles and processes, the short-term

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<sup>1</sup> <https://uwaterloo.ca/waterloo-budget-plan/innovation-action/academic-innovation-working-group/terms-of-reference>

<sup>2</sup> <https://uwaterloo.ca/associate-vice-president-academic/sites/default/files/uploads/documents/credentials-framework-report-final-august-2024.pdf>

<sup>3</sup> Section 22, <https://uwaterloo.ca/secretariat/university-waterloo-act#Senate>

work of the Academic Innovation Working Group<sup>4</sup> (AIWG) and the ongoing responsibilities of the ad hoc Alternative Credentials Approval Committee<sup>5</sup> (ACAC).

There are at least three distinct justifications for the creation of this standing committee of the Senate, along with potential creation of faculty and department committees to advise it as is the case for the existing Undergraduate and Graduate Councils of the Senate. These three justifications are summarized as follows:

- 1) There is a clear need for formalized and collegial innovation in academic programming and delivery of that programming at the University. This has been communicated, in part, by the President and Provost in announcing the creation of the AIWG which is short-term, ancillary to collegial governance processes, and motivated partially by short-term financial constraints. The proposed SAIC complements and continues the work of AIWG by fulfilling most of the same roles in a sustainable long-term form using existing collegial governance processes per the UW Act.
- 2) Recommendations of the existing AIWG need to be considered by the SUC and SGC and, potentially, recommended for approval by Senate. The SAIC would be the ideal venue for this and relieve some of the burden of the already heavily loaded SUC and SGC, allowing for sufficient review and feedback by elected faculty and student representatives with a sufficiently broad set of expertise and academic backgrounds (all faculties).
- 3) The Credentials Framework Report<sup>2</sup> recommends the creation of a Senate committee for the consideration and recommendation (to Senate) of alternative credentials, which seems to be a limited scope for a Senate sub-committee. By incorporating this responsibility and corresponding roles directly into the proposed SAIC this recommendation is achieved without the introduction of additional Senate committees.

The creation of SAIC demonstrates the University's long-term, structured commitment to Academic Innovation. Its positioning as a standing committee of Senate emphasizes the importance and value that Waterloo places on this activity.

## **Jurisdictional Information**

Section 22 of the University of Waterloo Act, 1972 empowers Senate:

(m) to create councils and committees to exercise its powers;

## **Governance Path**

Senate Graduate Council: January 21, 2026

Senate Undergraduate Council: February 4, 2026

*Prospective:*

Senate Executive Committee: TBD

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<sup>4</sup> <https://uwaterloo.ca/waterloo-budget-plan/innovation-action/academic-innovation-working-group>

<sup>5</sup> Alternative Credentials Approval Process (attached documentation)

Senate: TBD

**Documentation Provided**

- Senate Academic Innovation Committee Proposed Terms of Reference
- Alternative Credentials Approval Process (June 2021)

# Proposed Terms of Reference: Senate Academic Innovation Committee<sup>1</sup>

## 1 Committee Establishment and Mandate

- 1.1 The Senate Academic Innovation Committee is a sub-committee of the Senate Undergraduate and Graduate Councils (SUC and SGC) and is established in accordance with the University of Waterloo Act.
- 1.2 The committee serves as the primary forum within Senate to explore improvements to academic program delivery with an equal focus on efficiency, quality, and viability.
- 1.3 The committee also makes recommendations to the SUC and SGC regarding all matters associated with alternative (non-credit) credentials.

