UNIVERSITY OF WATERLOO | Senate

SENATE UNDERGRAD COUNCIL
TUESDAY, April 9, 2024
12:30 P.M. EST
NH 3318 / Zoom
Governing Documents and Resources

TIMING	AGENDA ITEM	PAGE	ACTION
	OPEN SESSION		
12:30 p.m. (5 mins)	1. Conflict of Interest	3	Declaration
	2. Minutes of March 5, 2024 Meeting	4	Decision (SUC)
	3. Business Arising from the Minutes	Oral	Input
	Consent Agenda		
	Motion: To approve the items on the consent agenda, listed as item 4a-b below.		
	4. Curricular Submissions	6	
	a. Faculty of Environment (Johanna Wandel)	7	Decision (SUC)
	b. Faculty of Health (Leeann Ferries)	12	Decision (SUC)
	Regular Agenda		
12:35 p.m. (10 mins)	5. Academic Program Reviews		
	a. FAR Report: Systems Design Engineering, and Biomedical Engineering (Lisa Aultman-Hall)	57	Decision (SUC)
	b. Progress Report: Communication Studies, and Digital Arts Communication (Gerald Voorhees)	71	Decision (SUC)
12:45 p.m. (5 mins)	6. Curricular Submissions	80	
	a. Faculty of Health (Leeann Ferries)	81	Decision (SEN-R)
12:50 p.m. (5 mins)	7. Academic Quality Enhancement (AQuE) Committee Terms of Reference (David DeVidi)	97	Decision (SEN-R)
12:55 p.m. (45 mins)	8. Open Enrolment: Ideas and Possibilities (Martin Cooke)	Oral	Input
	9. Other Business	Oral	Input
	10. Adjournment	Oral	Input

"Decision (SUC)" to be approved on behalf of Senate
"Decision (SEN-C)" to be recommended to Senate for approval (consent agenda)
"Decision (SEN-R)" to be recommended to Senate for approval (regular agenda)

April 2, 2024

Tim Weber-Kraljevski
Governance Officer
Secretary to SUC

Important Dates

8 April 2024	Senate Meeting

Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

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

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Minutes of the March 5, 2024 Meeting
[in agenda order]

Present: Katherine Acheson, Maya Baboolal, Victoria Chu, Cecilia Cotton, Vivian Dayeh, Laura Deakin, David DeVidi (chair), Leeann Ferries, Zev Friedman, Jason Grove, Alysia Kolentsis, Carol Ann MacGregor, Kristiina Montero, Catherine Newell Kelly, Nigharika Senthil Kumar, Helena Shilomboleni, Theodore Thompson, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Richard Wikkerink.

Resources/Guests: Jennifer Coghlin, Maysah Eid, Danielle Jeanneault, Carrie MacKinnon, Sukhmeet Singh Bedi.

Absent: Janice Aurini*, Fatma Gzara*, Viv Hoang, Rory Norris*, Charvi Patel, Ryan Trelford.
*Regrets

Organization of Meeting: David DeVidi took the chair, and Tim Weber-Kraljevski acted as secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

1. DECLARATIONS OF CONFLICTS OF INTEREST
No conflicts of interest were declared.

2. APPROVAL OF THE FEBRUARY 5, 2024 MINUTES
The minutes were approved without formal motions.

3. BUSINESS ARISING FROM THE MINUTES
The chair informed members that the Final Assessment Reports for Nanotechnology and Computer Science that were conditionally approved at the February 5, 2024 meeting, have now been revised and corrected as requested. The chair also informed members that an error was identified in the effective date for the Knowledge Integration specializations from the November 21, 2023 meeting and it has been corrected from September 1, 2023 to September 1, 2024.

CONSENT AGENDA
Deakon highlighted a number of typos in item 4a, concerning the numbering of sections. A motion was heard to approve consent agenda as presented. Deakon and Wandel. Carried. Members discussed the Curriculum Subcommittee recommendation process.

4. CURRICULAR SUBMISSIONS
Council approved item a. as presented.

REGULAR AGENDA

5. ACADEMIC PROGRAM REVIEWS
a. Progress Report: Spanish. Leoni presented a brief overview of the report. Members discussed: the building of the Cultural Identities (CI) program; and the challenges with an unfilled faculty position. Members also commended Leoni on what the program has been able to accomplish with only a few people. Leoni left the meeting.

A motion was heard to approve the Progress report on behalf of Senate, as presented. Acheson and Montero. Carried. Members discussed: the role of the Council with Academic Program Reviews.

6. CURRICULAR SUBMISSIONS

a. Faculty of Science: Deakon provided an overview of the regulation revisions for Doctor of Optometry Academic Regulations, Courses - Course Grades and Credits, and Courses - Online Courses. Deakon requested a revision to the following revision to the Doctor of Optometry Academic Regulations: change the first bullet text to "The course is a 100-300 level LEC, LAB, SEM or PRJ OPTOM course (CLN courses excluded)" with the same texted removed. Members discussed Faculties' practices concerning students paying supplemental examination administrative fees. A motion was heard to recommend Senate approve the regulation revisions, as revised. Deakin and Grove. Carried.

7. CYCLICAL REVIEW OF STAND ALONE MINORS AND UNDERGRAD DIPLOMAS

The chair presented on a proposal for revised review process for stand-alone minor and undergraduate diplomas, which includes a shorter template with 10 points of minor-relevant information; a program-written "action plan" for the next few years, plus a response from the relevant Dean, and a streamlined approval process. Members discussed: student consultation; how a minor is determined to be stand-alone; the role of departments; who conducts the review for interdisciplinary stand-alone minors and how the review gets on their radar when it is time; the need for more guidelines for the point 6. Teaching quality, of the draft template; and data needs for programs.

8. OTHER BUSINESS

There was no other business.

9. ADJOURNMENT

With no further business, the meeting adjourned. The next meeting is Tuesday, April 9, 2024, 12:30 to 2:30 p.m. in NH 3318.

March 25, 2024   Tim Weber-Kraljevski
                                                                               Governance Officer

UNIVERSITY OF WATERLOO | Senate

Senate Undergraduate Council
Curriculum Subcommittee

For Approval   **Consent Agenda**   **Open Session**

To: **Senate Undergraduate Council**

Sponsor: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Presenter: David DeVidi, Associate Vice-President, Academic
Contact Information: david.devidi@uwaterloo.ca

Date of Meeting: **April 9, 2024**

Agenda Item Identification: **Approval of Curricular Items on Behalf of Senate**

Recommendation/Motion:

To approval the included curricular items on behalf of Senate, as presented.

Summary:

The SUC Curriculum Subcommittee has reviewed and agreed, via an e-vote which closed on April 2, 2024, to recommend to SUC for approval as part of the consent agenda, the items included in the appendices of this report, which are also available in Kuali via the following links:

- Faculty of Environment – Consent Agenda Submission
- Faculty of Health – Consent Agenda Submissions

These items include new courses, course changes, and course inactivations from the Faculties of Environment and Health.

Documents Included:
- Appendix A: Faculty of Environment
- Appendix B: Faculty of Health

SUC Subcommittee Consent Report: Appendix A – Faculty of Environment

Agenda Page Title

SUC -Faculty of Environment-April 9, 2024

Date   **Time**   **Location**

04/09/2024

Description

Attachment(s)

Course Proposals

Code	Title	Type	Workflow Step	
ENVS 433	Ecotourism and Communities	Course	SUC Subcommittee, SUC Curricular Subcommittee | Under Review	

Program/Plan Proposals

No proposals have been added.

Regulations Proposals

No proposals have been added.

ENVS 433
Ecotourism and Communities

Under Review | Fall 2025

Proposal Information

Status

Changes

~~Active~~**Retired**
Warning: All versions that start after the retired version will be deleted.

Workflow Status

In Progress
SUC Subcommittee, SUC Curricular Subcommittee   expand ▲
Waiting for Approval | Approval Delegate(s)

> Tim Weber-Kraljevski
> Mike Grivicic
> Melanie Figueiredo
> Diana Goncalves

Changes
- participants
- Effective Term and Year
- Admin Notes

Effective Date & Career

Career ❓
Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2024

Quest Course ID
5299

Offering Number
2

Proposal Details

Proposal Type ❓
Retire

Academic Unit Approval

Return to Agenda

Retired Impact ❓

Yes

Retired Impact Details

Course is cross-listed with REC 433, which is remaining active. The Tourism Minor, will need to remove ENVS 433 from their course list; however, this will not impact students as REC 433 will remain available to them.

Rationale for Change ❓

ENVS 433 and REC 433 are currently cross-listed. Retiring ENVS 433 only. The course not longer exists in any Faculty of Environment plan and has not been offered since 2019.

Consultations ❓

Health has been notified and have confirmed that they will be keeping REC 433 active. No other consultations are required.

Supporting Documentation

Course Information

Faculty ❓

Faculty of Environment

Academic Unit ❓

Dean of Environment Office

Subject Code ❓

ENVS

Number ❓

433

Course Level

400

Title ❓

Ecotourism and Communities

Abbreviated Title ❓

Ecotourism & Communities

Description ❓

This blended course includes a field and online learning experience and focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in Ontario (e.g., Muskoka or Haliburton region).

Units ❓

1.00

Undergraduate Communication Requirement Identifier

No

Components ❓

Field StudiesLecture

Primary Component

Field Studies

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

Yes

Cross-Listed Courses

REC 433 - Ecotourism and Communities   (1.00)

Repeatable Courses

Can this course be repeated for credit?
❓

No

Enrolment Rules

Consent to Add ❓   **Consent to Drop** ❓

Department consent required   No consent required

Prerequisites ❓

- Must have completed the following:

    ○ REC230 - Outdoor Recreation, Tourism, and the Natural Environment   (0.50)

Corequisites ❓

No Rules

Antirequisites ❓

No Rules

Course Notes

Fee Statement ❓

This course may have additional fees. See academic unit for details.

Notes ❓

Workflow Information

Workflow Path ❓

Committee approvals

Faculty/AFIW Path(s) for Workflow ❓

Faculty of EnvironmentFaculty of Health

Dependencies

Dependent Courses and Programs/Plans

COURSE REQUIREMENTS (NO UNITS)

⌄ Tourism Minor - Tourism Minor   View Programs ❯

SUC Subcommittee Consent Report: Appendix B – Faculty of Health

Agenda Page Title

SUC - Faculty of Health undergraduate report (April 9, 2024) (Consent Agenda)

Date	Time	Location
04/09/2024		

Description

Faculty of Health undergraduate report (FUGS: March 1, 2024, & FC: March 22, 2024 (pending approval)) to Senate Undergraduate Council (April 9, 2024) (Consent Agenda)

Summary of the motions:

NEW COURSES - **All proposed changes are effective September 1, 2025.**

REC 256 LEC 0.50: To add a new course. ***Foundations of Community Engagement in Recreation and Leisure*** - New introductory course to the community focused series.

REC 318 LEC 0.50: To add a new course. ***Leadership Theory and Practice in Recreation, Sport and Leisure Organizations*** - New course to address gap related to theory and practice of leadership.

REC 456 LEC 0.50: To add a new course. ***Innovative Solutions for Healthy Communities*** - New course in response to revising Recreation and Leisure Studies plan to have greater focus on the area of community recreation and its role in individual and community wellness.

COURSE CHANGES - **All proposed changes are effective September 1, 2025.**

REC 101 LEC, TUT 0.50: To revise the course title and description - ***Introduction to Leisure, Sport, and Recreation Management***

REC 120 LEC 0.50: To revise the course description and remove note.

REC 230 LEC, SEM 0.50: To revise the course title and description - ***Outdoor Recreation and Land-based Learning***

REC 356 LEC 0.50: To revise the course title, description, and prerequisite - ***Leading Action for Community Change***

REC 433 FLD, LEC 1.00: To remove the cross-listing from ENVS 433.

