

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Notice of Meeting**

DATE: Tuesday 12 April 2022  
TIME: 12:30 p.m. – 2:30 p.m.  
PLACE: Teams – See meeting invitation or contact the secretary

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**Open Session**

<b>Item</b>	<b>Action</b>
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1* .....	Information
2. Approval of the 15 February 2022 Minutes* and Business Arising .....	UGC
3. Curricular Items for Approval & Information	
a. Arts* .....	4.1 SEN-R, rest UGC
b. Health* .....	2 SEN-R, rest UGC
c. Mathematics* .....	UGC
d. Science* .....	UGC
e. Renison University College* .....	UGC
f. Computing and Financial Management* .....	UGC
g. Sustainability and Financial Management* .....	UGC
4. Academic Program Reviews	
a. FAR – Human Sciences* (Carol Ann MacGregor) .....	UGC
b. English Language Studies* (Julia Williams) .....	UGC
c. English Language Institute* (Tanya Missere-Mihas) .....	UGC
d. Italian Studies* (Bruno Tremblay) .....	UGC
e. General and Honours Science* (Monica Barra) .....	UGC
5. Other Business	
6. Next Meeting: Tuesday 10 May 2022, 12:30 to 2:30 p.m. via Teams	

\*material attached/to be distributed\*\*

“SEN-C” to be recommended to Senate for approval (consent agenda)

“SEN-R” to be recommended to Senate for approval (regular agenda)

“UGC” to be approved on behalf of Senate & sent to Senate for information

8 April 2022

Tim Weber-Kraljevski  
Associate University Secretary

# Excerpt from Senate Bylaw 1

## 8. Declarations of conflict of interest

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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 15 February 2022 Meeting**  
**[in agenda order]**

**Present:** Veronica Austen, Monica Barra, Benoit Charbonneau, Harry Cheung, Victoria Chu, Jacob Chung, Martin Cooke, Daniel Davison, Vivian Dayeh, David DeVidi, Leeann Ferries, Brendon Larson, Carol Ann MacGregor, Vincent Macri, Kristiina Montero, Cathy Newell Kelly (acting chair), Ethan Sue, Ryan Trelford, Chris Vigna, Rebecca Wickens (secretary), Richard Wikkerink, Stephanie Ye-Mowe

**Resources:** Angela Christelis, Blair Clarence, Jennifer Coghlin, Danielle Jeanneault, Amanda McKenzie, Carrie MacKinnon Molson

**Guests:** Anne Bordeleau, Brenda Denomme, Ilham Akhundov,

**Organization of Meeting:** Cathy Newell Kelly took the chair, and Rebecca Wickens 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 11 JANUARY 2022 MINUTES AND BUSINESS ARISING**

Subject to correcting errors in the names (Ryan Telford to Ryan Trelford, Victoria Dayeh to Vivian Dayeh) and order of attendees (Carrie MacKinnon Molson from Present to Resources), the minutes were approved as distributed. Ferries and Barra. Carried.

Newell Kelly drew members' attention to the revised University Jurisdiction text circulated to members by email, noting: council approved the text at the November 2021 meeting subject to revisions (noted in the document); Senate Graduate and Research Council asked for a few minor revisions to distinguish between applicants and enrolled students (noted in the document); this revised text is being circulated for information, unless there are further questions or concerns; the document will be brought to Senate for approval at the end of the month. The revised text was received for information.

**3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION**

**Arts.** Following a brief overview, there was a motion to approve the new courses on behalf of Senate. Cooke and Montero. Carried. Cooke spoke to the course changes. There was a motion to approve the course changes on behalf of Senate. Cooke and Davison. Carried. Cooke noted that the political sciences courses being inactivated are not required courses and there are other options for the plans in which the courses appear. There was a motion to approve the course inactivations on behalf of Senate. Cooke and Barra. Carried. Members heard that the number of required courses for the Diploma in East Asian Studies is being reduced to bring it into line with other diplomas. In response to a question, members heard that students cannot earn the minor and diploma in East Asian Studies at the same time, as they are mutually exclusive credentials. There was a motion to recommend that Senate approve the major modification to the Diploma in East Asian Studies as presented. Cooke and Larson. Carried. Members heard that the entrance average and electives lists are being revised for the Cognitive Science Minor. There was a motion to approve the minor modifications to the Cognitive Science Minor as presented. Cooke and Barra. Carried.

**Environment.** Larson took members through the new courses, course changes, minor modifications and academic regulation change. Subject to a change in section 7 to reflect that CS136L is graded on a CR/NCR basis and cannot be included in the plan average calculations, there was a motion to approve the proposed new or

revised curriculum items in sections 1-9 on behalf of Senate and to recommend that Senate approve the regulatory change in section 10 of the Environment submission. Larson and Charbonneau. Carried.

**Mathematics.** Charbonneau took members through the course changes and minor plan modifications, noting, with respect to the computing minor, the change provides physics students a pathway into the computing minor using CS114. There was a motion to approve the course and minor plan changes on behalf of Senate. Charbonneau and Cooke. Carried.

**SSO – Global Experience Certificate.** Members heard that there are two minor changes to reflect previously approved changes in the undergraduate calendar. This item was received for information.

#### 4. REGISTRAR'S OFFICE

**Posthumous Degrees and Certificates.** Members heard: the intent is to formalize the process already being followed with respect to posthumous degrees and to add a certificate for those who do not meet the requirements for a posthumous degree; this is consistent with the process approved for graduate-level posthumous degrees; the associate deans were involved in the creation of this regulation. With respect to the criteria to grant a posthumous degree, note 3, it was proposed that the word “will” in the third line be changed to “may” or “could”. Subject to the proposed change, there was a motion to recommend that Senate approve the new posthumous degrees and certificates regulation. Charbonneau and Ferries. Carried.

**Undergraduate Scholarships, Awards and Bursaries.** This item was received for information.

#### 5. ACADEMIC PROGRAM REVIEWS

**FAR Business Administration and Mathematics Double Degree.** Ilham Akhundov joined the meeting. Akhundov provided an overview of some of the actions taken in response to the review, highlighting: a pilot co-op exchange with Laurier; tailoring of some Statistics and Actuarial Science courses to the needs of MATBUS students; the inclusion of registrarial staff on the double degree committee; documentation of processes and governance of the program.

**Two-Year Progress Report – Architecture.** Anne Bourdeleau joined the meeting. Bourdeleau spoke to the two-year progress report, noting recommendations around the masters programs and time to completion. In response to a question, members heard that masters students usually start with course work not their theses.

Akhundov and Bourdeleau left the meeting. In response to a question, members heard that reports which combine reviews of undergraduate and graduate programs are considered by either Senate Undergraduate Council or Senate Graduate and Research Council but not both.