## 2 Membership

- 2.1 The membership of the committee shall consist of the following:

### 2.1.1 Ex-officio

- 2.1.1.1 Associate Vice-President, Academic, who shall chair the committee
- 2.1.1.2 Associate Vice-President, Graduate Studies and Postdoctoral Affairs
- 2.1.1.3 Associate Vice-President, Indigenous Relations or designate
- 2.1.1.4 Associate Vice-President, Equity, Diversity, Inclusion and Anti-Racism or designate

### 2.1.2 Appointed by Senate

- 2.1.2.1 Six elected faculty members of Senate, one from each faculty
- 2.1.2.2 One elected faculty member of Senate from the Affiliated and Federated Institutions of Waterloo
- 2.1.2.3 Two elected undergraduate student members, one of whom shall be the Undergraduate Student Association President or designate
- 2.1.2.4 Two elected graduate student members, one of whom shall be the Graduate Student Association President or designate
- 2.1.2.5 One appointed alumni member of Senate
- 2.1.2.6 One appointed member from the board of directors of the Faculty Association of the University of Waterloo

- 2.1.3 For members appointed under section 2.1.2., the aim is to have broad and inclusive representation from all Faculties. Appointments shall be made in accordance with regular Senate nominating processes.

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<sup>1</sup>Note that portions of these draft Terms of Reference are directly based on:

<https://uwaterloo.ca/waterloo-budget-plan/innovation-action/academic-innovation-working-group>  
<https://uwaterloo.ca/waterloo-budget-plan/innovation-action/academic-innovation-working-group/terms-of-reference>  
in compliance with Policy 73 section 3.A.

### **3 Responsibilities**

- 3.1 The Committee shall have the following responsibilities:
  - 3.1.1 Review and make recommendations on academic and administrative decisions with a focus on efficiency, quality, and viability.
  - 3.1.2 Request, consider, and review information and evidence for Senate and its committees to support effective academic decision making.
  - 3.1.3 Make recommendations to SUC and SGC regarding the development and improvement of academic policies, guidelines, and procedures with a focus on efficient, high quality, and viable academic program delivery.
  - 3.1.4 Facilitate cross-campus collaboration to share best practices and make recommendations to Senate regarding unified approaches for efficient, high quality, and viable academic program delivery.
  - 3.1.5 Conduct university community consultations with faculty, staff, and students regarding academic practices and develop yearly summaries to present to Senate and to inform the Board of Governors.
  - 3.1.6 Conduct environmental scans of academic innovation activities at comparator and competitor institutions and develop yearly summaries to present to Senate and to inform the Board of Governors.
  - 3.1.7 Make recommendations regarding proposals for alternative credentials, including micro credentials.
  - 3.1.8 Make recommendations and establish rules and procedures for the development and approval of alternative credentials.
  - 3.1.9 The committee shall review its terms of reference on an annual basis and make recommendations to Senate thereon. A comprehensive review shall be undertaken every five years.

### **4 Meetings**

- 4.1 The Committee shall normally hold at least 10 regular meetings each year, to be scheduled in the period from September to June.
- 4.2 Special meetings may be called by the chair of the Committee.

# Alternative Credentials Approval Process

June 1, 2021

Compiled by Dave DeVidi, AVPA

In consultation with Secretariat, AVPGSPA, various stakeholders

The commitments the University makes in the Strategic Plan around Life-Long Learning, and especially the rapid development of WatsPEED, have brought into focus questions about the governance of non-degree credentials, and in particular of credentials that do not result in academic credits that might count towards degrees. (Terminology is not used consistently, here or elsewhere, to pick out the types of credentials in question. We will use “non-credit” and “alternative credentials” to refer to programming that does not result in credentials or credits that could count towards degrees and so which are approved by the well-known channels leading from Faculty Councils to Senate Councils to Senate. As will be described below, Senate has also previously ruled that programming sufficiently like credit courses must be approved by Senate, so by non-credit we mean, roughly, *sufficiently unlike courses that lead to credits so they do not require Senate approval*. Professional development courses as have been offered for some decades by the Centre for Extended Learning are a paradigm example.)

The University has long granted “non-credit” credentials, but the process for their approval is neither very well-known nor very systematic. For any such credential to warrant approval to proceed, there are both “business questions” and academic questions. The notes below are only intended to address the latter, and in particular are intended as a step towards setting processes in place that will allay concerns about good academic governance and protection of the University’s reputation that might be raised by the sudden expansion of the University’s non-credit offerings. As noted below, this document describes interim processes, until a fuller adaptation of the academic governance processes can be implemented to deal with a range of changes currently underway.