COURSE INACTIVATIONS - **All proposed changes are effective September 1, 2025.**

REC 401 SEM 0.50: To retire the course.

Attachment(s)

Course Proposals

Code	Title	Type	Workflow Step	↻
REC 256	Foundations of Community Engagement in Recreation and Leisure	Course	SUC, Senate Undergraduate Council (SUC)	Under Review	
REC 318	Leadership Theory and Practice in Recreation, Sport and Leisure Organizations	Course	SUC, Senate Undergraduate Council (SUC)	Under Review	
REC 456	Innovative Solutions for Healthy Communities	Course	SUC, Senate Undergraduate Council (SUC)	Under Review	

Code	Title	Type	Workflow Step
REC 101	Introduction to Leisure, Sport, and Recreation Management	Course	SUC, Senate Undergraduate Council (SUC) | Under Review
REC 120	Experience Design and Delivery	Course	SUC, Senate Undergraduate Council (SUC) | Under Review
REC 230	Outdoor Recreation and Land-Based Learning	Course	SUC, Senate Undergraduate Council (SUC) | Under Review
REC 356	Leading Action for Community Change	Course	SUC, Senate Undergraduate Council (SUC) | Under Review
REC 433	Ecotourism and Communities	Course	SUC, Senate Undergraduate Council (SUC) | Under Review
REC 401	Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure	Course	SUC, Senate Undergraduate Council (SUC) | Under Review

Program/Plan Proposals

No proposals have been added.

Regulations Proposals

No proposals have been added.

REC 256
Foundations of Community Engagement in Recreation and Leisure

Under Review | Fall 2025

Proposal Information

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee   expand ▲

Waiting for Approval | Approval Delegate(s)

    Tim Weber-Kraljevski

    Mike Grivicic

    Melanie Figueiredo

    Diana Goncalves

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Quest Course ID

Effective Term and Year ❓

Fall 2025

Offering Number

Proposal Details

Proposal Type ❓

New

Academic Unit Approval

12/08/2023

Rationale for New Course ❓

To add a new course. The Department of Recreation and Leisure Studies is revising the Honours Recreation and Leisure Studies plan to have greater focus on the area of community recreation and its role in individual and community wellness. REC 256 will be the introductory course to the community focused series of courses and will introduce students to the various systems, sectors and services within community recreation.

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

Number ❓

Course Level

| REC | 256 | 200 |

Title ❓

Foundations of Community Engagement in Recreation and Leisure

Abbreviated Title ❓

Community Engagement

Description ❓

This course introduces students to what makes a community and the theories, models, and concepts central to community organizing, building, and engagement. Students will learn about changing community demographics and how various systems, sectors, and services influence community well-being and health. Students will develop their understanding of the ethical, social, and cultural dimensions of community recreation leadership, preparing them for roles in building vibrant and inclusive communities.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

Lecture

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit?
❓
No

Enrolment Rules

Consent to Add ❓
No consent required

Consent to Drop ❓
No consent required

Prerequisites ❓
- Must have completed the following:
    - REC100 - Introduction to the Study of Recreation and Leisure   (0.50)
    - REC101 - Introduction to Recreation and Leisure Services   (0.50)

Corequisites ❓
No Rules

Antirequisites ❓
- Not completed: REC356 prior to fall 2025

Course Notes

Fee Statement ❓

Notes ❓

Workflow Information

Workflow Path ❓
Committee approvals

Faculty/AFIW Path(s) for Workflow ❓
Faculty of Health

Dependencies

Dependent Courses and Programs/Plans
There are no dependencies

REC 318
Leadership Theory and Practice in Recreation, Sport and Leisure Organizations

Under Review | Fall 2025

Proposal Information

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee   expand ▲

Waiting for Approval | Approval Delegate(s)

    Tim Weber-Kraljevski

    Mike Grivicic

    Melanie Figueiredo

    Diana Goncalves

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Quest Course ID

Effective Term and Year ❓

Fall 2025

Offering Number

Proposal Details

Proposal Type ❓

New

Academic Unit Approval

11/03/2023

Rationale for New Course ❓

To add a new course. REC 318 is being created to address a gap in the Department of Recreation and Leisure Studies curriculum, related to the theory and practice of leadership. The course will provide a focused opportunity for students to develop and practice leadership skills and gain a deeper understanding of the requirements, responsibilities, and impact of effective leadership across various recreation, leisure, sport, and community settings. Short title: Leadership of Rec & Sport

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

Number ❓

Course Level

| REC | 318 | 300 |

Title ❓

Leadership Theory and Practice in Recreation, Sport and Leisure Organizations

Abbreviated Title ❓

Leadership of Rec & Sport

Description ❓

This course provides a comprehensive exploration of leadership theories and their application within recreation, sport, and leisure organizations. Students will integrate theoretical foundations with real-world applications and reflexive learning. Topics may include building resilient leaders and teams, effective collaboration strategies, as well as the responsibilities and consequences of different approaches to leadership. Specific emphasis will be given to a leader's role in building organizational culture and well-being. Students will have the opportunity to participate in leadership- and communication-focused experiential learning.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

Lecture

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit?
❓

No

Enrolment Rules

Consent to Add ❓
No consent required

Consent to Drop ❓
No consent required

Prerequisites ❓
- Complete all of the following
    - Students must be in level 3A or higher
    - Enrolled in 4G-Recreation & Leisure Studies, H-Recreation & Leisure Studies, JH-Recreation & Leisure Studies, H-Recreation & Sport Business, JH-Recreation & Sport Business, H-Therapeutic Recreation, or JH-Therapeutic Recreation

Corequisites ❓
No Rules

Antirequisites ❓
No Rules

Course Notes

Fee Statement ❓

Notes ❓

Workflow Information

Workflow Path ❓
Committee approvals

Faculty/AFIW Path(s) for Workflow ❓
Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

There are no dependencies

REC 456
Innovative Solutions for Healthy Communities

Under Review | Fall 2025

Proposal Information

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee   expand ▲

Waiting for Approval | Approval Delegate(s)

Tim Weber-Kraljevski

Mike Grivicic

Melanie Figueiredo

Diana Goncalves

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Quest Course ID

Effective Term and Year ❓

Fall 2025

Offering Number

Proposal Details

Proposal Type ❓

New

Academic Unit Approval

12/08/2023

Rationale for New Course ❓

To add a new course. The Department of Recreation and Leisure Studies is revising the Honours Recreation and Leisure Studies plan to have greater focus on the area of community recreation and its role in individual and community wellness. REC 456 will be the capstone course for the community series of courses. This course will challenge students to consider how to address complex community issues in recreation and leisure and generate creative responses for community partners.

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

REC

Number ❓

456

Course Level

400

Title ❓

Innovative Solutions for Healthy Communities

Abbreviated Title ❓

Healthy Communities

Description ❓

This course critically examines the complex challenges and trends in community recreation and leisure and explores opportunities to respond to these challenges with innovation and creativity. The course draws on an interdisciplinary approach to system-level change for healthy communities. Through a collaborative capstone project, students will demonstrate critical analysis and advanced leadership required to drive positive change and contribute to the well-being of diverse communities.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

Lecture

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit?
❷
No

Enrolment Rules

Consent to Add ❷
No consent required

Consent to Drop ❷
No consent required

Prerequisites ❷
- Complete all of the following
  - Must have completed the following:
    - REC256 - Foundations of Community Engagement in Recreation and Leisure   (0.50)
    - REC356 - Leisure and Community   (0.50)
  - Enrolled in 4G-Recreation & Leisure Studies, H-Recreation & Leisure Studies, JH-Recreation & Leisure Studies, H-Recreation & Sport Business, JH-Recreation & Sport Business, H-Therapeutic Recreation, or JH-Therapeutic Recreation

Corequisites ❷
No Rules

Antirequisites ❷
No Rules

Course Notes

Fee Statement ❷

Notes ❷

Workflow Information

Workflow Path ❷
Committee approvals

Faculty/AFIW Path(s) for Workflow ❷
Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

There are no dependencies

REC 101
Introduction to Leisure, Sport, and Recreation Management

Under Review | Fall 2025

Proposal Information

Status
Active

Workflow Status
In Progress
SUC Subcommittee, SUC Curricular Subcommittee expand ▲
Waiting for Approval | Approval Delegate(s)

> Tim Weber-Kraljevski
> Mike Grivicic
> Melanie Figueiredo
> Diana Goncalves

Changes
- Effective Term and Year
- Title
- Abbreviated Title
- Description

Effective Date & Career

Career ❓
Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2023

Quest Course ID
8109

Offering Number
1

Proposal Details

Proposal Type ❓
Change

Academic Unit Approval

Rationale for Change ❓

To revise the course title and description. The title and description are being revised to better reflect the scope of the contexts and topics that are explored in REC 101. Short title: Intro Leis, Sport, & Rec Mgmt

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

REC

Number ❓

101

Course Level

100

Proposed
Title ❓

Introduction to Leisure, Sport, and Recreation Management

Existing
Title ❓

Introduction to Recreation and Leisure Services

Proposed
Abbreviated Title ❓

Intro Leis, Sport, & Rec Mgmt

Existing
Abbreviated Title ❓

Intro Rec & Leisure Services

Proposed
Description ❓

Using a wide variety of leisure, sport, and recreation organizations as examples, this course introduces students to the nature and scope of services and sectors. Topics include program components, the classification and management of resources, professionalism, and current managerial trends and future developments.

Existing
Description ❓

Using a wide variety of leisure service agencies as examples, this course introduces students to the nature and scope of leisure provision. Topics include program components, the classification and management of resources, professionalism, and current managerial trends and future developments.

Units ❓

Undergraduate Communication Requirement Identifier

0.50

No

Components ❓
LectureTutorial

Primary Component
Lecture

Grading Information

Standard Course Grading ❓
Yes

Cross-Listing Information

Is this course cross-listed? ❓
No

Repeatable Courses

Can this course be repeated for credit? ❓

No

Enrolment Rules

Consent to Add ❓

No consent required

Consent to Drop ❓

No consent required

Prerequisites ❓

No Rules

Corequisites ❓

No Rules

Antirequisites ❓

No Rules

Course Notes

Fee Statement ❓

Notes ❓

Workflow Information

Workflow Path ❓

Committee approvals

Faculty/AFIW Path(s) for Workflow ❓

Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

COURSE LISTS

⌄ Degree Reqs: BASc - Bachelor of Applied Science Degree Requirements   View Programs ❯

COURSE REQUIREMENTS (NO UNITS)

⌄ 4G-Recreation & Leisure Studies - Recreation and Leisure Studies (Bachelor of Arts - Four-Year General)   View Programs ❯

⌄ H-Recreation & Leisure Studies - Recreation and Leisure Studies (Bachelor of Arts - Honours)   View Programs ❯

⌄ JH-Recreation & Leisure Studies - Recreation and Leisure Studies (Joint Honours)   View Programs ❯
⌄ JH-Therapeutic Recreation - Therapeutic Recreation (Joint Honours)   View Programs ❯
⌄ H-Recreation & Sport Business - Recreation and Sport Business (Bachelor of Arts - Honours)   View Programs ❯
⌄ JH-Recreation & Sport Business - Recreation and Sport Business (Joint Honours)   View Programs ❯
COURSE REQUIREMENTS (UNITS)
⌄ H-Therapeutic Recreation - Therapeutic Recreation (Bachelor of Arts - Honours)   View Programs ❯
PREREQUISITES
⌄ GEOG 233 - Geography of Tourism   View Courses ❯
⌄ REC 213 - The Business of Professional Sport   View Courses ❯

REC 120
Experience Design and Delivery
Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress
SUC Subcommittee, SUC Curricular Subcommittee   expand ▲
Waiting for Approval | Approval Delegate(s)

Tim Weber-Kraljevski

Mike Grivicic

Melanie Figueiredo

Diana Goncalves

Changes
- Description
- participants
- Effective Term and Year
- Admin Notes

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2024

Quest Course ID

8118

Offering Number

1

Proposal Details

Proposal Type ❓

Change

Academic Unit Approval

11/03/2023

Rationale for Change ❓

To revise the course description. The description is being revised to better reflect the scope of the contexts and topics that are explored in REC 120.