There was a motion to approve the final assessment and two-year progress reports on behalf of Senate. Cooke and Barra. Carried.

#### 6. OTHER BUSINESS.

There was no further business.

#### 7. NEXT MEETING

The next meeting is Tuesday 8 March 2022, 12:30 – 2:30 p.m. via Teams. [Note: the March meeting was cancelled. The next meeting is 12 April 2022, 12:30 – 2:30 p.m.]

**FACULTY OF ARTS – UNDERGRADUATE AFFAIRS GROUP**  
*Curricular items approved at UGAG 03 February 2022 and 03 March 2022*

**REPORT TO SENATE UNDERGRADUATE COUNCIL**  
**12 April 2022**

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**1. NEW COURSES [for approval]**

Accounting and Finance: AFM .....  
Dean of Arts: BLKST .....  
Renison University College: CHINA, EASIA .....  
Sociology and Legal Studies: LS/SOC, SOC/LS .....

**2. COURSE CHANGES [for approval]**

Accounting and Finance: AFM .....  
Anthropology: ANTH/EASIA .....  
Dean of Arts: ARTS, BLKST/ENGL, BLKST/SPAN .....  
Conrad Grebel University College: CMW/MUSIC/RS, MUSIC/RS/CMW, PACS .....  
English Language and Literature: ENGL, ENGL/BLKST, ENGL/EMLS .....  
Fine Arts: FINE .....  
Germanic and Slavic Studies: CI/SPAN .....  
History: HIST/RS .....  
Philosophy: PHIL/GENE .....  
Political Science: PSCI, PSCI/LS, PSCI/RS .....  
Renison University College: APPLS, ARABIC, EASIA/ANTH .....  
Religious Studies: RS, RS/CMW/MUSIC, RS/HIST, RS/PSCI .....  
Sociology and Legal Studies: LS/PSCI, SOC .....  
Spanish and Latin American Studies: SPAN, SPAN/BLKST, SPAN/CI .....

**3. COURSE INACTIVATIONS [for approval]**

Accounting and Finance: AFM .....  
English Language and Literature: ENGL .....  
Renison University College: CHINA .....

**4. NEW ACADEMIC PLANS [for approval]**

4.1. English Language and Literature .....

**5. ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS [for approval]**

5.1. Classical Studies .....  
5.2. Philosophy .....  
5.3. Renison University College .....  
5.4. St. Paul's University College .....

**NEW COURSES** (for approval)

**Accounting & Finance - School of**

**Effective 01-SEP-2023**

AFM 452 (0.50) LEC, TST, TUT Internal Audit

This course will cover internal audit from a broad perspective across an organization's business, including governance, risk management, information technology, business processes, and related risks. The goal is to provide students with a fundamental knowledge and a sense of skills necessary to succeed in an entry-level internal audit position. The course is also geared to providing a foundation for students to prepare for taking the Certified Internal Auditor (CIA) exam.

Requisites :

Prereq: AFM 341. Coreq: AFM 451

Rationale :

This course will cover internal audit learning outcomes. No course covering this material is currently offered at the University of Waterloo.

**Dean of Arts**

**Effective 01-SEP-2023**

BLKST 309 (0.50) SEM Blackness at the Intersections

This course examines intersectionality as a theoretical framework, a methodological approach, and a tool for activists. Students will learn to interrogate the complex and varied ways that intersectionality has been used by scholars and activists to understand the relationships among intersecting forms of marginalization and privilege, as well as its limitations. Students will explore how gender, disability, racialization, language, sexuality, sex, class, and nation articulate and co-constitute one another. Students will be challenged to apply course concepts to thinking about the complexities of identity formation beyond the language of intersectionality, and to discover what individuals, communities, and societies lose and gain in the pursuit.

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 2A

Rationale :

The entire Black Studies curriculum and program are undergirded by the theory of intersectionality. As such, this course will be an important part of Black Studies academic programming.

**Renison University College**

**Effective 01-SEP-2023**

CHINA 180R (0.50) LAB, LEC Conversational Chinese

This course helps strengthen students' speaking and listening competence. Classes are structured around themes, integrating discussions, student presentations, and

question/answer exchanges. This structure provides opportunities for pronunciation practice, vocabulary building, and sentence pattern formation, helping students develop oral/aural proficiency in elaborating opinions on socio-cultural topics relevant in a Chinese community.

Requisites : Prereq: CHINA 102R or CHINA 120R  
Rationale : This course is designed for students who would like to strengthen their speaking and listening skills as a supplement to the core first-year Chinese courses (i.e., CHINA 101R, 102R, and 120R.) The course will offer an opportunity for students to enhance their oral/aural communicative competence before taking CHINA 201R. Further, the course will make the Diploma in Chinese Language 1 accessible to those students who are placed in CHINA 120R for their initial CHINA course. With the deactivation of CHINA 200R, those students would not be able to complete the Diploma in Chinese Language 1 as there will not be four CHINA courses in the plan for them to complete. Creating CHINA 180R will add an additional course, allowing those students to acquire the Diploma in Chinese Language 1. This course requires department consent to enrol.

### **Effective 01-SEP-2023**

EASIA 276R (0.50) LAB, LEC Chinese Film and Pop Culture

This course offers students an in-depth understanding of the socio-cultural and historical contexts of China through analysis of Chinese films. Students will explore Chinese regional, national, and global themes such as migration, identity, and peace and conflict. Students will strengthen their analytical and communication skills through discussion and multi-modal work encouraging a comparative lens. [Note: Taught in English.]

Requisites : Prereq: EASIA 100R  
Rationale : Chinese films cover broad social-cultural themes ranging from lifestyle and spiritual beliefs, family values and social ideals, poverty and prosperity, to social justice and equity. These themes will highlight the multiple layers of Chinese culture and foster empathy and cultural awareness. This course will be the first EASIA course with a focus on learning about China and Chinese culture through the medium of film. Short title: Chinese Film & Pop Culture.

## **Sociology and Legal Studies**

### **Effective 01-SEP-2023**

LS 426 (0.50) SEM Criminology of Mobility

This course offers a critical exploration of the growing nexus of crime control and the control of human mobility under conditions of mass migration and globalization, focusing on the developing area of study called the criminology of mobility (or border criminology). Students will develop an awareness of the social, cultural, and political diversity of law and mechanisms of social control that structure human

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mobility while paying attention to issues of race, gender, class, and other social relations of power in this field. Students will also develop their oral, written, and digital skills to communicate their ideas about course content through critical assessment of current research.