## Contextual Notes:

- Investigation by the Secretariat has shown that since as early as 1973, non-credit certificate programs have not required approval by the usual Senate mechanisms. At that stage, authority for approving these offerings was delegated to the academic departments or Faculties responsible for the program. In 2003, Senate approved a recommendation regarding definition of and approval processes for diplomas and certificates, which, among other things, distinguishes between certificates of completion/participation, and certifications and diplomas made up of “non-degree credit courses”, i.e. those approximating the length and content of a 0.5 unit on-campus courses, excluding ‘interest’ courses offered by (CEL). Non-degree credit courses require Senate approval, and do credentials made up of several of them. **That is, the kinds of programming that do not require Senate Approval are certificates of completion/participation, and “interest courses” of the sort offered by CEL, which do not “approximate the length and content of a 0.5 unit on-campus course.”** While the terminology is unfortunate, we will distinguish

here between “non-degree credit” courses, i.e. credit courses that are not part of a degree program (or courses that are enough like credit courses), which do require Senate approval, and “non-credit credentials”, which generally do not.

- Since as early as 1963, there has been a unit responsible for adult/extension/distance/continuing education (now, CEL), and an academic leader to which the unit reports (currently the AVPA) who is responsible for programming and coordinating with academic units on programming (though, of course, day-to-day the coordination has long been handled by staff within the unit). In 1973 and 2005 the records show that the individual responsible for these activities was to be advised by council or committee (in the early years a committee or subcommittee of Senate) with representation from the Faculties. In 1973 and 2005, recommendations were made to establish a policy or standards for the continuing education programs, and for CEL to act as a point of coordination for initiating, gaining approvals and advertising these programs. Because non-credit courses fell outside of Senate’s jurisdiction, the only references in Senate records to continuing education activities post-2003 are in reference to strategic plan initiatives or informational updates by the unit’s director. By observing the operations of CEL since that time, it appears that the 2005 recommendations of the Secretariat were put into action, but there is no Senate record of what was decided with respect to specific recommendations around approval of non-credit offerings.
- The exception to requiring Senate approval in 2003 was fairly narrowly written: any certificate that involved credit courses needs to go to Senate, as do “courses” that “approximate the length and content of 0.5 unit on campus courses”. The wording of the exception was: “this excludes ‘interest’ courses such as *Learning to Use your PC*” offered by [CEL]” *I take it that credentials that bundle together a number of “interest” courses (i.e. that involve substantially less than a full 0.5 credit course) fall under this exception, and propose following this interpretation until we can go to Senate once we have further developed our processes, as described below.* And certificates of completion/participation do not need to go to Senate.
- Going to Senate for discussion and approval of a more systematic approach to approval of non-credit offerings in the medium term is not avoidable. Recent directives from the Quality Council require that we specify how “microcredentials” are approved and monitored for quality in our Institutional Quality Assurance Framework, which must go to Senate.
- Moreover, the University is at work on a broader “credential framework” that will cover various sorts of microcredentials, not all of which will be in the WatSpeed remit. The goal will be to create an efficient but academically suitable method for approval of all such credentials, including WatSpeed credentials, and to take it to Senate for information and discussion in due course.
- The proposal below is an adaptation of what has been used in the recent past by the AVPA to approve non-credit offerings such as CEL Professional Development programming that offers a Waterloo credential.
- What is at issue in the approvals described here is the academic credibility/worth of proposed non-credit credentials, not whether offering them makes financial sense. Financial questions are handled via a separate mechanism, and the people involved in the decisions

described here will be expected to divorce their academic judgement from, for instance, their perceptions of financial interests of their unit.