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

REC

Number ❓

120

Course Level

100

Title ❓

Experience Design and Delivery

Abbreviated Title ❓

Experience Design & Delivery

Proposed
Description ❓

The scope of recreation program design and delivery is examined with particular emphasis on needs assessment, planning, implementation, and evaluation. This course emphasizes the application of the various management principles required for service delivery.

Existing
Description ❓

This course emphasizes the application of design thinking principles to develop, implement, and evaluate recreation experiences as solutions to the needs of targeted users. Students will gain relevant and practical skills through hands-on design of outcome-driven experiences in project teams.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

Lecture

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit? ❷

No

Enrolment Rules

Consent to Add ❷

No consent required

Consent to Drop ❷

No consent required

Prerequisites ❷

- Enrolled in 4G-Recreation & Leisure Studies, H-Recreation & Leisure Studies, JH-Recreation & Leisure Studies, H-Recreation & Sport Business, JH-Recreation & Sport Business, H-Therapeutic Recreation, or JH-Therapeutic Recreation

Corequisites ❷

No Rules

Antirequisites ❷

- Not completed nor concurrently enrolled in: REC220

Course Notes

Fee Statement ❷

This course may have additional fees. See academic unit for details.

Notes ❷

Workflow Information

Workflow Path ❷

Committee approvals

Faculty/AFIW Path(s) for Workflow ❷

Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

COURSE REQUIREMENTS (NO UNITS)

⌄ 4G-Recreation & Leisure Studies - Recreation and Leisure Studies (Bachelor of Arts - Four-Year General)   View Programs ❯

⌄ H-Recreation & Leisure Studies - Recreation and Leisure Studies (Bachelor of Arts - Honours)   View Programs ❯

ˇ JH-Recreation & Leisure Studies - Recreation and Leisure Studies (Joint Honours)   View Programs ›

ˇ JH-Therapeutic Recreation - Therapeutic Recreation (Joint Honours)   View Programs ›

ˇ H-Recreation & Sport Business - Recreation and Sport Business (Bachelor of Arts - Honours)   View Programs ›

ˇ JH-Recreation & Sport Business - Recreation and Sport Business (Joint Honours)   View Programs ›

COURSE REQUIREMENTS (UNITS)

ˇ H-Therapeutic Recreation - Therapeutic Recreation (Bachelor of Arts - Honours)   View Programs ›

PREREQUISITES

ˇ REC 312 - Practicum in Recreation, Sport, and Tourism   View Courses ›

REC 230
Outdoor Recreation and Land-Based Learning

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee expand ▲

Waiting for Approval | Approval Delegate(s)

Tim Weber-Kraljevski

Mike Grivicic

Melanie Figueiredo

Diana Goncalves

Changes

- Effective Term and Year
- Title
- Abbreviated Title
- Description
- participants

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓

Fall 2025

Existing
Effective Term and Year ❓

Fall 2023

Quest Course ID

8119

Offering Number

1

Proposal Details

Proposal Type ❓

Change

Academic Unit Approval

12/08/2023

Rationale for Change ❓

To revise the course title and description. The REC 230 course title and description are being revised to reflect contemporary changes within the outdoor recreation field associated with learning from and collaborating with Indigenous knowledges. Attention within the field to Indigenization, reconciliation, and decolonization is leading to increased engagement with the relational philosophies and practices of Indigenous-led land-based learning. To date, the Department of Recreation and Leisure Studies (RLS) curriculum does not offer a course related to these topics and issues. The revisions are also intended to better situate the course within the new RLS curriculum focused on community, health, and well-being. Short title: Outdoor Rec & Land-based Learn

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Subject Code ❓

REC

Number ❓

230

Course Level

200

Proposed
Title ❓

Outdoor Recreation and Land-Based Learning

Existing
Title ❓

Outdoor Recreation, Tourism, and the Natural Environment

Proposed
Abbreviated Title ❓

Outdoor Rec & Land-Based Learn

Existing
Abbreviated Title ❓

Outdoor Rec, Tourism & Nat Env

Proposed
Description ❓

This course examines outdoor recreation experience and program delivery in relation to Indigenous-led land-based learning initiatives. It integrates experiential learning with critical thinking and applied skills to explore how ideas and practices of Indigenization, reconciliation, and decolonization relate to the community and health benefits often associated with outdoor leisure, sport, tourism, and events.

Existing
Description ❓

The course examines human-nature relationships in leisure and tourism contexts from an interdisciplinary perspective. It integrates experiential learning with theoretical and critical inquiry to understand and analyze values, attitudes, cultures, programming, impacts, management, and contemporary issues and trends.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

LectureSeminar

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit? ❓

No

Enrolment Rules

Consent to Add ❓

No consent required

Consent to Drop ❓

No consent required

Prerequisites ❓

No Rules

Corequisites ❓

No Rules

Antirequisites ❓

No Rules

Course Notes

Fee Statement ❓

Notes ❓

Workflow Information

Workflow Path ❓

Committee approvals

Faculty/AFIW Path(s) for Workflow ❓

Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

COURSE LISTS

⌄ Degree Reqs: BASc - Bachelor of Applied Science Degree Requirements   View Programs ❯

COURSE REQUIREMENTS (NO UNITS)

⌄ Tourism Minor - Tourism Minor   View Programs ❯

COURSE REQUIREMENTS (UNITS)

ᐯ Parks Minor - Parks Minor   View Programs ❯

PREREQUISITES

ᐯ GEOG 323 - Tourism Impacts - International Perspectives   View Courses ❯

ᐯ ENVS 433 - Ecotourism and Communities   View Courses ❯

ᐯ REC 433 - Ecotourism and Communities   View Courses ❯

REC 356
Leading Action for Community Change

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee expand ▲

Waiting for Approval | Approval Delegate(s)

> Tim Weber-Kraljevski
>
> Mike Grivicic
>
> Melanie Figueiredo
>
> Diana Goncalves

Changes

- Effective Term and Year
- Title
- Abbreviated Title
- Description
- Prerequisites
- participants
- Fee Statement

Collapse ▲

Effective Date & Career

Career ❓

Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2023

Quest Course ID

8172

Offering Number

1

Proposal Details

Proposal Type ❓

Change

Academic Unit Approval

11/03/2023

Rationale for Change ❓

To revise the course title, description, and prerequisite. The Department of Recreation and Leisure Studies is revising the Honours Recreation and Leisure Studies plan to have greater focus on the area of community recreation and its role in individual and community wellbeing. REC 356 will become the second of 3 scaffold courses in community recreation leadership. This course will focus on leading and experiencing community change. This course may have additional fees. Short title: Leading Action: Community Chg

Consultations ❓

Supporting Documentation

Course Information

Faculty ❓
Faculty of Health

Academic Unit ❓
Department of Recreation and Leisure Studies

Subject Code ❓
REC

Number ❓
356

Course Level
300

Proposed
Title ❓
Leading Action for Community Change

Existing
Title ❓
Leisure and Community

Proposed
Abbreviated Title ❓
Lead Action: Community Change

Existing
Abbreviated Title ❓
Leisure & Community

Proposed
Description ❓
This course examines the processes and practices of supporting community change for health and well-being. Students will gain knowledge and experience to be effective advocates for equitable recreation and leisure opportunities and sustainable transformation within various communities. Students will learn theories and skills to advocate for and lead policy and upstream changes that positively influence community well-being. Students will work closely with community partners to understand and experience how to plan, fund, implement, and analyze elements of communication, public relations, and grassroots organizing.

Existing

Description ❓

This course covers concepts, theories, models, and issues relevant to understanding relationships between leisure and community. Areas of discussion may include the roles of leisure as a context for community building and development, critical understandings of relationships between community and leisure, as well as approaches to community building through leisure. Opportunities for experiential and collaborative learning will form major components of the course and a volunteer placement may be required.

Units ❓

0.50

Undergraduate Communication Requirement Identifier

No

Components ❓

Lecture

Primary Component

Lecture

Grading Information

Standard Course Grading ❓

Yes

Cross-Listing Information

Is this course cross-listed? ❓

No

Repeatable Courses

Can this course be repeated for credit?
❷
No

Enrolment Rules

Consent to Add ❷

No consent required

Consent to Drop ❷

No consent required

Prerequisites ❷
- Complete all of the following
    - ~~Students must be in level 3A or higher~~
    - **Must have completed the following:**
        - **REC256 - Foundations of Community Engagement in Recreation and Leisure   (0.50)**
    - **Enrolled in 4G-Recreation & Leisure Studies, H-Recreation & Leisure Studies, JH-Recreation & Leisure Studies, H-Recreation & Sport Business, JH-Recreation & Sport Business, H-Therapeutic Recreation, or JH-Therapeutic Recreation**

Corequisites ❷

No Rules

Antirequisites ❷

No Rules

Course Notes

Proposed
Fee Statement ❷

This course may have additional fees. See academic unit for details.

Existing
Fee Statement ❷

Notes ❷

Workflow Information

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

Dependencies

Dependent Courses and Programs/Plans

COURSE LISTS

⌄ Degree Reqs: BASc - Bachelor of Applied Science Degree Requirements   View Programs ❯

COURSE REQUIREMENTS (NO UNITS)

⌄ Social Innovation & Impact Minor - Social Innovation and Impact Minor   View Programs ❯

COURSE REQUIREMENTS (UNITS)

⌄ Event Management Minor - Event Management Minor   View Programs ❯

REC 433
Ecotourism and Communities

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee expand ▲

Waiting for Approval | Approval Delegate(s)

> Tim Weber-Kraljevski
>
> Mike Grivicic
>
> Melanie Figueiredo
>
> Diana Goncalves

Changes

- Is this course cross-listed?
- Cross-Listed Courses
- Effective Term and Year
- Admin Notes

Effective Date & Career

Career ❷

Undergraduate

Important! ❷

Proposed
Effective Term and Year ❷

Fall 2025

Existing
Effective Term and Year ❷

Fall 2024

Quest Course ID

5299

Offering Number

1

Proposal Details

Proposal Type ❷

Change

Academic Unit Approval

12/08/2023

Rationale for Change ❓

To remove the cross-listing. ENVS 433 and REC 433 are currently cross-listed and the Faculty of Environment is proposing to inactivate ENVS 433 (only). ENVS 433 no longer exists in any of their plans and is taught by faculty from the Department of Recreation and Leisure Studies (RLS) only.

Consultations ❓

The Faculty of Environment have notified RLS of this change.

Supporting Documentation

Course Information

Faculty ❓
Faculty of Health

Academic Unit ❓
Department of Recreation and Leisure Studies

Subject Code ❓
REC

Number ❓
433

Course Level
400

Title ❓
Ecotourism and Communities

Abbreviated Title ❓
Ecotourism & Communities

Description ❓

This blended course includes a field and online learning experience and focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in Ontario (e.g., Muskoka or Haliburton region).

Units ❓
1.00

Undergraduate Communication Requirement Identifier
No

Components ❓
Field StudiesLecture

Primary Component
Field Studies

Grading Information

Standard Course Grading ❓
Yes

Cross-Listing Information

Proposed
Is this course cross-listed? ❓

No

Existing
Is this course cross-listed? ❓

Yes

Repeatable Courses

Can this course be repeated for credit? ❷

No

Enrolment Rules

Consent to Add ❷
Department consent required

Consent to Drop ❷
No consent required

Prerequisites ❷
- Must have completed the following:
  - REC230 - Outdoor Recreation, Tourism, and the Natural Environment (0.50)

Corequisites ❷
No Rules

Antirequisites ❷
No Rules

Course Notes

Fee Statement ❷
This course may have additional fees. See academic unit for details.