Requisites : Prereq: Level at least 4A Sociology or Legal Studies students. Antireq: LS 496 001, SOC 430 001 taken fall 2019; LS 496 042, SOC 430 042 taken fall 2020; LS 496 041, SOC 430 041 taken spring 2021

Cross-listed as: SOC 426

Rationale : This course is intended to consolidate long-range curriculum planning in the Department of Sociology & Legal Studies by adding a 4th-year course to the department's migration, borders, and transnationalism stream of study. The proposed course has been offered as a special topics course three times to date to full or nearly full enrollment in each offering (Fall 2019, 100% enrollment at 25 students; Fall 2020, 100% enrollment at 28 students; Spring 2021 92% enrollment at 23 students). For Legal Studies, this course will support the following Learning Outcomes: to develop a local, national, and global awareness of the social, cultural, and political diversity of law and mechanisms of social control in society (Application of Knowledge; Diversity), and to apply socio-legal knowledge, ethical reasoning, and reflexive analytical skills to critically evaluate the relationship between the law and inequality (Depth and Breadth of Knowledge; Application of Knowledge; Awareness of Limits of Knowledge). For Sociology, this course will support the following Learning Outcomes: to communicate information, arguments, and analyses using sociological theories, concepts, and methodologies to a diverse range of audiences (Communication Skills), and to understand the limits of their own knowledge of sociological theories, concepts, and methodologies and appreciate how these limitations influences analysis and interpretation (Awareness of the Limits of Knowledge).

**Effective 01-SEP-2023**

SOC 426 (0.50 ) SEM Criminology of Mobility

This course offers a critical exploration of the growing nexus of crime control and the control of human mobility under conditions of mass migration and globalization, focusing on the developing area of study called the criminology of mobility (or border criminology). Students will develop an awareness of the social, cultural, and political diversity of law and mechanisms of social control that structure human mobility while paying attention to issues of race, gender, class, and other social relations of power in this field. Students will also develop their oral, written, and digital skills to communicate their ideas about course content through critical assessment of current research.

Requisites : Prereq: Level at least 4A Sociology or Legal Studies students. Antireq: LS 496 001, SOC 430 001 taken fall 2019; LS 496 042, SOC 430 042 taken fall 2020; LS 496 041, SOC 430 041 taken spring 2021

Cross-listed as: LS 426

**Rationale :**

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**COURSE CHANGES** (for approval)

**Accounting & Finance - School of**

**Current Catalog Information**

AFM 311 (0.50 ) LEC, SEM, TST, TUT Connections to Ethical Context

This course focuses on developing the qualities and transferable skills necessary for integration, continuous learning, and professional development. The course is oriented around the ethical and moral issues faced by accounting and finance professionals.

No Special Consent Required

Requisites :

Prereq: AFM 211. Antireq: AFM 431, PHIL 215/ARBUS202

**Effective 01-SEP-2023**

Requisite Change :

Prereq: AFM 182; Level at least 3B. Antireq: AFM 431, PHIL 215/ARBUS 202

Rationale :

To change prerequisites. AFM 211 is not being taught anymore and is being inactivated. AFM 182 and AFM 191 ensure students will have sufficient financial and managerial knowledge to discuss ethics in an accounting and finance professionals. The year level will ensure students take it at a point when they can also draw from their coop work experiences. AFM 191 is a prereq to AFM 182 and thus, AFM 191 is not listed as a separate prerequisite.

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**Current Catalog Information**

AFM 345 (0.50) LEC, TST, TUT Business Applications of Social Media Analytics

This course reinforces the data analytics process, introducing applications that leverage tools such as text analytics and sentiment analysis to analyze content from social networks to address business problems.

No Special Consent Required

Requisites : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

**Effective 01-SEP-2023**

Requisite Change : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students. Antireq: AFM 415 LEC 042 taken spring 2021

Rationale : To change prerequisites and antirequisites. The AFM 345 course was offered on a special topics basis before being added as a permanent course and students should not be taking the course twice. Also making the course available to Bachelor of Sustainability and Financial Management students.

**Current Catalog Information**

AFM 346 (0.50) LEC, TST, TUT Applications of Predictive Analytics in Accounting and Finance

This course introduces applications of classification/prediction methods and machine learning used in accounting and finance settings. Samples include bankruptcy prediction, fraud detection, and loan default.

No Special Consent Required

Requisites : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

**Effective 01-SEP-2023**

Requisite Change : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make course available to Bachelor of Sustainability and Financial Management students.

**Current Catalog Information**

AFM 347 (0.50) LEC, TST, TUT Cybersecurity

This course explores emerging issues related to cybersecurity management, governance, and control, which pose significant challenges to organizations in a networked environment. The course focuses on cybersecurity risks and investigates how companies can more effectively protect their digital assets from both internal and external threats.

No Special Consent Required

Requisites :	Prereq: AFM 341; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students
<b>Effective 01-SEP-2023</b>	
Requisite Change :	Prereq: Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students
Rationale :	To change prerequisites. The content in AFM 341 is more complementary than a requirement to successfully handle AFM 347 content. Make course available to Bachelor of Sustainability and Financial Management students.

### Current Catalog Information

AFM 434 (0.50) LEC, TST Corporate Governance and Risk Management

Corporate governance examines corporate organization, communication with stakeholders, and decision-making. Effective corporate governance promotes sustainable and socially equitable business practices and provides assurance to shareholders of investment integrity. This course examines the interface of corporate governance and risk management.

No Special Consent Required

Requisites : Prereq: AFM 433; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

### Effective 01-SEP-2023

Requisite Change : Prereq: Level at least 3A; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites. AFM 433 is a 4A course and accordingly, AFM 434 is constrained to 4B which is a very busy term for AFM students. AFM 433 content is not substantively relied upon and thus, the prerequisite is being removed to improve student access to the course. The year level identification ensures that that students will only take the course at a point in their undergraduate studies where they can draw on prior general academic and co-op experiences to maximize their learning experience in the course. Make course available to Bachelor of Computing and Financial Management students.

### Current Catalog Information

AFM 445 (0.50) LEC, TST, TUT Information Technology Assurance and Audit Analytics

This course builds on the development of knowledge about, as well as skills in using, data analytics by allowing students, as users and interpreters of model output, to learn through a range of cases that focus on controls for information systems and audit applications.

No Special Consent Required

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Requisites : Prereq: AFM 244, AFM 351/451; Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

**Effective 01-SEP-2023**

Requisite Change : Prereq: AFM 244, AFM 351/451; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make course available to Bachelor of Sustainability and Financial Management students.