- **While all the proposals to be considered are *non-credit*, for the present we distinguish between “certificates of participation” and (for want of a better term) “assessment certificates.”** (WatSpeed, for instance, does not want only to offer certificates of participation, but also credentials that indicate a level of achievement in a particular “area of interest”, though the credentials are made up of “interest courses” considerably less involved than 0.5 credit academic courses, and so are eligible for approval via this mechanism.) (Within the “achievement” category, we will also distinguish between certificates of *completion* and, for lack of a better term, of *achievement*, as this is an important distinction for some organizations that want to partner with Waterloo.) Which sort of credential someone is getting will be clearly indicated on their certificate, and different questions need to be answered to evaluate whether either sort of University of Waterloo certificate is warranted. Finer distinctions than just these two broad categories may be needed in the future.
- This document is intended as a starting point, and processes will evolve in light of experience as the committee carries out its work. What the committee learns will also inform the more general credential framework that will find its way to Senate in due course.

### **The Alternative Credentials Approval Committee**

1. Name: In the past, this committee was called the Professional Development Advisory Committee. I suggest that we now call it the *Alternative Credentials Approval Committee*, because, for instance, the addition of approving WatSpeed offerings makes the previous name obsolete.
2. The same committee will, with appropriate tweaks, also approve other non-credit credentials which might arise from WatPD, CEL PD, or elsewhere. As noted below, it will also have some role in ensuring that the quality of offerings is appropriately monitored, though how this will work remains to be worked out.
3. Membership:
  - a. AVPA, as Chair
  - b. One representative from each Faculty, appointed by the Dean (normally the AD Life-Long Learning, or whatever corresponds to that role in the Faculty)
  - c. The AVPGSPA when what is in question is approval of Watspeed or other credentials where the content is at a post-graduate level,
  - d. Non-voting resource people: For WatSpeed, a WatSpeed delegate; for WatPD proposals, the WatPD director; for CEL PD proposals, the CEL Director.
  - e. Other non-voting resource people: CTE experts when pedagogical questions arise, Registrar’s Office representatives when credentials that might appear on a transcript are in question, etc., as appropriate. We will ask such members to be available to answer questions from committee members and to provide advice as appropriate, but generally will work to not have this committee become an onerous burden for them.

## **General Committee Processes**

- The committee will work as much as possible asynchronously and electronically (to begin with, primarily in TEAMS) for the sake of efficiency. The committee's work is likely to be too sporadic to warrant frequent regularly scheduled meetings for sufficiently rapid decision-making, and ad hoc meetings would be difficult to arrange given the schedules of the people involved, (This process is of course subject to reconsideration once the practice is up and running.) Early experience will help us set realistic timelines for submission or proposals, decisions, and the like, which will be helpful for those designing proposals and building partnerships.
- Materials will be circulated to committee members (e.g., by depositing them on a Teams site that all members have access to), and a time set by which electronic discussion (e.g., asking for clarification from resource members of the committee) will be completed.
- If it is clear that a topic is contentious, the Chair will schedule a meeting for discussion before any vote takes place. Members of the committee can request that a meeting be scheduled. We anticipate that this will not usually be required.
- In the normal course of things, after the discussion deadline passes, the Chair will call for an electronic vote, with votes to be cast within 48 hours.
- The committee members representing the Faculty(s) involved in a proposal will not vote on the proposal. The usual Senate Committee rules with respect to conflict of interest will also apply.
- While a majority vote is sufficient, the committee will seek consensus or at least a considerable majority on one side or the other. If the vote is close, the Chair may, at their discretion, call for a meeting to discuss issues further.
- In the event of a tie, the Chair will hold a casting vote. In general, though, that a vote is a tie will be taken to indicate that there are serious enough problems that warrant adjustment to a proposal, so the presumption is that this vote will often be negative. (Technically, the committee is advisory to the AVPA anyway, so this process bullet is just being explicit about how "advisory" works out in practice ... the AVPA will generally leave the decision to colleagues but retains the authority to break ties.)

## **Alternative Credentials Approval Processes**

### **Approval in principle**

Generally, WatSpeed offerings will involve external partners. WatSpeed has indicated that a stage of "approved in principle" would be useful for their purposes so that they can be confident that they are not wasting their time pursuing an idea likely to be rejected for reasons that could have been anticipated in advance. (There are obviously reputational costs in a University unit signing agreements with partners only to have them fall apart at a later stage.)