Notes ❷

Workflow Information

Workflow Path ❷
Committee approvals

Faculty/AFIW Path(s) for Workflow ❷
Faculty of HealthFaculty of Environment

Dependencies

Dependent Courses and Programs/Plans
COURSE REQUIREMENTS (NO UNITS)
⌄ Tourism Minor - Tourism Minor   View Programs ❯

REC 401
Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure

Under Review | Fall 2025

Proposal Information

Status

Changes

~~Active~~**Retired**
Warning: All versions that start after the retired version will be
deleted.

Workflow Status

In Progress
SUC Subcommittee, SUC Curricular Subcommittee expand ▲
Waiting for Approval | Approval Delegate(s)

> Tim Weber-Kraljevski
> Mike Grivicic
> Melanie Figueiredo
> Diana Goncalves

Changes
- Effective Term and Year

Effective Date & Career

Career ❓
Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2023

Quest Course ID
12215

Offering Number
1

Proposal Details

Proposal Type ❓
Retire

Academic Unit Approval
11/03/2023

Retired Impact ❓
No

Rationale for Change ❓

To retire the course. REC 401, Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure, has not been taught in any regularity over the past 10 years and has experienced low enrollment numbers. Elements of the course examining community and issues facing society will be covered in the new REC 256, 356, 456 curriculum. REC 401 is not listed in any plan requirements.

Consultations ❓

Course Information

Faculty ❓
Faculty of Health

Academic Unit ❓
Department of Recreation and Leisure Studies

Subject Code ❓
REC

Number ❓
401

Course Level
400

Title ❓
Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure

Abbreviated Title ❓
Socio-Cultural & Beh Leisure

Description ❓
This course is designed for senior students who are interested in the social sciences as a way of understanding factors that influence leisure behaviour and the role of leisure in the lives of individuals and their communities and social institutions. Students will have an opportunity to expand their understanding of leisure issues and problems facing society, thereby building on previous course work, personal experience and media. The small group setting of the seminar will provide students with the opportunity to explore their leisure research interests.

Units ❓
0.50

Undergraduate Communication Requirement Identifier
No

Components ❓
Seminar

Primary Component
Seminar

Grading Information

Standard Course Grading ❓
Yes

Cross-Listing Information

Is this course cross-listed? ❓
No

Repeatable Courses

Can this course be repeated for credit? ❷

No

Enrolment Rules

Consent to Add ❷

No consent required

Consent to Drop ❷

No consent required

Prerequisites ❷

- Complete all of the following
    - Students must be in level 4A or higher
    - Enrolled in Event Management Minor, 4G-Recreation & Leisure Studies, H-Recreation & Leisure Studies, JH-Recreation & Leisure Studies, H-Recreation & Sport Business, JH-Recreation & Sport Business, H-Therapeutic Recreation, JH-Therapeutic Recreation, or Tourism Minor

Corequisites ❷

No Rules

Antirequisites ❷

No Rules

Course Notes

Fee Statement ❷

Notes ❷

Workflow Information

Workflow Path ❷

Committee approvals

Faculty/AFIW Path(s) for Workflow ❷

Faculty of Health

Dependencies

Dependent Courses and Programs/Plans

There are no dependencies

Final Assessment Report

Systems Design Engineering (BASc), Biomedical Engineering (BASc)

January 2023

Executive Summary

External reviewers found that the Systems Design Engineering (BASc) and Biomedical Engineering (BASc) programs delivered by the Department of Systems Design Engineering were of high quality.

> *Our overall assessment is that both the Systems Design Engineering (SYDE) and Biomedical Engineering (BME) undergraduate programs at the University of Waterloo (UW) are of high quality, attract outstanding applicants, provide excellent education, and produce graduates that succeed in both industry and academia.*

A total of seven recommendations were provided by the reviewers, regarding curriculum reviews for both programs, providing greater prominence and autonomy to the Biomedical Engineering program, and increasing the clinical exposure of Biomedical Engineering students. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2027-28.

Enrollment over the past three years

	Systems Design Engineering Honours Co-op	Biomedical Engineering Honours Co-op
2022-2023	519	443
2021-2022	515	413
2020-2021	488	379

Based on Active Students Extract in Quest, December 23, 2022.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Systems Design Engineering (BASc) and Biomedical Engineering (BASc) programs delivered by the Department of Systems Design Engineering. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on August 16, 2021. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the

programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Dr. Robert Kearney, Professor of Biological and Biomedical Engineering, McGill University, and Dr. Scott S. H. Tsai, Associate Professor of Biomedical Engineering, Toronto Metropolitan University.

Reviewers appraised the self-study documentation and conducted a virtual site visit to the University from July 4 – 8, 2022. An internal reviewer from the University of Waterloo, Dr. Kesen Ma, Associate Professor of Biology, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Engineering; Faculty Associate Dean of Undergraduate Studies; Chair/Director of the Department, as well as faculty members, staff and current undergraduate students. The site visit team also had an opportunity to view a PowerPoint presentation of the laboratories and other spaces, and meet with representatives from the library, and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the Program response and the Dean's response.

Program Characteristics

Systems Design Engineering (BASc)
Systems design covers technical, environmental, socioeconomic, and political aspects of the engineering process, using systems design methodology. The department motto is: "Systems is how we know the World. Design is how we will change it."

Systems Design Engineering (SYDE) strives to provide an educational program for engineering students who want to learn how to address and solve complex and uncertain problems that transcend traditional engineering boundaries. Modern engineering projects comprise elements that cross engineering disciplines (e.g., civil engineering, electrical engineering, mechanical engineering, software engineering) and these elements must be integrated into a functioning whole to meet the needs of users and work effectively within an environment.

Successful completion of the **SYDE** undergraduate program requires the successful completion of: 36 core and compulsory courses, including five Technical Electives (TE), three Complementary Studies electives (CS), and one additional TE or CS (at the discretion of the student).

Biomedical Engineering (BASc)

The Biomedical Engineering (BME) program is organized around three theme areas: biosignals, biomechanics, and biodevices (refer to the undergraduate BME calendar for a more detailed description). In upper years, technical electives allow students to gain deeper knowledge in these areas.

The **BME** undergraduate program requires successful completion of 40 core and compulsory courses, including six Technical Electives and three Complementary Studies electives.

Options and Specializations

In addition to the basic **SYDE / BME** BASc degree, the UW Faculty of Engineering recognizes on diplomas and transcripts the successful completion of selected combinations of courses, designated as "options" or "specializations." Options recognize a field of study outside the basic engineering degree, while specializations recognize concentration within the engineering program. Currently the SYDE program only offers options, with no specializations available.

The following options (from the 2021-2022 UW Undergraduate Calendar) are common to all UW Engineering students:

1. Artificial Intelligence Engineering Option
2. Biomechanics Option
3. Computer Engineering Option
4. Computing Option
5. Entrepreneurship Option
6. Environmental Engineering Option
7. International Studies in Engineering Option
8. Life Sciences Option
9. Management Sciences Option
10. Mechatronics Option
11. Physical Sciences Option
12. Society, Technology and Values Option
13. Software Engineering Option
14. Statistics Option

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

In 2018, as part of the on-going Strategic Planning exercises conducted by all programs in the Faculty of Engineering, the department conducted an extensive Self-Study. While they believe that there are many aspects of the SYDE program that produce outstanding engineers, they focused on four key strengths: a) engineering design curriculum; b) elective flexibility; c) employability; d) entrepreneurial spirit.

- **Engineering Design Curriculum**: The department's undergraduate students identified the holistic, user-centred approach to problem solving taught in the program as a significant differentiator in the workplace and among their engineering peers. In recent years, industry has also seen a strong push in the direction of user-centred design practice and "design thinking"—two elements that form the backbone of the department's design courses. Their Design Curriculum Committee oversees their eight design-related compulsory courses, and recommends curriculum changes that go to the department's Undergraduate Studies Curriculum Committee (DUGS).
- **Elective Flexibility**: With a strong foundational base established in the first two years of study, SYDE students can then choose from hundreds of technical electives offered on campus. This flexibility fits well with the interdisciplinary philosophy of this program and the students' wide range of technical interests. To track the requisite number of AUs that any given student needs to meet Engineers Canada requirements for graduation, SYDE has a custom-built online "CEAB Planner".
- **Employability**: SYDE has had very high levels of co-op employment, well above the average for UWaterloo engineering students. Even their first-year students have enjoyed consistently high employment rates. More than 50% of their graduating cohorts report that they have secured permanent employment positions before finishing their 4B term; the others find employment within six months of graduation, pursue graduate studies, or launch their own startups.
- **Entrepreneurial Spirit:** While SYDE is a relatively small program (each cohort ~100 students), at the time of its 50th anniversary in Fall 2018, their graduates were responsible for approximately 142 startup companies. The department attributes this astounding rate of spinoff activity to the early and repeated exposure that students receive to design and systems thinking, coupled with the University of Waterloo's 100% inventor-owned IP policy, and a well-developed, extremely active startup culture in the Waterloo area.

Challenges
- Students have limited exposure to the breadth of engineering systems. During their co-op terms they often work in software but are typically not exposed to specific engineering systems that impact societies, such as energy systems, traffic systems, food systems.

- There have been significant COVID and post-COVID faculty resignations and retirements. The large number of sessional teaching in the program is a challenge.
- Our classrooms and lab spaces are not ideal for hands-on learning and the increased size of the cohorts we are now admitting. Ideally, design studio style space should be pursued for 50-student groups (half cohorts).

Weaknesses
- The curriculum is light on systems content. For example, there is an "Introduction to Design" course in first year (and a design course every term), but there is no first-year course "Introduction to Systems." There are two third-year courses, "Systems Models" (core) and "Complex Systems" (optional) that focus on systems.
- The natural science content in the curriculum should be expanded upon to better meet CEAB requirements.
- The optimization course (now in fourth year) comes too late to be employed by students in their design courses. Note that the department aims to change this with the next revision of the math curriculum.
- The design part of the curriculum should be linked more tightly with the technical content covered in other core courses.

Summary of Key Findings from the External Reviewers

Our overall assessment is that both the Systems Design Engineering (SYDE) and Biomedical Engineering (BME) undergraduate programs at the University of Waterloo (UW) are of high quality, attract outstanding applicants, provide excellent education, and produce graduates that succeed in both industry and academia.

Notably, the students in the program were almost universally praised for their energy, creativity, and initiative—indeed, most of those interviewed in this program review described the quality of the students as one of the strongest features of the program. Another unique attribute of both SYDE and BME programs was the focus on systems thinking and design. While other Canadian university engineering programs also teach these concepts, the UW programs are unique in placing these concepts at the core of the entire curriculum of both programs. Finally, there appears to be a good sense of community and collegiality among the students, support staff, and faculty.

Our assessment found many positives in the programs, and only a handful of areas for potential improvement. Namely, we found that the BME program could be given more opportunities to evolve and grow, especially with respect to new and emerging areas of biomedical engineering. We felt that generally, the BME program played a somewhat secondary role in the department as a whole, and that the program could be featured more prominently, both externally (i.e., in department webpages) and internally (i.e., with newer BME-focused faculty members taking more responsibilities to guide the evolution of the program). We found that the undergraduate BME students would benefit from more clinical exposure, perhaps by increasing collaborations

with clinicians or having clinicians co-supervise some of the capstone projects. We also noted some issues in both the SYDE and BME curricula: the breadth and depth of mathematics training, the workload of laboratory courses, the alignment and timing of lab and lecture contents, and the flexibility of when students can take technical electives. We identified a need for a critical evaluation of the undergraduate curricula to look for possible ways to reduce the overall workload in the programs. Finally, while students in the programs were almost universally praised for their quality and dedication, it was also noted that an updated recruitment and student selection approach could bring to the programs more students that are passionate about engineering. These findings form the basis of our recommendations for what are already outstanding programs in SYDE and BME.