**Current Catalog Information**

AFM 446 (0.50 ) LEC, TST, TUT Performance Management and Tax Analytics

This course builds on the development of knowledge about, as well as skills in using, data analytics by allowing students, as users and interpreters of model output, to learn through a range of data analytics cases that focus on performance management and tax applications.

No Special Consent Required

Requisites : Prereq: AFM 244, AFM 362, AFM 382/481; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy students

**Effective 01-SEP-2023**

Requisite Change : Prereq: AFM 244, AFM 362, AFM 382/481; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make course available to Mathematics/Chartered Professional Accountancy students and Bachelor of Sustainability and Financial Management students.

**Current Catalog Information**

AFM 447 (0.50 ) LEC, TST, TUT Governance and Ethical Issues with Data and Emerging Technologies

This course examines a host of governance and ethical issues associated with the rapid growth of data analytics and emerging technologies and the related role of accounting and finance professionals.

No Special Consent Required

Requisites : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

**Effective 01-SEP-2023**

Requisite Change : Prereq: AFM 244; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change prerequisites to make course available to Bachelor of Sustainability and Financial Management students.

### **Current Catalog Information**

AFM 448 (0.50) PRJ, TST, TUT Data Analytics and Emerging Technologies Consulting Group

This course provides students hands-on training in monitoring emerging technologies and in contributing through big data competitions. If selected, students monitor emerging technologies and generate reports regarding their state of adoption. Students also participate in business analytics competitions which contributes to student learning and knowledge creation.

Department Consent Required

Requisites : Prereq: AFM 345, AFM 346; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students

### **Effective 01-SEP-2023**

Unit Change: (0.25)

Description Change: This course provides students hands-on training in monitoring emerging technologies and in contributing through big data competitions. If selected, students monitor emerging technologies and generate reports regarding their state of adoption. Students also participate in business analytics competitions which contributes to student learning and knowledge creation. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times. Course will be graded on a CR/NCR basis.]

Requisite Change : Prereq: AFM 345, AFM 346; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Mathematics/Chartered Professional Accountancy, or Sustainability and Financial Management students

Rationale : To change unit weight, grading basis, description notes, repeat rules, and prerequisites. The course is operated in the same manner as AFM 326, AFM 328, AFM 329 and AFM 426, AFM 427, AFM 428, AFM 429 where students engage in applied learning in a real-life setting and is being given same credit weighting. Students are allowed to repeat the course as the content and experience are unique term to term (however, multiple enrols per term is not allowed). The description notes advise students of the repeat rules and the grading basis, which is now CR/NCR rather than numeric (grading basis does not appear on the report). The prerequisites are being changed to make the course available to Bachelor of Sustainability and Financial Management students.

## **Anthropology**

### **Current Catalog Information**

ANTH 382 (0.50) LEC Anthropology of Contemporary China

This course explores cultural and social change in contemporary China, including Taiwan, Hong Kong, and global migration. Topics include politics, identity, medicine and disease, urbanization, food security, post-colonialism, and transnationalism.

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No Special Consent Required  
Requisites : Prereq: ANTH 202  
**Effective 01-SEP-2023**  
Subject/Catalog Nbr Change: ANTH 382  
Unit Change: ( 0.50 )  
Component Change: LEC  
Title Change: Anthropology of East Asia  
Description Change: Through an examination of anthropological research on cultural and social change in contemporary East Asia, including China, Hong Kong, Japan, North Korea, South Korea, and Taiwan, students will develop their capacities in analyzing anthropological theory. Written and oral projects on specific topics and areas will vary by instructor and year, providing opportunities to strengthen communication skills. Students will also learn how to assess different research approaches through in depth and comparative readings on topics such as migration, mobility, gender, politics, popular culture, science and medicine, environment, post-colonialism, and transnationalism.  
Consent Change: No Special Consent Required  
New Cross Listing : EASIA 382R  
Rationale : To add cross-listing to ANTH 382 thereby creating EASIA 382R and to change titles and description. In conjunction with the anthropology departmental curriculum review, the title and description change proposed will allow the class to be taught as a flexible course that different instructors could tailor to student interests each year. The proposed cross-listing with EASIA 382R, will enable students in both programs to benefit from this upper-level course.

**Dean of Arts**

**Current Catalog Information**

ARTS 130 ( 0.50 ) SEM Inquiry and Communication

This course provides an introduction to diverse intellectual modes of inquiry in the social sciences and humanities with an emphasis on the development of communication skills. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to build social awareness, ethical engagement, and communication competencies in comprehension, contextualization, and conceptualization. Students will be expected to engage with the work of others, articulate positions, situate writing and speaking within contexts, practice writing and speaking for situations beyond the classroom, engage in basic forms of research, and workshop, revise, and edit writing. [Note: Course not open to those who have met ELPE or the Undergraduate Communication Requirement.]

No Special Consent Required

Requisites : Prereq: Arts students; Not open to Accounting and Financial Management students; Antireq: English Proficiency/Undergraduate Communication Requirement milestone

**Effective 02-SEP-2022**

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Requisite Change : Prereq: Arts students; Not open to Accounting and Financial Management students. Antireq: English Proficiency/Undergraduate Communication Requirement milestone

Rationale : To add antirequisite. Students who already have the Undergraduate Communication Requirement milestone (usually transferring from other programs) should not be able to take ARTS 130 and ARTS 140. This has been a challenge every term as these students have to be found and removed from ARTS 130 or 140 manually, but now there is a coding solution to fix this issue and prevent them from enrolling in the first place. The change has been made by the Registrar's Office to the current calendar. This approval is to add the antirequisite officially.

**Current Catalog Information**

ARTS 140 (0.50) SEM Information and Analysis

This course introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world. [Note: Course not open to those who have met ELPE or the Undergraduate Communication Requirement.]

No Special Consent Required

Requisites : Prereq: Arts students; Not open to Accounting and Financial Management students; Antireq: English Proficiency/Undergraduate Communication Requirement milestone

**Effective 02-SEP-2022**

Requisite Change : Prereq: Arts students; Not open to Accounting and Financial Management students. Antireq: English Proficiency/Undergraduate Communication Requirement milestone

Rationale : To add antirequisite. Students who already have the Undergraduate Communication Requirement milestone (usually transferring from other programs) should not be able to take ARTS 130 and ARTS 140. This has been a challenge every term as these students have to be found and removed from ARTS 130 or 140 manually, but now there is a coding solution to fix this issue and prevent them from enrolling in the first place. The change has been made by the Registrar's Office to the current calendar. This approval is to add the antirequisite officially.