My understanding is that what WatsPEED needs at the approval-in-principle stage is sufficient assurance "that Waterloo offering a non-credit credential of this sort, developed by these people, and working with these partners (or aiming at these clients/students) is compatible with preserving or improving the academic reputation of the University." The job is not to

determine whether the project would be viable financially, etc., as it is job of WatSpeed and the Faculties to work out answers to those questions.

We need a standard template that asks for relevant information that will allow the committee to make good decisions at this stage. Given the need for ability to quickly launch and adapt such programs in response to changing market demands and given the relatively low resource and reputational risk to the university compared to the launch of a new degree program, this template can be much simpler than the one required for approval of a new degree program by Senate. For instance, it might include:

### **Approval in Principle Template**

Title of Program/Course/Credential (henceforth, we just say “program”)

What is the purpose of the program?

Who will develop the program? (list all partners involved in developing content, including departments, schools, and Faculties, support units, or external partners. Briefly indicate their roles in the project, and explain why those involved have sufficient subject matter expertise to produce a program of high quality)

Type of program

- Will those who complete the program receive an attendance/participation or an assessment (i.e. completion or accomplishment) certificate?
- Briefly describe the anticipated structure of the offering (is it a single session? A course of a few sessions? A series of courses? F2F, online or hybrid? Etc.)

In what ways does this program advance the mission or strategic goals of the University? How does it align with the academic strengths of the Department/unit involved in its development? Who will be the audience for the offering and how many enrolments are anticipated?

Confirmation of approval to develop from all Waterloo units involved (i.e., Chairs and Deans, Directors of support units, as appropriate).

For attendance/participation certificates, only approval in principle is required; the judgement here is that the level of reputational risk involved is sufficiently low that it is appropriate to leave further “quality control” issues in the hands of those delivering the programming.

### **Approval to Proceed Template**

Our colleagues on campus will be much more accepting of WatSPEED and of other non-credit but assessed credentials, and we can be extra sure of our due diligence, if we also have a stage where the committee affirms that the program as developed is suitably close to what was approved in principle, and that as developed it will be of sufficient quality to deserve a Waterloo credential. This is the reason for a second stage of approval, after further development has been done by those involved in the project.

Name of Program, purpose of program, partners, etc., as in the in-principle template, noting what if anything has been modified

Course Descriptions, including

- Course author(s) and credentials
- Contact hours, etc.
- Intended Learning Outcomes
- Assessment methods If applicable

Evaluation Plan: how do we gauge the satisfactoriness of the offering going forward? (WatSPEED intends to gather participant feedback and share it with those delivering the programming. Just as new degree programs undergo a 2-year review, for assessment programs, the evaluation plan at the time approval is sought should include sharing a report with the committee that addresses this feedback, other indicators of the quality of the offering as appropriate, and steps taken to address any problems identified. There may be reasons to do the review at either one year or two years.)

**For Information****Open Session**

**To:** Senate Undergraduate Council

**From:** Tony Ly  
Governance Officer

**Date of Meeting:** February 4, 2026

**Agenda Item:** **10. Senate Undergraduate Council: Mandate Review**

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**Summary**

This memo serves as formal notice of the upcoming review of the Senate Undergraduate Council (SUC) mandate and terms of reference. This review reflects the University's ongoing commitment to effective and transparent governance practices, and follows recent reviews of other Senate standing committees and councils.

The purpose of the review is to ensure that the Council's composition, mandate, and responsibilities remain effective and aligned with Senate's overall mandate and the University's bicameral governance model. This review of SUC will run in parallel with the work of the Senate Engagement Working Group, allowing for coordination and sharing of findings and recommendations.

**Environmental Scan Findings for Consideration**

The University Secretariat has conducted an environmental scan of U15 comparator institutions. The results of the environmental scan with preliminary findings have been provided below for the committee's discussion and feedback. Current SUC membership and responsibilities can be found in [Senate By-Law 2](#).