Program Response to External Reviewers' Recommendations

1. Provide the BME program more autonomy and prominence. We recognize the origins of the BME program and how it was planned from the beginning to be a systems-thinking focused take on BME. This approach has led to a very successful BME program. However, the BME program is growing with more recently hired faculty. The program should be given the flexibility to evolve and expand from the original program design to cover a wider range of biomedical engineering in terms of both recruitment and teaching. This could be addressed by increasing the number and diversity of BME related specializations and the recruitment of the faculty needed to teach them. The program website should also be updated to indicate which faculty members are "core" to the BME program (not just faculty members that conduct research in BME) and clearly indicate that the BME program is in the Department of Systems Design Engineering. (The current BME program website does not indicate that it is part of the department.)

Program Response
The experience we have gained from teaching eight cohorts of the BME program has highlighted the need to revise the curriculum, and we agree with the reviewers' recommendation that some changes are needed. Upcoming curriculum renewals will be conducted separately for BME and SYDE, allowing each program to achieve excellence in its own right.

Overlapping courses will no longer be required for efficiency as they were at the onset of the new BME program. The values of systems thinking and design will remain for both programs, and will be implemented independently and in ways that best fit the curriculum and vision of each program. Three new BME specializations, that may not have been discussed during the visit, will also be available to students as of Fall 2023. Additionally, our recently hired faculty will be developing technical electives that will further diversify our offerings. Two new faculty hires are expected within the next 2 years.

Website overhaul will be undertaken in Fall 2022-Winter 2023, with an emphasis on clarifying BME as a distinct program from SYDE within the department that has the same name.

Additionally, faculty members who teach, or having taught BME courses will be identified on the website, as well as members of the BME program committee.

Dean's Response
I support the department's proposed actions to address this recommendation.

2. Increase the clinical exposure of BME students. We found that the students would benefit from more interactions with clinical personnel. We found that there are many possible routes to increase such interactions. For example, McMaster University's medical school has a satellite campus in Waterloo, there are pharmacy and optometry schools on campus, and there are several large hospitals nearby. However, there currently does not appear to be a lot of interactions between BME program students and these entities. One mechanism could be to invite clinicians from these entities to propose BME capstone projects and serve as co-supervisors to ensure that the projects focus on real clinical problems.

Program Response
We agree with the reviewers' recommendation that more clinical exposure would be beneficial to our students. Several pilot studies are ongoing in our design courses in which the medical community is involved. Waterloo Region clinicians and health-care providers are invited to speak in our design courses, and to present problem space for capstone projects. Third year BME students are being connected to medical students on a voluntary basis. As we learn from these experiences, we aim to develop a sustainable and long-lasting approach to these interactions and connections. One such approach may be to develop a field course which would be core to the BME curriculum. Increasing the number of co-op jobs in healthcare facilities would also create further opportunities for BME students; this may require additional student funding, as these jobs may not always pay at the same levels as industry opportunities, which may reduce student interest in these opportunities due to financial reasons.

Through the support of a donation, a clinician-in-residence program, whereby a health care provider would spend one day a week in our program (providing consultations with design teams, intervention in BME courses, etc.), is also being created.

Dean's Response
I support the department's proposed actions to address this recommendation.

3. A critical curriculum review should be conducted for the BME and SYDE programs. We believe that there are a number of minor adjustments to the curricula that would improve the programs. First, a critical curriculum review should be conducted to examine ways to reduce the overall workload while still meeting the requirements for accreditation. Secondly, the relation between workload and credit weight of the laboratory courses should be reviewed. We are told that some laboratory courses with 0.25 weight had a workload similar to that of a 0.5 weight lecture course. In addition, the topics of the lab sessions should presented in an order that roughly corresponds

to the order of the lectures so that students are exposed to some of the theory before they see the labs. We were informed that these issues were being addressed. Nevertheless, the curriculum review should confirm that the workload of courses is consistent with their weight. Finally, the mathematics content of the third courses should be reviewed to see if it can be modified to reduce the load while still fulfilling the program requirements.

Program Response

Both the SYDE and BME Program committees will conduct formal curriculum reviews, taking into account these recommendations, over the next 1-2 years with continuing evaluation of effectiveness. The reviews will be done with the intention of updating learning outcomes and meeting CEAB requirements, with the simultaneous goal of reducing "busy" student workloads. This effort is in line with a faculty-level initiative in Waterloo Engineering.

We will also include consideration of the following:

- Re-design and updating of lab experiences to optimize the overall workload of the labs and improve alignment with the 0.25 weight allotted to the lab courses.
- Removal of third year math course (SYDE 311). The math curriculum committee has already revised the curriculum to remove the content from this course that is no longer needed in the curriculum and move content that is needed into our other math courses. This has been done for all our math courses, and therefore there is no net increase in material. It is instead an update to the needed concepts.
- The SYDE program committee has already met, and it agreed to move the optimization course to third year for better alignment with design courses. As this will create an opening in fourth year, we are considering an additional required systems course in fourth year to enhance the systems content in the curriculum.
- We are taking steps to add more simulation modeling methods to our SYDE curriculum
- Efforts in BME will include the clinical experience mentioned above.

Dean's Response

This recommendation aligns well with a current Faculty of Engineering initiative to look at ways of reducing the intensity of student workload throughout all the undergraduate engineering programs via what we have called a "curriculum diet".

4. Review the Role of Software in the Program. A frequently expressed concern was that students were more interested in software development than in the technical areas that were central to SYDE and BME. To some extent this may be result of co-op program where the software companies offer the most attractive salaries and job opportunities. The Department should decide whether to embrace this trend or attempt to ensure its graduates leave with a more rounded engineering approach. If the decision is to embrace software, then the curriculum should be reviewed to provide stronger training in the area.

One suggestion we heard was to replace some of the "classical" math topics with discrete math. If a more rounded approach is selected – the preference of the reviewers – then several steps are possible. Thus, as we suggest below, the Department should find ways of admitting students with a real interest and passion for systems engineering rather than simply accepting the students with the best marks.

The program should also be modified to provide students with more "hands-on" experience in the course work, to require capstone projects to have both hardware and software components, and to encourage/require students to have a range of experience in their co-op terms.

Program Response

It is our intention to remain unique and distinct from software engineering, and to continue to emphasize core biomedical and systems engineering concepts in our curricula. We plan to improve communication of the SYDE and BME programs to incoming students through our website and outreach, with the goal of ensuring an understanding that these programs are distinct from software engineering, and improving awareness of the various possible career paths.

While our current admissions procedure allows us to accept students based on more than their grades, we do agree that this process could be modified to enable improved selection of candidates that are more aligned with SYDE and BME program goals (see "Review of Admissions criteria" below).

With respect to the capstone design course, we plan to review incorporation of systems design and biomedical engineering aspects in capstone projects. In our curriculum review, we will consider improving the exposure of students to systems integration and physical systems, to allow for more diverse components in our capstone projects. We will also assess the viability of establishing different sections for capstone design courses with the goal of establishing an improved faculty-to-student ratio, which would allow better capacity to advise a broader range of student projects.

It is important to recognize that there is a need for software solutions to address healthcare needs both in industry and hospitals. The BME curriculum should offer courses to support our students following that path by ensuring they have the skills to develop robust engineering solutions; this can be best achieved through a specialization.

Dean's Response

I support the department's proposed actions to address this recommendation.

5. Increase the Flexibility of Electives. Students should be given the flexibility to take more technical elective courses before the fourth year, so that they can be exposed to a range of specialized topics before having to decide on a specialization.

Program Response

As we look toward renewing our curriculum, we are considering the potential for flexible streaming in third year. This could consist of allowing students to pick two electives from sets of electives representing different specializations. This concept aligns with a faculty-level initiative to improve flexibility in engineering curricula. For example, by allowing some courses that are offered across departments to be taken according to a more flexible schedule, we could allow space for increased electives in third year.

Dean's Response

I support the department's proposed actions to address this recommendation.

6. Review Admissions Criteria. The department should consider whether the current recruitment approach is bringing in the type of students that best suit the SYDE and BME programs. Current students are universally praised for being excellent academically, but not all appear to be genuinely committed to engineering. It might be useful to ask applicants to include a portfolio in their applications and interview a short list of the most qualified students. Any such steps should be designed to ensure equity. Care must be taken to ensure that any changes, for example the addition of a portfolio, do not inadvertently work to the advantage groups of students (e.g., students who already have many opportunities to engage in extracurricular activities because of socioeconomic advantages) that are already in a favorable position to gain entry into the programs.

Program Response

We will evaluate the feasibility and effectiveness of a two-stage process to specifically assess the candidate's ability to demonstrate their interest and goals in pursuing engineering and design. We are also considering how to incorporate equity in this process.

Dean's Response

Currently admissions is conducted centrally across the faculty. We have already initiated discussions around the way we admit students with an aim to find students who are truly passionate about a career in SYDE on BME.

7. Library Resources. The reviewers were favorably impressed by the library's contributions to the BME program in particular. However, from our discussions with the librarian, we feel that the library would benefit from additional financial resources to expand its collections in the biomedical/medical areas to better support BME students.

Program Response

Resources for BME library content are being requested at this time in the new BME Graduate Program proposal.

Dean's Response

I support the department's proposed actions to address this recommendation.

Recommendations Not Selected for Implementation

None.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	**Provide the BME program more autonomy and prominence**	(1) Independent curriculum review and renewal. (2) New BME technical electives by new faculty hires (3) Two new faculty hires (4) BME website revisions	(1,2) BME director with program committee (3) BME director and SYDE chair (4) BME director and Communication & Outreach Officer	(1,2,3) 2023-2024 Fall 2022 Websites changes have been undertaken as have other actions.
2.	**Increase the clinical exposure of BME students**	(1) Formalize involvement from healthcare providers and clinicians in design courses (2) Clinician-in-residence	BME director and program committee BME director and SYDE chair	2023-2024
3.	**A critical curriculum review should be conducted for the BME and SYDE programs**	(1) Re-design and updating of lab experiences (2) Removal of third year math course and move optimization course (3) Renewal of SYDE curriculum	(1,2) ACUG and program committee (3) ACUG, SYDE chair and program committee	(1,2) 2023 (3) Begin in 2023 with continuing evaluation of effectiveness of program content and curriculum for each program.
4.	**Review the Role of Software in the Program**	(1) Improve outreach materials (2) Review curriculum to improve flow of skills to capstone	(1) ACUG and Communication & Outreach Officer	(1) 2023-2024 (2) Begin in 2023 with continuing evaluation of

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				effectiveness of program content and curriculum.
5.	Increase the Flexibility of Electives	(1) Consider flexible streaming of elective groupings (3) Continue BME specialization development	(2) ACUG, Program committee and SYDE chair, BME Director (1,2) ACUG, BME Director and program committee	(1) 2023-2024
6.	Review Admissions Criteria	(1) Evaluate feasibility of 2-stage admissions process	ACUG and SYDE chair, BME director	(1) 2023-2024
7.	Library Resources	(1) Funding requested through the new BME graduate program proposal	BME director and SYDE chair	2023

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

January 2023

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Date of next program review   **2027-2028**

                                                                         Date

Signatures of Approval

LCuiHuan-Fall   *Nov 30/23*

Chair/Director   Date

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

Mary Wells
Digitally signed by Mary Wells
Date: 2024.02.21 09:56:53 -05'00'

_____   _____
Faculty Dean   Date

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

Dan DeVidi

                                                                     July 24, 2023
_____   _____
Associate Vice-President, Academic   Date
(For undergraduate and augmented programs)

Two-Year Progress Report
Communication Studies (BA, Minor) and Digital Arts Communication (Minor)
October 2022

Background

The Final Assessment Report for Communication Studies and Digital Arts Communication, approved at Senate on February 28, 2022, makes eight recommendations to support the robust delivery and measured growth of the Communication Studies and Digital Arts Communication programs. The report is the outcome of a regularly scheduled program review, and was conducted by two arms-length external reviewers, (Dr. Chris Russill, Professor of Communication and Media Studies, Carleton University, and Dr. Christian Lundberg, Professor of Communication Studies, University of North Carolina – Chapel Hill) and an internal reviewer from the University of Waterloo, Dr. Maria Strack, Professor in the Department of Geography and Environmental Management).