**Current Catalog Information**

BLKST 203 (0.50) LEC Introduction to Anti-Racist Communication

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and

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will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Eduard Glissant, Albert Memmi, and Mohanda Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

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Subject/Catalog Nbr Change:

BLKST 203

Unit Change:

( 0.50 )

Component Change:

LEC

Title Change:

Introduction to Anti-Racist Communication

Description Change:

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

Consent Change:

No Special Consent Required

Requisite Change :

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

ENGL 225

Rationale :

To add cross-listing to BLKST 203 thereby creating ENGL 225. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

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**Current Catalog Information**

BLKST 210 (0.50) LEC Language, Life, and Literature in the Caribbean

This course introduces students to the ways in which language shapes and sustains various forms of cultural expressions in the Caribbean region. Students will use the creative output of storytellers, poets, DJs, and playwrights as a lens to investigate and trace the evolution of a distinctly Caribbean identity from the post-colonial period (1960s) up to the present. Students are also introduced to the social dynamics of Creole language use in the Caribbean and an exploration of the ways in which these languages are implicated in diverse cultural art forms.

No Special Consent Required

Requisites :

Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

BLKST 210

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Language, Life, and Literature in the Caribbean

Description Change:

This course introduces students to the ways in which language shapes and sustains various forms of cultural expressions in the Caribbean region. Students will use the creative output of storytellers, poets, DJs, and playwrights as a lens to investigate and trace the evolution of a distinctly Caribbean identity from the post-colonial period (1960s) up to the present. Students are also introduced to the social dynamics of Creole language use in the Caribbean and an exploration of the ways in which these languages are implicated in diverse cultural art forms.

Consent Change:

No Special Consent Required

Requisite Change :

Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

ENGL 326

Rationale :

To add cross-listing to BLKST 210 thereby creating ENGL 326. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. Therefore, we want to cross-list them and include them in English plans where appropriate. We realize that assignment different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we

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believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

**Current Catalog Information**

BLKST 240 (0.50) LEC Black Diasporic Lives: 1740-1900

An introduction to cultural productions of the Black diaspora pre-1900, with an emphasis on political writing, memoir, fiction, and journalism. Students will engage works from a variety of regions, situated in their historical and cultural contexts, even as connections will be drawn to later social movements.

No Special Consent Required

Requisites :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

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Subject/Catalog Nbr Change:

BLKST 240

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Black Diasporic Lives: 1740-1900

Description Change:

An introduction to cultural productions of the Black diaspora pre-1900, with an emphasis on political writing, memoir, fiction, and journalism. Students will engage works from a variety of regions, situated in their historical and cultural contexts, even as connections will be drawn to later social movements.

Consent Change:

No Special Consent Required

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

ENGL 327

Rationale :

To add cross-listing to BLKST 240 thereby creating ENGL 327. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to cross-list them and include them in English plans where appropriate. We realize that assignment different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

**Current Catalog Information**

BLKST 244 (0.50) LEC

Introduction to Black Canadian Writing

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An analysis of Black writing and cultural achievement in Canada. Theoretical and literary texts will be studied to explore how contributions from this field have helped to shape Canada from the 18th century to the present.

No Special Consent Required

Requisites :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication  
ENGL 244

Cross-listed as:

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

Rationale :

BLKST 244

To change number (ENGL offering only). These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. We want to cross-list them and include them in English plans where appropriate. We realize that assigning different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with this change.

**Current Catalog Information**

BLKST 308 (0.50) SEM Writing Anti-Racism

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

No Special Consent Required

Requisites :

Prereq: BLKST 101 or BLKST 102; BLKST 103 or BLKST 203; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

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Subject/Catalog Nbr Change:

Unit Change:

Component Change:

Title Change:

BLKST 308

(0.50)

SEM

Writing Anti-Racism

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Description Change: In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

Consent Change: No Special Consent Required

Requisite Change : Prereq: One of BLKST 101, BLKST 102, BLKST 103, BLKST 203; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing : ENGL 373

Rationale : To add cross-listing to BLKST 308 thereby creating ENGL 373 and change prerequisites. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. The prerequisite changes make the course more accessible for students. All participating units are in agreement with these changes.

**Current Catalog Information**

BLKST 310 (0.50) SEM Topics in Black Language and Linguistics

This course focuses on the formal linguistic, sociolinguistic, and communicative aspects of either a single Black language or a combination of Black languages or language varieties spoken within the contemporary African diaspora, e.g., in Africa, the Caribbean, Canada, or the United States. Attention will be given to the ways in which Black language has developed, how it is deployed by speakers and writers, and attitudes and debates about Black language use in culture, education, and society.

[Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites : Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

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Subject/Catalog Nbr Change: BLKST 310

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Unit Change: ( 0.50 )  
Component Change: SEM  
Title Change: Topics in Black Language and Linguistics  
Description Change: This course focuses on the formal linguistic, sociolinguistic, and communicative aspects of either a single Black language or a combination of Black languages or language varieties spoken within the contemporary African diaspora, e.g., in Africa, the Caribbean, Canada, or the United States. Attention will be given to the ways in which Black language has developed, how it is deployed by speakers and writers, and attitudes and debates about Black language use in culture, education, and society. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]  
Consent Change: No Special Consent Required  
Requisite Change : Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication  
New Cross Listing : ENGL 375  
Rationale : To add cross-listing to BLKST 310 thereby creating ENGL 375. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

**Current Catalog Information**

BLKST 317 ( 0.50 ) SEM Afro-Latin America  
The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the economic, societal, and political challenges faced by Afro-Latin Americans today.  
No Special Consent Required  
Requisites : Prereq: BLKST 101 or BLKST 102  
Cross-listed as: SPAN 317

**Effective 01-SEP-2023**

Description Change: The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the

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Rationale : economic, societal, and political challenges faced by Afro-Latin Americans today. [Note: Taught in English.]  
To add a description note. This added note is meant to appeal to all students who are interested in taking courses with a SPAN subject code and do not have any Spanish language skills. This update better reflects the focus of the Department of Spanish and Latin American Studies towards a cultural studies framework. All participating units are in agreement with this note addition.

**Current Catalog Information**

BLKST 410 (0.50) SEM African American Rhetoric

This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

No Special Consent Required

Requisites : Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change: BLKST 410

Unit Change: (0.50)

Component Change: SEM

Title Change: African American Rhetoric

Description Change: This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

Consent Change: No Special Consent Required

Requisite Change : Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing : ENGL 405

Rationale : To add cross-listing to BLKST 410 thereby creating ENGL 405. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL

plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

## Conrad Grebel University College

### Current Catalog Information

CMW 363 (0.50) LEC The Christian Hymn  
The origins of the Christian hymn and its development up to the present. The course considers the hymn as theological, poetic, musical, cultural, and spiritual expression, and the use of hymns in a variety of worship settings. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]  
No Special Consent Required  
Cross-listed as: MUSIC 363 RS 357

### Effective 01-SEP-2023

Component Change: SEM  
Title Change: The Church's Song  
Description Change: This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.