Members are invited to provide additional items for consideration as part of the mandate review. Please send your comments or feedback to [senate@uwaterloo.ca](mailto:senate@uwaterloo.ca).

**Documentation Included:**

- Appendix A: Environmental Scan Findings
- Appendix B: Senate Undergraduate Council Terms of Reference

## Appendix A: Environmental Scan Findings

University	Standing Committees	Key Areas of Responsibility
<a href="#">University of Waterloo</a>	<a href="#">Senate Undergraduate Council</a>	Senate Undergraduate Council oversees the academic quality of undergraduate studies. It recommends policies and program changes to Senate, approves new and revised courses, and advises the Provost. It also reviews briefs from the university community and refers various matters to Senate.
<a href="#">McMaster University</a>	<a href="#">Undergraduate Council</a>	The Undergraduate Council's responsibilities include initiating and regulating issues concerning undergraduate work across the university, acting on faculty recommendations, making recommendations to the Senate, and overseeing conditions for undergraduate awards.
<a href="#">University of Ottawa</a>	<a href="#">Council on Undergraduate Studies</a>	Under the authority of the Senate, the Council is responsible for developing University-wide academic regulations pertaining to undergraduate studies, as well as for planning and development of undergraduate studies, in order to ensure the excellence of undergraduate programs and to promote the University's mission with respect to undergraduate studies.
<a href="#">Queen's University</a>	<a href="#">Senate Committee on Academic Development and Procedures</a>	This committee is responsible for reviewing and recommending policies, principles, and priorities related to the university's academic development and planning. It oversees processes for academic planning, monitors implementation of academic plans, and makes recommendations to Senate on matters such as establishing or modifying faculties, departments, academic programs, and academic policies. The committee also advises on admissions policies, quality assurance processes, academic integrity, examinations, sessional dates, and academic calendars.
<a href="#">University of Toronto</a>	<a href="#">Committee on Academic Policy and Programs</a>	The Committee on Academic Policy and Programs (AP&P) is a standing committee of the Academic Board. It is responsible for reviewing and approving changes to admission and program regulations, curriculum, degree requirements, academic regulations, and policies concerning academic services, research, and earned degrees, diplomas and certificates.
<a href="#">Western University</a>	<a href="#">Senate Committee on Academic Curriculum and Awards</a>	The Senate Committee on Academic Curriculum and Awards (ACA) is responsible for reviewing and advising on academic curriculum and awards. Its main duties include evaluating proposals for new academic programs and changes to existing ones, reviewing new and revised undergraduate courses, overseeing cyclical program reviews, approving and

		monitoring micro-credentials, and examining academic content.
<a href="#">University of Alberta</a>	<a href="#">General Faculties Council - Academic Planning Committee</a>	GFC Academic Planning Committee (APC) is charged with oversight of academic planning issues and considering institution-wide implications to the university's academic, research, financial, and facilities development. Program changes require approval at various <a href="#">University Governance</a> committees and from the government. Even a minor change to a program, such as an adjustment to the program name, will require consultation and approval at varying levels within and outside of the University.
<a href="#">University of British Columbia</a>	<a href="#">Vancouver Senate Curriculum Committee</a>  <a href="#">Okanagan Senate Curriculum Committee</a>	Senate-level committees that reviews faculty proposals for new and revised academic curriculum (courses, programs, degrees, and other credentials) and makes recommendations to the Senate. It also reviews policies related to curriculum, continuing education, and academic offerings, and ensures consistency with university priorities and academic standards before items proceed to Senate approval.
<a href="#">University of Calgary</a>	<a href="#">General Faculty Council - Academic Planning and Priorities Committee (APPC)</a>	The primary advisory group on institutional planning and academic affairs, and on the quality and suitability of academic programming. The committee also acts as the final approval authority for the creation, alteration or termination of academic programs.
<a href="#">Dalhousie University</a>	<a href="#">Senate Academic Programs and Research Committee</a>  <a href="#">Senate Learning and Teaching Committee</a>	SAPRC purpose is to: 1) Oversee academic program approvals (including modifications and termination); 2) Oversee quality assurance of academic programs; 3) Oversee quality assurance of academic and research Centres and Institutes; and 4) Develop and recommend policies concerning the ethical conduct of research and scholarly activity.  SLTC purpose is to: 1) Oversee the approval of academic regulations; 2) Establish policies and priorities in relation to the teaching and learning environment; 3) Monitor students' educational experience; and 4) Establish policies in relation to academic and non-academic appeals and disciplinary processes.
<a href="#">Université Laval</a>	Not available, <a href="#">Content in French only</a>	Not available, <a href="#">Content in French only</a>
<a href="#">University of Manitoba</a>	<a href="#">Undergraduate Studies Council</a>	The Undergraduate Studies Council supports the Senate of the University of Manitoba by considering and making recommendations to the Senate on, or approving on behalf of the Senate, as appropriate, courses, curricula, program