The review involved a campus visit March 11-12, 2020, and included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; Arts Associate Dean of Undergraduate Studies; Chair of the Department of Communication Arts, as well as faculty members, staff and current undergraduate students. The Review Team also had an opportunity to visit the program's space and meet with representatives from the Library.

This Two-Year Progress Report was prepared by Gerald Voorhees, Associate Chair Undergraduate Studies, under the direction of the Interim Chair, Grit Liebscher, and with the help of members of the department.

Enrollment over the past two years

	Communication Studies General	Communication Studies Honours	Communication Studies Co-op	Communication Studies Minor	DAC Minor
2021-2022 (CURRENT YR)	10	134	85	33	110
2020-2021 (LAST YR)	10	175	114	38	115

*Based on Active Students Extract in Quest (Fall 2020 and Fall 2021)
* These numbers do not reflect the impact of the name change yet. After the name change, students only declared their majors in April 2022, and we expect to see this impact starting with numbers for Fall 2023 and beyond.

Progress on Implementation Plan

Recommendations

1. That the unit hire a tenure-line faculty in fulfilment of a resourcing commitment that was made with the Department's agreement to support and help administer UCOI.

   Status: **in progress**
   Details: As of November 2021, the Dean of Arts approved a tenure-line hire in Communication Studies to support the administration of the UCOI program. The position was advertised January 23, 2022, and hiring is underway.

2. That the Department housing Speech Communication and DAC retain its current balance between research-intensive and teaching-intensive faculty.

   Status: **in progress**
   Details: During the 2020-2021 academic year, 3 tenure-line faculty resigned their positions, reducing the tenure-line faculty complement to the equivalent of 12 FTE (which includes Nacke and Young with ½ FTE each, since they have joint appointments with other departments) and, thus, creating a 12:7 ratio of research-intensive to teaching-intensive faculty. Successfully hiring replacements for these three tenure-line positions, which were advertised on January 23, 2022, will correct the imbalance of this ratio. Impending changes to Policy 76 regarding the terms and conditions of teaching-intensive appointments will inform further discussion of this priority.

3. Changing the program name from Speech Communication to Communication Studies.

   Status: **completed**
   Details: The name change became effective Fall 2021 with very positive results. The Undergraduate Recruitment Office provided information showing that the number of first year student applications, indicating Communication Studies as their "subject of major interest", grew from 76 in Fall 2020 to 281 in Fall 2021.

4. That the speech communication program proceed with its plans for incremental and managed growth, and agree that recent changes to the program's name and curriculum (especially the inclusion of media studies content) will facilitate such growth.

   Status: **in progress**
   Details: The name change has contributed to the continued growth of the department (see response to 3 above). With 2.5 times more students indicating Communication Studies as their "subject of major interest" over the previous year, the Department has already begun to discuss

and implement changes to course delivery and department structure. We are examining how to increase the size of a number of 200 level courses to accommodate additional students. Additionally, the Department implemented a new organizational structure creating agile curriculum committees to maintain and develop the course offerings and plans for each undergraduate program, and facilitate communication and planning between those programs.

5. The Department continue to develop more formal and explicit rules, processes, and procedures for decision-making that are transparent to and inclusive of all program faculty and their concerns.

   Status: **ongoing**
   Details: The new Departmental organizational structure (see response to 4 above) resulted in the reinvention of a number of processes and the bringing to the surface of informal rules so that they could be examined, and rejected or explicitly adopted. While larger structural changes have been implemented, we expect to continue to refine processes for the next several years.

6. The Department consider developing a formal mentoring process for junior faculty (especially those new to the University) to help them navigate program, Department, and University contexts.

   Status: **ongoing**
   Details: This was largely put on hold due to circumstances outside the department's control, particularly the Covid-19 global pandemic. However, further conversations also highlighted the limitations of a medium-sized Department to provide mentorship in-house, and the need for a faculty- or even University-wide mentorship program. The Department will resume efforts to develop a mentorship program limited in scope to navigating departmental tenure and promotion considerations and within several research streams where senior faculty are able to be resources for junior faculty (e.g. media, communication, and gender; design justice; communication and social justice; environment and communication; and media, culture, and communication). The Department will also advocate for appropriate Faculty and University level supports. In the meantime, the Chair has informally connected junior faculty requesting mentorship with senior faculty members in the Faculty of Arts.

7. That more attention be paid to room allocations for teaching, and that appropriate spaces and technology be made available to instructors in Speech Communication and Digital Arts Communication.

   Status: **ongoing**
   Details: The 2022-2023 budget request includes renovations to the Department's facilities in ECH, including ECH 2101 (student lounge), ECH 2108 (Digital Media Studio), ECH 2113 (Making and Design Classroom), and ECH 2106 and 2109 (audio studio and control room). Once approved and complete, the ability to book DAC and CADP classes in these rooms will greatly aid course planning and administration.

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Explain any circumstances that have altered the original implementation plan

The Covid-19 global pandemic resulted in several delays to plans to address the recommendations of the external review. For instance, the primary action to address concerns about space raised in recommendation 7 was postponed by the Faculty of Arts. The initiative to develop a formal mentoring program for junior faculty, from recommendation 8, was addressed minimally, as faculty in the department adjusted to the circumstances of remote teaching. The Department's efforts to develop more formal and explicit rules and processes, from recommendation 9, is ongoing but also delayed due to the unplanned demands the pandemic has placed on faculty.

Report on anything else you believe is appropriate to bring to Senate concerning this program

Since the Final Assessment Report was completed in 2020, the Department of Communication Arts has launched a new interdisciplinary major, Communication Arts and Design Practice. The first application cycle for the program, Fall 2021, saw over 100 applicants select this major as the Subject of Major Interest, more than had selected the Department's largest major, Communication Studies, the previous year in 2020. This new program was intended to rely primarily on existing faculty and resources but these numbers also far exceed expectations. If this program turns into the projected success in attracting students, there may be some faculty and resource (e.g., space) implications over the next few years, and those could also support the Communication Studies and Digital Arts Communication Minors.

Additionally, the Department has begun to address how systemic racism and colonialism are present in department policies and operational norms. This has involved numerous department-wide discussions and meetings dedicated to the topic. The experiences of racialized faculty are being centered in the task, and the Department is receiving assistance in the form of external consultants that specialize in addressing and ameliorating how equity, diversity, and inclusion impact organizations.

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Updated Implementation Plan

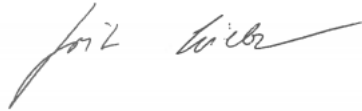|	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	That the unit hire a tenure-line faculty in fulfilment of a resourcing commitment that was made with the Department's agreement to support and help administer UCOI.	Hire tenure line faculty to support UCOI	Faculty and Provost	The Provost has authorized and the Department has completed hiring 1 tenure line professor with expertise in Communication Across the Curriculum who started July 2022.
2.	That the Department housing Speech Communication and DAC retain its current balance between research-intensive and teaching-intensive faculty.	Maintain ratio of better than 2:1 tenure line faculty to lecturers	Faculty and Provost	The Provost has authorized and the Department has completed hiring 3 tenure line professors to replace mission critical faculty resignations, starting July 2022. At the same time, 4 more Lecturer lines were made

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				available (2 with hiring completed), which indicates that the balance needs to be watched moving forward.
3.	Changing the program name from speech communication to communication studies.	name change approved in 2019/20, awaiting undergraduate calendar change for 2021/22.		Complete
4	That the speech communication program proceed with its plans for incremental and managed growth, and agree that recent changes to the program's name and curriculum (especially the inclusion of media studies content) will facilitate such growth.	Once program name change is complete, engage in outreach and recruitment efforts to improve visibility of program. This includes redoing the recruitment material used at open houses.	Department Executive	Ongoing; Will liaise with recruitment to ensure messaging is clear and distinguishes Communication Studies from other programs in the Department and Faculty
5	The Department continue to develop more formal and explicit rules, processes, and procedures for decision-making that are transparent to and inclusive of all program faculty and their concerns.	Currently in process of revising Annual Performance Review (APR) guidelines and process, revised curriculum change process, working toward policies to improve equity in Departmental culture	Department Executive	Ongoing; Large structural changes have been implemented but the operating procedures for each will continue to be scrutinized and fine-tuned for another 2-3 years

6	The Department consider developing a formal mentoring process for junior faculty (especially those new to the University) to help them navigate program, Department, and University contexts.	Committee struck in Fall 2020 to propose a formal mentorship process.	Faculty of Arts and Department Executive	Ongoing; The Department will resume it own effort to formalize mentorship, with a limited scope, while advocating for Faculty and University level support for mentorship.
7	That more attention be paid to room allocations for teaching, and that appropriate spaces and technology be made available to instructors in Speech Communication and Digital Arts Communication.	Request renovation of ECH rooms in next budget cycle.	Faculty of Arts	Initial proposal for ML-117 renovation was delayed due to pandemic. Requesting renovation to ECH facilities, including ECH 2108, 2113, and 2101, in the next budget cycle.

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

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Date of next program review: _____ **2026-2027**

Date

Signatures of Approval:

[signature]

June 8, 2022

| Chair/Director | Date |
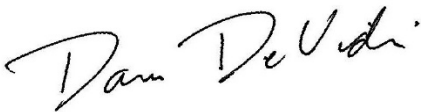
AFIW Administrative Dean/Head (For AFIW programs only)   Date

[signature]

5 September 2023

| Faculty Dean | Date |

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

[signature]

October 2, 2022

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

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

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Senate Undergraduate Council
Curriculum Subcommittee

For Approval   **Open Session**

To:	**Senate Undergraduate Council**
Sponsor:	David DeVidi, Associate Vice-President, Academic
Contact Information:	david.devidi@uwaterloo.ca
Presenter:	David DeVidi, Associate Vice-President, Academic
Contact Information:	david.devidi@uwaterloo.ca
Date of Meeting:	**March 5, 2024**
Agenda Item Identification:	**Approval of New Plans, Major Modifications, Plan Inactivations, and Regulation Changes**

Recommendation/Motion:

To recommend Senate approve the following major program modifications, as presented.

Summary:

The SUC Curriculum Subcommittee has reviewed and agreed, via an e-vote which closed on April 2, 2024, to recommend to SUC, as part of the regular agenda for recommendation to Senate for approval, the items included in the appendix of this report, which are also available in Kuali via the following link:

- Faculty of Health – Regular Agenda Submissions

These items include major modifications from the Faculty of Health.

Documents Included:
- Appendix A: Faculty of Health

SUC Subcommittee Regular Report: Appendix A - Faculty of Health

Agenda Page Title

SUC - Faculty of Health undergraduate report (April 9, 2024) (Regular Agenda)

Date   **Time**   **Location**

Description

Faculty of Health undergraduate report (FUGS: March 1, 2024, & FC: March 22, 2024 (pending approval)) to Senate Undergraduate Council (April 9, 2024) (Regular Agenda)

Summary of the motions:

ACADEMIC PLANS (MAJOR MODIFICATIONS) - **All proposed changes are effective September 1, 2025.**

Honours Recreation and Leisure Studies: To revise plan name and requirements – **Recreation, Leadership, and Health**

Honours Recreation and Sport Business: To revise plan name to *Sport and Recreation Management*.