Rationale : To change titles, description, component, and remove description note. Title and description updates reflect a more diverse, inclusive, and broadened definition of the church's musical practice. The description note regarding the Area 2 requirement for Religious Studies majors should be deleted because religious studies no longer has areas. The course mode should be changed from LEC to SEM to reflect how the course is taught. All participating units are in agreement with these changes.

### Current Catalog Information

MUSIC 363 (0.50) LEC The Christian Hymn  
The origins of the Christian hymn and its development up to the present. The course considers the hymn as theological, poetic, musical, cultural, and spiritual expression, and the use of hymns in a variety of worship settings. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]  
No Special Consent Required  
Cross-listed as: RS 357 CMW 363

### Effective 01-SEP-2023

Component Change: SEM  
Title Change: The Church's Song

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Description Change: This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.

Rationale : To change titles, description, component, and remove description note. Title and description updates reflect a more diverse, inclusive, and broadened definition of the church's musical practice. The description note regarding the Area 2 requirement for Religious Studies majors should be deleted because religious studies no longer has areas. The course mode should be changed from LEC to SEM to reflect how the course is taught. All participating units are in agreement with these changes.

**Current Catalog Information**

PACS 331 (0.50 ) LEC Trauma, Healing, and Conflict Resolution

This course examines how the conflict resolution process can be impacted by trauma. With case examples from armed conflict to family violence, participants explore the emotional, physical, and relational aspects of conflict to better understand the potential for interventions that promote peace and justice. Studies include causes, types, and impacts of trauma; cycles of interpersonal and societal violence; frameworks for healing; and exploration of apology, reconciliation, revenge, and forgiveness.

No Special Consent Required

Requisites :

Prereq: Level at least 2A or Peace and Conflict Studies Diploma students

**Effective 01-SEP-2023**

Component Change:

SEM

Title Change:

Trauma, Healing, and Social Transformation

Description Change:

This course examines how attention to trauma and healing can inform processes to transform conflict, violence, and injustice. With case examples from domestic abuse to colonialism and police violence, students explore theories and approaches to trauma and healing to better understand pathways to personal and social transformation and how they can be applied in various contexts. Topics include causes, types, and impacts of trauma; the role of trauma in cycles of violence; and frameworks for healing informed by contemporary social justice movements.

Rationale :

To change title, description, and component. The change in title and course description reflect developments in the field of trauma studies, which focus increasing attention on the political, economic, and societal roots of trauma, intersections of interpersonal and structural forms of trauma, and anti-racist and de-colonial perspectives and approaches. It also enables the course content to explore concepts, theories, and strategies of healing justice emerging from contemporary social justice movements. The component change reflects the way the course is taught. Short title:

Trauma, Healing, Soc Transform.

## English Language & Literature

### Current Catalog Information

ENGL 109 (0.50 ) LEC, TUT Introduction to Academic Writing

The course will explore a variety of issues in academic writing such as style, argument, and the presentation of information. Frequent written exercises will be required.

No Special Consent Required

**Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

### Current Catalog Information

ENGL 119 (0.50 ) LEC, TUT Communications in Mathematics & Computer Science

This course aims to build students' oral and written communication skills to prepare them for academic and workplace demands. Working independently and in collaboration with others, students will analyze and produce various written and spoken forms of communication. Projects and assignments will draw on materials for Mathematics and Computer Science students.

No Special Consent Required

Requisites :

Prereq: Honours Mathematics students

**Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

### Current Catalog Information

ENGL 129R (0.50 ) LEC, TUT Written Academic English

Designed specifically for students for whom English is not the first language, this writing skills course provides instruction in grammar, sentence and paragraph structure, elements of composition, and academic essay writing, including a focus on theme, development of central ideas, exposition, and argumentation. [Note: Not open to fluent writers of English.]

No Special Consent Required

Cross-listed as:

EMLS 129R

**Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the

course. This course should only have the LEC component listed in the calendar. Both participating units are in agreement with the change.

### **Current Catalog Information**

ENGL 200A (0.50) LEC, TUT English Literatures 1

An introduction to the diverse forms and voices of literature written in English from the Middle Ages to the late 18th century, focussing on key writers and works, including works by women and people of colour. Students will explore literary techniques, historical and cultural contexts, and the question of the canon.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### **Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

### **Current Catalog Information**

ENGL 200B (0.50) LEC, TUT English Literatures 2

An introduction to the diverse forms and voices of literature written in English from the late 18th century to the present, focussing on key writers and works from Britain and North America, and including works by women and people of colour. Students will explore literary techniques, historical and cultural contexts, and the question of the canon.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### **Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

### **Current Catalog Information**

ENGL 208C (0.50) LEC, TUT Studies in Children's Literature

A critical examination of works of children's literature. Specific readings may range broadly, encompassing works as diverse as ancient folk tales and novels and poetry from the 18th century to the present day.

No Special Consent Required

### **Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

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**Current Catalog Information**

ENGL 209 (0.50) LEC Advanced Academic Writing

This course will explore relationships between audience, situation, purpose, and form in academic writing in the disciplines. Students will explore the rhetorical features of knowledge creation across fields of study. They will practice situated inquiry and argumentation through a variety of research-based written exercises, including a significant research project in a field of their choice.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2023**

Requisite Change :

Prereq: Level at least 1B

Rationale :

To change prerequisites. These courses meet certain Math and Arts and Business requirements that these students are encouraged to meet in their 1B term, but need overrides in order to do so. This creates a confusing situation for students and extra administrative work for staff. Changing the prerequisite to 1B will alleviate this problem.

**Current Catalog Information**

ENGL 210E (0.50) LEC, TUT Genres of Technical Communication

This course explores writing, presentation, and design across various genres of technical communication, with a primary focus on printed and/or online computer documentation. Other assignments might include white papers, product specifications, help-desk communication, etc.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2023**

Component Change:

LEC

Requisite Change :

Prereq: Level at least 1B

Rationale :

To change components and prerequisites. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar. These courses meet certain Math and Arts and Business requirements that these students are encouraged to meet in their 1B term, but need overrides in order to do so. This creates a confusing situation for students and extra administrative work for staff. Changing the prerequisite to 1B will alleviate this problem.

**Current Catalog Information**

ENGL 210F (0.50) LEC Genres of Business Communication

This course explores the genres of communication in business and other organizations. Students will study and produce instances from several of the following: reports (of several kinds), letters, email messages, marketing materials, public relations materials, and any other types of organizational communication.