		requirements, policies and related matters respecting undergraduate-level studies.
<a href="#">McGill University</a>	<a href="#">Academic Policy Committee</a>	The Academic Policy Committee makes recommendations to Senate on all matters regarding academic policy. The committee reviews academic course and program proposals in order to determine whether they meet academic standards and are aligned with the academic mission and priorities of the University.
<a href="#">Université de Montréal</a>	<a href="#">Commission des études</a>	The Commission for Studies coordinates teaching and its integration with research. It approves or makes recommendations to the Executive Committee about regulations necessary for the educational mandate of the university. All powers and duties are listed in <a href="#">Charter, Article 23</a> .
<a href="#">University of Saskatchewan</a>	<a href="#">Academic Programs Committee</a>	The Academic Programs Committee reviews and approves curriculum changes from all colleges; recommends major curriculum changes to Council; and oversees policies relating to students and academic programs.

## Appendix B: Senate Undergraduate Council Terms of Reference

<b>5.01</b>	There shall be a council of the university, appointed by and responsible to Senate, called the Undergraduate Council.
<b>5.02</b>	<b>Undergraduate Council Membership</b> The membership of this council shall consist of the following: <ul style="list-style-type: none"><li>a. <i>Ex Officio</i><ul style="list-style-type: none"><li>i. The president of the university.</li><li>ii. The vice-president, academic &amp; provost.</li><li>iii. The associate vice-president, academic, who shall co-chair this council.</li><li>iv. The dean of the federated university.</li><li>v. The associate dean for undergraduate studies for each faculty.</li><li>vi. The registrar of the university.</li><li>vii. The university librarian, or delegate.</li><li>viii. The vice-president (education) or equivalent from the Undergraduate Student Association of each faculty of the university.</li></ul></li><li>b. Elected / Appointed<ul style="list-style-type: none"><li>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.</li><li>ii. One member of faculty from the federated university, who shall serve for a term of two years.</li><li>iii. One member of faculty from the affiliated university colleges, who shall serve for a term of two years.</li><li>iv. A director appointed from Co-operative Education &amp; Career Action.</li><li>v. An executive member appointed from the Federation of Students.</li></ul></li></ul>
<b>5.03</b>	<b>Powers and Duties of the Undergraduate Council</b> 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, <ul style="list-style-type: none"><li>a. Make recommendations to Senate with respect to rules and regulations for the governance, direction and management of undergraduate studies in the university.</li><li>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.</li><li>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</li></ul>

	<p>provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.</p> <ul style="list-style-type: none"><li>d. Advise the vice-president, academic &amp; provost on all matters relating to undergraduate studies.</li><li>e. Consider, study and review briefs on any aspect of undergraduate studies from members of the university.</li></ul>
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Amended/consolidated from Bylaws 2, 3, 4, 8 and 9 in two readings, September and October 2014.

Amended by Senate in two readings, November 2017 and January 2018.

Amended by Senate in two readings, May 2019 and June 2019.

Amended by Senate in two readings, January 2025 and March 2025.

Amended by Senate in two readings, May 5, 2025, and June 9, 2025.