Attachment(s)

Course Proposals

No proposals have been added.

Program/Plan Proposals

Code	Title	Type	Workflow Step	↻
H-Recreation & Leisure Studies	Recreation, Leadership, and Health (Bachelor of Arts - Honours)	Program	SUC Subcommittee, SUC Curricular Subcommittee | Under Review	
H-Recreation & Sport Business	Sport and Recreation Management (Bachelor of Arts - Honours)	Program	SUC Subcommittee, SUC Curricular Subcommittee | Under Review	

Regulations Proposals

No proposals have been added.

H-Recreation & Leisure Studies
Recreation, Leadership, and Health (Bachelor of Arts - Honours)

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress
SUC Subcommittee, SUC Curricular Subcommittee expand ▲
Waiting for Approval | Approval Delegate(s)

Tim Weber-Kraljevski
Mike Grivicic
Melanie Figueiredo
Diana Goncalves

Changes
- Program/Plan Name
- Additional Constraints
- Course Requirements (no units)
- Graduation Requirements
- Effective Term and Year

Show All ❯

Effective Date and Career

Career

Undergraduate

Important! ❓

Proposed
Effective Term and Year ❓
Fall 2025

Existing
Effective Term and Year ❓
Fall 2024

Proposal Details

Proposal Type ❓

Change

Academic Unit Approval

12/08/2023

Quality Assurance Designation ❓

Major Modification

Major Modification Categories

Change course/program requirements
Change program name

Is there an impact to existing students? ❓

No

Is the credential name changing?

Yes

Impact of Credential Name Change

The name change applies only to future students (current students may opt in)

Co-operative System of Study and Requirements ❓

Not Applicable

Creating or Changing Invalid Combinations ❓

No

Rationale and Background for Change(s) ❓

To change the plan title and requirements. Through alumni and student surveys, coop consultation, and interviews with various partners, the Department of Recreation and Leisure Studies has revised our recreation and leisure studies program. Through this revision, we are highlighting the ways in which recreation and leisure can enhance the wellbeing and health of communities and its members. Graduates from the program will be well positioned to become leaders in recreation and community organizations, and make their respective communities more inclusive spaces for all people.

Students currently enrolled in the Recreation and Leisure Studies program will have the option to follow the existing or the revised curriculum. Consultation has been conducted with current students, alumni, cooperative education and community organization.

Consultations (Departmental) ❓

Approvals have been granted by the following University of Waterloo units – Political Science, Social Development Studies, Faculty of Environment, Peace and Conflict Studies, School of Public Health Sciences, English.

The Faculties of Arts, Math and Science have been informed of the change to remove our Restricted Electives.

Supporting Documentation

General Program/Plan Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Field of Study ❓

Recreation and Leisure Studies

Faculty ❓

Faculty of Health

Undergraduate Credential Type ❓

Major

Program Type

Honours

Degree ❓

Bachelor of Arts (Health)

Proposed
Program/Plan Name ❓

Recreation, Leadership, and Health (Bachelor of Arts - Honours)

Existing
Program/Plan Name ❓

Recreation and Leisure Studies (Bachelor of Arts - Honours)

Systems of Study

Co-operative

Regular

Online Degree/Diploma ❓

Admissions

Admissions Entry Point ❓

Direct Entry

Admission Requirements: Minimum Requirements ❓

Requirements Information

Invalid Combinations ❓

No

Average Requirement ❓

Yes

Minimum Average(s) Required ❓

- A minimum cumulative overall average of 65.0%.
- A minimum cumulative major average of 70.0%.

Proposed
Graduation Requirements ❓

- See Bachelor of Arts (Health) degree-level requirements.
- Complete a total of 20.0 units:
  - 11.5 units of required courses.
  - 2.5 units of additional REC courses.
  - 6.0 units of elective courses.

Existing
Graduation Requirements ❓

- See Bachelor of Arts (Health) degree-level requirements.
- Complete a total of 20.0 units:
  - 5.0 units of required courses.
  - 6.5 units of additional REC courses.
  - 2.0 units of approved courses.
  - 6.5 units of elective courses.

Co-operative Education Program Requirements ❓

For students in the co-operative system of study, see Bachelor of Arts co-operative education program requirements.

Course Requirements (units) ❓

Required Courses

0

Units to Complete

No Rules

Course Requirements (no units) ❓

~~Approved Courses List~~

- Complete **4 all** of the following
  - ~~Complete at least 1 course from: ACTSC, AMATH, CO, COMM, MATBUS, MATH, MTHEL, PMATH, STAT~~
  - ~~Complete at least 1 course from: ANTH, ECON, GSJ, LS, PACS, PSCI, SDS, SMF, SOCWK, STV~~
  - ~~Complete at least 1 course from: ARABIC, ASL, CHINA, CI, CROAT, DUTCH, EASIA, FR, GER, GRK, INDENT, INDG, ITAL, ITALST, JAPAN, JS, KOREA, LAT, MOHAWK, PORT, REES, RUSS, SI, SPAN~~
  - ~~Complete at least 1 course from: BIOL, CHEM, EARTH, MNS, PHYS, SCI~~
  - ~~Complete at least 1 course from: CLAS, COMMST, HIST, HUMSC, INDG, MEDVL, PHIL, RS, VCULT~~
  - ~~Complete at least 1 course from: CS~~
  - ~~Complete at least 1 course from: ENBUS, ENVS, ERS, GEOG, INDEV, INTEG, PLAN~~
  - ~~Complete at least 1 course from: ENGL~~
  - ~~Complete at least 1 course from: FINE, MUSIC, THPERF~~
  - ~~Complete at least 1 course from: GERON, HEALTH, HLTH, KIN~~
  - ~~Complete at least 1 course from: PSYCH (excluding PSYCH101/PSYCH101R)~~
  - ~~Complete at least 1 course from: SOC~~

Required Courses

- Complete all of the following
  - Complete all the following:
    - **ENVS205 - Sustainability: The Future We Want (0.50)**

- HEALTH107 - Sociology of Activity, Health, and Well-Being (0.50)
- REC100 - Introduction to the Study of Recreation and Leisure (0.50)
- REC101 - Introduction to Recreation and Leisure Services (0.50)
- REC120 - Experience Design and Delivery (0.50)
- REC201 - Introduction to Leisure, Equity, Diversity, and Inclusion for Just Communities (0.50)
- **REC215 - Marketing Recreation, Sport, and Events (0.50)**
- **REC219 - Introduction to Event Studies (0.50)**
- **REC230 - Outdoor Recreation, Tourism, and the Natural Environment (0.50)**
- **REC280 - Introduction to Tourism (0.50)**
- **REC256 - Foundations of Community Engagement in Recreation and Leisure (0.50)**
- **REC318 - Leadership Theory and Practice in Recreation, Sport and Leisure Organizations (0.50)**
- **REC356 - Leisure and Community (0.50)**
- REC371 - Quantitative Data Analysis and Mobilization (0.50)
- REC373 - Qualitative Approaches to Leisure Research (0.50)
- REC405 - Leisure and Well-Being (0.50)
- REC420 - Advanced Program Evaluation in Leisure Services (0.50)
- **REC456 - Innovative Solutions for Healthy Communities (0.50)**

- **Complete 1 of the following:**

  - **ENGL210F - Genres of Business Communication (0.50)**
  - **ENGL210G - Genres of Fundraising Communication (0.50)**

- **Complete 1 of the following:**

  - **GSJ260 - Social Determinants of Health (0.50)**
  - **HLTH260 - Social Determinants of Health (0.50)**

- **Complete 1 of the following:**

  - **LS271 - Conflict Resolution (0.50)**
  - **PACS202 - Conflict Resolution (0.50)**
  - **PACS313 - Community Conflict Resolution (0.50)**

- **Complete 1 of the following:**

  - **PSCI100 - Power, Politics, and Policy: An Introduction (0.50)**
  - **SDS231R - Introduction to Social Policy Processes (0.50)**

- Complete 1 of the following:

  - PSYCH101 - Introductory Psychology (0.50)
  - PSYCH101R - Introductory Psychology (0.50)

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. MUSIC353W can be used towards the 2.5 units of REC courses.

Existing

Additional Constraints ❓

    1. MUSIC353W can be used towards the 6.5 units of REC courses.

Notes ❓

- See Faculty of Health for recommended course sequences.

Specializations

Specializations for this Major ❓

No

Workflow Information

Change to Undergraduate Communication Requirement

No

Workflow Path ❓	**Faculty/AFIW Path(s) for Workflow** ❓	**Senate Workflow**
Committee approvals	Faculty of Health	Senate Regular

Dependencies

Dependent Courses and Programs/Plans

PREREQUISITES

ꜜ REC 371 - Quantitative Data Analysis and Mobilization   View Courses ❯
ꜜ REC 215 - Marketing Recreation, Sport, and Events   View Courses ❯
ꜜ REC 401 - Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure   View Courses ❯
ꜜ REC 373 - Qualitative Approaches to Leisure Research   View Courses ❯
ꜜ AFM 123 - Accounting Information for Managers   View Courses ❯
ꜜ REC 120 - Experience Design and Delivery   View Courses ❯
ꜜ REC 475 - Independent Study: Translating Research for Practice   View Courses ❯
ꜜ REC 471A - Honours Thesis Proposal   View Courses ❯
ꜜ REC 405 - Leisure and Well-Being   View Courses ❯
ꜜ REC 151 - Foundations of Therapeutic Recreation Practice   View Courses ❯
ꜜ REC 312 - Practicum in Recreation, Sport, and Tourism   View Courses ❯

H-Recreation & Sport Business
Sport and Recreation Management (Bachelor of Arts - Honours)

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress

SUC Subcommittee, SUC Curricular Subcommittee expand ▲

Waiting for Approval | Approval Delegate(s)

Tim Weber-Kraljevski

Mike Grivicic

Melanie Figueiredo

Diana Goncalves

Changes

- Program/Plan Name
- participants
- Additional Constraints
- Effective Term and Year
- Admin Notes

Effective Date and Career

Career ❓

Undergraduate

Important! ❓

Proposed

Effective Term and Year ❓

Fall 2025

Existing

Effective Term and Year ❓

Fall 2024

Proposal Details

Proposal Type ❓

New

Academic Unit Approval

12/08/2023

Quality Assurance Designation ❓

Major Modification

Major Modification Categories

Change program name

Co-operative System of Study and Requirements ❓

Not Applicable

Creating or Changing Invalid Combinations ❓

No

Rationale and Background for Change(s) ❓

To revise the name of the Bachelor of Arts, Recreation and Sport Business degree to Bachelor of Arts, Sport and Recreation Management. The revised name better reflects the curriculum and the evolution of the field in theory and practice. The revised name also reflects a wider scope of sectors (public, non-profit, and business) that our students study and work. Current students and alumni have also been consulted and have demonstrated support for this change. Current students can choose to switch to the revised plan name and calendar rules after September 1, 2025, or remain with the previous plan name.

Consultations (Departmental) ❓

Supporting Documentation

General Program/Plan Information

Faculty ❓

Faculty of Health

Academic Unit ❓

Department of Recreation and Leisure Studies

Field of Study ❓

Recreation and Sport Business

Faculty ❓

Faculty of Health

Undergraduate Credential Type ❓

Major

Program Type

Honours

Degree ❓

Bachelor of Arts (Health)

Proposed
Program/Plan Name ❓

Sport and Recreation Management (Bachelor of Arts - Honours)

Existing
Program/Plan Name ❓

Recreation and Sport Business (Bachelor of Arts - Honours)

Systems of Study

Co-operative
Regular

Online Degree/Diploma ❓

Admissions

Admissions Entry Point ❓

Direct Entry

Admission Requirements: Minimum Requirements ❓

Requirements Information

Invalid Combinations ❓

Yes

List of Invalid Combinations ❓

Management Studies Minor

Average Requirement ❓

Yes

Minimum Average(s) Required ❓

- A minimum cumulative overall average of 65.0%.
- A minimum cumulative major average of 70.0%.