No Special Consent Required

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Requisites :  
**Effective 01-SEP-2023**

Requisite Change :

Rationale :

Prereq: Level at least 2A

Prereq: Level at least 1B

To change prerequisites. These courses meet certain Math and Arts and Business requirements that these students are encouraged to meet in their 1B term, but need overrides in order to do so. This creates a confusing situation for students and extra administrative work for staff. Changing the prerequisite to 1B will alleviate this problem.

**Current Catalog Information**  
( 0.00 )

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

Unit Change:

Component Change:

Title Change:

Description Change:

ENGL 225

( 0.50 )

LEC

Introduction to Anti-Racist Communication

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

Consent Change:

Requisite Change :

No Special Consent Required

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

Rationale :

BLKST 203

To add cross-listing to BLKST 203 thereby creating ENGL 225. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units

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are in agreement with these changes.

**Current Catalog Information**

ENGL 292 (0.50) LEC, TUT Rhetorical Theory and Criticism

This course provides a survey of the multidisciplinary field of rhetorical studies.

In addition to introducing key concepts, theoretical frameworks, and critical debates, this course examines the role of rhetoric in a range of academic disciplines and social contexts.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar.

**Current Catalog Information**

ENGL 310A (0.50) LEC Chaucer 1

An introduction to the poetry and the prose translations of Geoffrey Chaucer, including his dream allegories, "Troilus and Criseyde," and related compositions.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2023**

Title Change:

Middle English Literature

Description Change:

A study of English writings during the later Middle Ages. Possible representative works include romances such as Sir Gawain and the Green Knight; alliterative literature, such as The Vision of Piers Plowman; selections from Chaucer; spiritual prose writings; Middle English lyrics and verse.

Rationale :

To change titles and description. The proposed revisions better represent actual course offerings in medieval literature while accommodating a range of teaching approaches. These revisions are meant to more accurately reflect the courses that get taught and address teaching preferences of those who teach these courses. There is not enough demand for two Chaucer courses, so they are being replaced with one Chaucer course that can be taught in different ways and a second course in Middle English with a more attractive title. The third course (ENGL 310C) will be inactivated.

**Current Catalog Information**

ENGL 310B (0.50) LEC Chaucer 2

A study of Geoffrey Chaucer's "Canterbury Tales".

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2023**

Title Change:

Chaucer

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Description Change: A study of Geoffrey Chaucer's writings. Depending on the instructor, this course may focus on a single work such as The Canterbury Tales, or a selection.

Rationale : To change titles and description. The proposed revisions better represent actual course offerings in medieval literature while accommodating a range of teaching approaches. These revisions are meant to more accurately reflect the courses that get taught and address teaching preferences of those who teach these courses. There is not enough demand for two Chaucer courses, so they are being replaced with one Chaucer course that can be taught in different ways and a second course in Middle English with a more attractive title. The third course (ENGL 310C) will be inactivated.

**Current Catalog Information**  
( 0.00 )

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change: ENGL 326

Unit Change: ( 0.50 )

Component Change: LEC

Title Change: Language, Life, and Literature in the Caribbean

Description Change: This course introduces students to the ways in which language shapes and sustains various forms of cultural expressions in the Caribbean region. Students will use the creative output of storytellers, poets, DJs, and playwrights as a lens to investigate and trace the evolution of a distinctly Caribbean identity from the post-colonial period (1960s) up to the present. Students are also introduced to the social dynamics of Creole language use in the Caribbean and an exploration of the ways in which these languages are implicated in diverse cultural art forms.

Consent Change: No Special Consent Required

Requisite Change : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing : BLKST 210

Rationale : To add cross-listing to BLKST 210 thereby creating ENGL 326. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. Therefore, we want to cross-list them and include them in English plans where appropriate. We realize that assignment different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the

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BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

**Current Catalog Information**

( 0.00 )

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:	ENGL 327
Unit Change:	( 0.50 )
Component Change:	LEC
Title Change:	Black Diasporic Lives: 1740-1900
Description Change:	An introduction to cultural productions of the Black diaspora pre-1900, with an emphasis on political writing, memoir, fiction, and journalism. Students will engage works from a variety of regions, situated in their historical and cultural contexts, even as connections will be drawn to later social movements.
Consent Change:	No Special Consent Required
Requisite Change :	Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
New Cross Listing :	BLKST 240
Rationale :	To add cross-listing to BLKST 240 thereby creating ENGL 327. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to cross-list them and include them in English plans where appropriate. We realize that assignment different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

**Current Catalog Information**

ENGL 244	( 0.50 )	LEC	Introduction to Black Canadian Writing
An analysis of Black writing and cultural achievement in Canada. Theoretical and literary texts will be studied to explore how contributions from this field have helped to shape Canada from the 18th century to the present.			

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No Special Consent Required

Cross-listed as: BLKST 244

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

Rationale :

ENGL 328

To change number (ENGL offering only). These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English academic plans while increasing our offerings in Black and anti-racist literary and language study. We want to cross-list them and include them in English plans where appropriate. We realize that assigning different levels to the English side of the offering is unusual, but we argue that this is an exceptional case. It is our understanding that most BLKST courses are numbered at the 200-level to make them accessible to all students across campus. This makes sense for the BLKST but in English, 300-400 numbering is used for courses in specific periods. Several of the BLKST courses meet this criterion, so it is appropriate from the perspective of English to number these courses accordingly. Finally, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with this change.

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( 0.00 )

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

Unit Change:

Component Change:

Title Change:

Description Change:

ENGL 373

( 0.50 )

SEM

Writing Anti-Racism

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

Consent Change:

Requisite Change :

No Special Consent Required

Prereq: One of BLKST 101, BLKST 102, BLKST 103, BLKST 203; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

Rationale :

BLKST 308

To add cross-listing to BLKST 308 thereby creating ENGL 373 and change

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prerequisites. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. The prerequisite changes make the course more accessible for students. All participating units are in agreement with these changes.

**Current Catalog Information**

( 0.00 )

**Effective 01-SEP-2023**

Subject/Catalog Nbr Change:

ENGL 375

Unit Change:

( 0.50 )

Component Change:

SEM

Title Change:

Topics in Black Language and Linguistics

Description Change:

This course focuses on the formal linguistic, sociolinguistic, and communicative aspects of either a single Black language or a combination of Black languages or language varieties spoken within the contemporary African diaspora, e.g., in Africa, the Caribbean, Canada, or the United States. Attention will be given to the ways in which Black language has developed, how it is deployed by speakers and writers, and attitudes and debates about Black language use in culture, education, and society. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Consent Change:

No Special Consent Required

Requisite Change :

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

BLKST 310

Rationale :

To add cross-listing to BLKST 310 thereby creating ENGL 375. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an

enriched learning experience for both audiences. All participating units are in agreement with these changes.