Graduation Requirements ❓

- See Bachelor of Arts (Health) degree-level requirements.
- Complete a total of 20.0 units:
    - 10.5 units of required courses.
    - 4.0 units of additional REC courses.
    - 2.5 units of approved courses.
    - 3.0 units of elective courses.

Co-operative Education Program Requirements ❓

For students in the co-operative system of study, see Bachelor of Arts (Health) co-operative education program requirements.

Course Requirements (units) ❓

Required Courses

0

Units to Complete

No Rules

Course Requirements (no units) ❓

Required Courses

- Complete all of the following
    - Complete all the following:
        - BET100 - Foundations of Entrepreneurial Practice (0.50)
        - HEALTH107 - Sociology of Activity, Health, and Well-Being (0.50)
        - HRM200 - Basic Human Resources Management (0.50)
        - REC100 - Introduction to the Study of Recreation and Leisure (0.50)
        - REC101 - Introduction to Recreation and Leisure Services (0.50)
        - REC120 - Experience Design and Delivery (0.50)
        - REC201 - Introduction to Leisure, Equity, Diversity, and Inclusion for Just Communities (0.50)
        - REC213 - The Business of Professional Sport (0.50)
        - REC215 - Marketing Recreation, Sport, and Events (0.50)
        - REC219 - Introduction to Event Studies (0.50)
        - REC313 - Amateur Sport from Playground to Podium (0.50)
        - REC371 - Quantitative Data Analysis and Mobilization (0.50)
        - REC373 - Qualitative Approaches to Leisure Research (0.50)
        - REC405 - Leisure and Well-Being (0.50)
        - REC413 - Innovative Solutions in Recreation and Sport Business (0.50)
        - REC420 - Advanced Program Evaluation in Leisure Services (0.50)

- Complete 1 of the following:
    - AFM123 - Accounting Information for Managers   (0.50)
    - ARBUS102 - Accounting Information for Managers   (0.50)
- Complete 1 of the following:
    - AFM131 - Introduction to Business in North America   (0.50)
    - ARBUS101 - Introduction to Business in North America   (0.50)
    - BUS111W - Introduction to Business Organization (WLU)   (0.50)
- Complete 1 of the following:
    - ARBUS302 - Principles of Marketing   (0.50)
    - BUS252W - Introduction to Marketing Management (WLU)   (0.50)
    - MGMT244 - Principles of Marketing   (0.50)
- Complete 1 of the following:
    - BUS288W - Organizational Behaviour 1 (WLU)   (0.50)
    - MSE211 - Organizational Behaviour   (0.50)
    - PSYCH238 - Organizational Psychology   (0.50)
- Complete 1 of the following:
    - PSYCH101 - Introductory Psychology   (0.50)
    - PSYCH101R - Introductory Psychology   (0.50)

Course Lists ❓

Approved Courses List

- Choose any of the following:
    - AFM231 - Business Law   (0.50)
    - ARBUS202 - Professional and Business Ethics   (0.50)
    - BET300 - Foundations of Venture Creation   (0.50)
    - BUS121W - Functional Areas of the Organization (WLU)   (0.50)
    - BUS208W - Interpersonal Communication (WLU)   (0.50)
    - BUS231W - Business Law (WLU)   (0.50)
    - BUS311W - Entrepreneurship and New Ventures (WLU)   (0.50)
    - BUS362W - Applied Marketing (WLU)   (0.50)
    - BUS412W - Services Marketing Management (WLU)   (0.50)
    - BUS432W - Consumer Behaviour (WLU)   (0.50)
    - BUS452W - Marketing Strategy (WLU)   (0.50)
    - BUS462W - Business-to-Business Marketing (WLU)   (0.50)
    - BUS472W - Marketing Communications (WLU)   (0.50)
    - BUS482W - Sales Management (WLU)   (0.50)
    - COMMST100 - Interpersonal Communication   (0.50)
    - COMMST101 - Theories of Communication   (0.50)
    - COMMST223 - Public Speaking   (0.50)
    - COMMST225 - Interviewing   (0.50)
    - COMMST226 - Introduction to Race, Culture, and Communication   (0.50)
    - COMMST227 - Leadership   (0.50)
    - COMMST228 - Public Communication   (0.50)
    - COMMST324 - Small Group Communication   (0.50)
    - COMMST432 - Conflict Management   (0.50)
    - COMMST433 - The Organizational Consultant   (0.50)
    - ECON101 - Introduction to Microeconomics   (0.50)
    - ECON102 - Introduction to Macroeconomics   (0.50)

- ECON254 - Economics of Sport   (0.50)
- ENGL210F - Genres of Business Communication   (0.50)
- ENGL295 - Social Media   (0.50)
- GSJ207 - Entrepreneurship, Gender, and Social Justice   (0.50)
- HRM301 - Strategic Human Resources Management   (0.50)
- HRM303 - Compensation   (0.50)
- HRM305 - Health and Safety   (0.50)
- HRM307 - Labour Relations   (0.50)
- LS206 - Canadian Government and Politics   (0.50)
- LS271 - Conflict Resolution   (0.50)
- LS283 - Business Law   (0.50)
- MGMT220 - Entrepreneurship and the Creative Workplace   (0.50)
- PACS202 - Conflict Resolution   (0.50)
- PHIL206 - Philosophy of Sport   (0.50)
- PHIL215 - Professional and Business Ethics   (0.50)
- PSCI100 - Power, Politics, and Policy: An Introduction   (0.50)
- PSCI231 - Government and Business   (0.50)
- PSCI252 - Global South   (0.50)
- PSCI260 - Canadian Government and Politics   (0.50)
- PSCI283 - International Political Economy   (0.50)
- PSCI331 - Public Administration   (0.50)
- PSCI334 - Public Policy   (0.50)
- REC206 - Philosophy of Sport   (0.50)
- REC218 - Social Entrepreneurship for Change   (0.50)
- REC312 - Practicum in Recreation, Sport, and Tourism   (0.50)
- REC319 - Event Planning and Design   (0.50)
- REC419 - Event Implementation and Evaluation   (0.50)
- SOC241 - Sociology of Work and Occupations   (0.50)

Are there cross-listed courses listed in requirements?
Yes

Cross-Listings Options ❓
All cross-listings to be displayed

Proposed
Additional Constraints ❓
1. MUSIC353W can be used towards the 4.0 units of REC courses.
2. For the approved courses:
    1. Registration in HRM courses will require declaration of the Human Resources Management Minor.
    2. Students should contact the Mathematics Business and Accounting unit for information regarding Laurier Business courses.
3. Students are permitted to pursue a double major in Honours Sport and Recreation Management and Honours Therapeutic Recreation, by meeting the requirements of each plan.

Existing
Additional Constraints ❓
1. MUSIC353W can be used towards the 4.0 units of REC courses.
2. For the approved courses:
    1. Registration in HRM courses will require declaration of the Human Resources Management Minor.
    2. Students should contact the Mathematics Business and Accounting unit for information regarding Laurier Business courses.
3. Students are permitted to pursue a double major in Honours Recreation and Sport Business and Honours Therapeutic Recreation, by meeting the requirements of each plan.

Notes ❓
- See Faculty of Health for recommended course sequences.

Specializations

Specializations for this Major ❓
No

Workflow Information

Workflow Path ❓	Faculty/AFIW Path(s) for Workflow ❓	Senate Workflow
Committee approvals	Faculty of Health	Senate Regular

Dependencies

Dependent Courses and Programs/Plans

PREREQUISITES

⌄ REC 413 - Innovative Solutions in Recreation and Sport Business	View Courses ❯
⌄ REC 371 - Quantitative Data Analysis and Mobilization	View Courses ❯
⌄ REC 215 - Marketing Recreation, Sport, and Events	View Courses ❯
⌄ REC 401 - Advanced Seminar on the Socio-Cultural and Behavioural Dimensions of Leisure	View Courses ❯
⌄ REC 373 - Qualitative Approaches to Leisure Research	View Courses ❯
⌄ REC 313 - Amateur Sport from Playground to Podium	View Courses ❯
⌄ AFM 123 - Accounting Information for Managers	View Courses ❯
⌄ REC 120 - Experience Design and Delivery	View Courses ❯
⌄ REC 475 - Independent Study: Translating Research for Practice	View Courses ❯
⌄ REC 471A - Honours Thesis Proposal	View Courses ❯
⌄ REC 405 - Leisure and Well-Being	View Courses ❯
⌄ REC 151 - Foundations of Therapeutic Recreation Practice	View Courses ❯
⌄ REC 213 - The Business of Professional Sport	View Courses ❯
⌄ REC 312 - Practicum in Recreation, Sport, and Tourism	View Courses ❯

For Discussion   **Open Session**

To:	**Senate Undergraduate Council**
Sponsor/Presenters:	David DeVidi Associate Vice-President, Academic
	Jeff Casello Associate Vice-President, Graduate Studies and Postdoctoral Affairs
	Gen Gauthier-Chalifour University Secretary
Date of Meeting:	April 9, 2024
Agenda Item Identification:	**Senate Governance Review Recommendation: Academic Quality Enhancement (AQuE) Committee**

Recommendation/Motion:

To approve recommending the proposed terms of reference for the Academic Quality Enhancement (AQuE) Committee to Senate Executive Council, as presented.

Summary:

Following the initial endorsement of the creation of the new committee from both Senate Graduate & Research Council (SGRC) and Senate Undergraduate Council (SUC), the Associate Vice-President, Academic (AVPA) and the Associate Vice-President, Graduate Studies and Postdoctoral Affairs (AVPGSPA) have worked in collaboration with the Academic Quality Enhancement Office (formerly the Quality Assurance Office) and the Secretariat to develop draft terms of reference for the AQuE Committee which are included with this report. On recommendation of the Secretariat, it is proposed that the terms of reference lie outside of Bylaw 2, as is done with the Senate Honorary Degrees Committee, as the proposed committee's mandate is from the IQAP and not the University of Waterloo Act (1972).

Dean's Council has reviewed and endorsed the proposal to create the new AQuE Committee and the proposed terms of reference at their March 27, 2024 meeting.

The proposed terms of reference for the AQuE Committee are also being presented to SGRC for review and approval. Should SUC and SGRC both approve, the proposed terms of reference would be recommended to Senate for final approval through Senate Executive Committee.

Undergraduate Council   1

Academic Quality Enhancement Committee – Terms of reference

The Academic Quality Enhancement Committee shall have the following powers and duties:

1. To consider, study, and review all matters pertaining to the University's Institutional Quality Assurance Process (IQAP), and make recommendations to Senate, thereon. In the case of editorial changes to the IQAP, consider and approve such changes on behalf of Senate, and report to Senate for information.

2. On behalf of Senate, consider and approve all Final Assessment Reports and Progress Reports within the University's IQAP, and provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

3. On behalf of Senate, consider and approve any aspects of the quality enhancement processes that fall outside the remit of the IQAP, and provide Senate with a summary of council's deliberations in this regard. Any matter of controversy that might arise may be referred to Senate.

The membership of this committee shall consist of the following:

- The associate vice-president, academic, who shall co-chair this committee.

- The associate vice-president, graduate studies and postdoctoral affairs, who shall co-chair this committee.

- Three faculty members, drawn from either the ex-officio or elected/appointed members of the Undergraduate Council of Senate, who shall serve for a term of two years, appointed on the recommendation of the Undergraduate Council.

- Three faculty members, drawn from either the ex-officio or elected/appointed members of the Graduate & Research Council of Senate, who shall serve for a term of two years, appointed on the recommendation of the Graduate & Research Council.

- Two members of Senate from the elected student members, one of whom shall be an undergraduate student and one of whom shall be a graduate student.