## **Current Catalog Information**

( 0.00 )

### **Effective 01-SEP-2023**

Subject/Catalog Nbr Change:	ENGL 405
Unit Change:	( 0.50 )
Component Change:	SEM
Title Change:	African American Rhetoric
Description Change:	This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.
Consent Change:	No Special Consent Required
Requisite Change :	Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
New Cross Listing :	BLKST 410
Rationale :	To add cross-listing to BLKST 410 thereby creating ENGL 405. These courses were developed by English faculty for the new diplomas in Black Studies and Anti-Racist Communication. They align well with English plans while increasing our offerings in Black and anti-racist literary and language study. Therefore we want to crosslist them and include them in English plans where appropriate. Moreover, including these courses in the ENGL plans will encourage ENGL students to take them, which is in the interest of both ENGL students and the success of the new diplomas. Finally, after consultation with the designers and instructors of these courses, we believe that a mixed audience of ENGL and BLKST students will provide an enriched learning experience for both audiences. All participating units are in agreement with these changes.

## **Fine Arts**

### **Current Catalog Information**

FINE	202	( 0.50 )	STU	Painting
This course explores issues of representation and abstraction, with a focus on painting and colour theory and practice. [Note: Studio course]				
No Special Consent Required				
Requisites :		Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop		

**Effective 01-SEP-2023**

Description Change:

Workshop Milestone

Students will explore acrylic paint techniques through a series of lectures, demonstrations, and projects that address pictorial organization and representation as well as abstraction. An emphasis is placed on an introduction to skills development, such as building and preparing substrates for paint application, paint mixing, and colour relationships. [Note: Studio course]

Rationale :

To change description. Updating course description to reflect plan-level learning outcome levels.

**Current Catalog Information**

FINE 209 (0.50) LEC

Modern Art: 1940-1970

This course explores two dominant themes in art of the mid 20th century: Abstract Expressionism and Pop Art, and their variants in the United States, Canada, and Europe. [Note: Art History course]

No Special Consent Required

Requisites :

Prereq: FINE 112

**Effective 01-SEP-2023**

Title Change:

Global Modernisms: 1940-1970

Description Change:

This course introduces students to a thematically, materially, and geographically varied set of art practices which developed across the world from 1940-1970 and are referred to, under different monikers, as high modernism, mid-century modernism, and more recently global modernism. These variants of global art production are explored by analyzing theoretical and aesthetic ideas, as well as art movements and styles such as Socialist Realism, Gutai, Postcolonial Modernism, Cannibalist Aesthetic, Brutalism, Abstract Expressionism, Pop Art, Négritude, Indigenous Modernism, and others. [Note: Art History course]

Requisite Change :

Prereq: VCULT 101/FINE 101 or Level at least 2A

Rationale :

To change titles, description, and prerequisites. The study of modern art history shifted in the last decade towards inclusion of varied and rich histories of modernism as they developed across the world. As a result, it became important to understand mid-20th century art from a much broader and more inclusive perspective which gives space to forms of art created in the non-Western world as well as in the West. Under the moniker global modernisms, this relatively new approach to the 20th century art allows for a more complete understanding of how art was created, institutionalized, networked, and structured under the conditions of various aesthetic, political and social shifts of this era - world wars, decolonization movements, industrialization, building of international art networks, globalization of ideas, etc. To account for the shift in how art history has been developing, and how we teach it, it was necessary to restructure the content of our FINE 209 to address these important questions. The changes to fine arts academic plans effective fall 2021 for the studio plans retained FINE 209 as a required course but removed FINE 112 as a

required course. FINE 101/VCULT 101 or Level 2A is added as a prerequisite to allow students ease of enrolment but to keep fine arts studio majors on track with their required art history/visual culture coursework.

### Current Catalog Information

FINE 220 (0.50) STU Oil Painting  
Various technical methodologies of oil painting and pictorial composition are developed in this course through a series of explorations in observation and abstraction. The plurality of approaches available to painters today is set within a contemporary critical context. [Note: Studio course]  
No Special Consent Required  
Requisites : Prereq: FINE 202

### Effective 01-SEP-2023

Requisite Change : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone  
Rationale : To change prerequisites. When the fine arts academic plan changes were implemented for the studio program, FINE 220, oil painting, retained an older prerequisite and missed adding the new prerequisite that is stipulated for all our 2XX studio courses. We would like to remove the older prerequisite course FINE 202 and put in the new prerequisites for consistency and to ease student enrolment.

### Current Catalog Information

FINE 221 (0.50) STU Acrylic and Mixed Media  
This course takes a materially specific approach to painting projects involving acrylic and mixed media. Emphasis is placed on creative problem solving in the context of contemporary art practice. [Note: Studio course]  
No Special Consent Required  
Requisites : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

### Effective 01-SEP-2023

Description Change: Through this course students will take a materially specific approach to painting through research and experimentation with acrylic paints, paint mediums, and supports. Students will engage with the concepts and techniques of contemporary painting through a series of exercises, lectures, and demonstrations. Projects and assignments will emphasize creative problem solving through an interdisciplinary approach to painting. [Note: Studio course]  
Rationale : To change description. Updating course description to reflect plan-level learning outcome levels.

### Current Catalog Information

FINE 227 (0.50) STU Analogue and Digital Photography  
Students will explore black and white analogue (film) and digital photography techniques and history, taught through a series of exercises, with an emphasis on fine arts practice. [Note: Studio course. Students are required to own or have access

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to a fully manual 35mm film camera and/or digital camera.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

**Effective 01-SEP-2023**

Title Change:

Photography

Description Change:

In this introductory course students will engage with the concepts and techniques of contemporary photographic practices covering a range of studio, documentary, experimental, and street photography. The focus is on still imaging, allowing students to explore digital and analogue processes through a series of exercises, lectures, and demonstrations. [Note: Studio course. Students may need to have access to a fully manual 35mm film camera and/or digital camera, depending on instructor.]

Rationale :

To change titles, description, and description notes. The course descriptor is too specific to film and darkroom processes and needed to be adjusted to allow for diverse approaches to photography art practice, depending on the instructor. Updating course description to reflect plan-level learning outcome levels.

**Current Catalog Information**

FINE 246 (0.50) STU

Expanded Media: Site and Intervention

In this course students will use an interdisciplinary approach to explore expanded media practices such as performance art, relational art, social practice, Indigenous art, land-based art, and site-specific intervention. Students will be encouraged to engage in experimental and experiential approaches to produce artworks for both inside and outside of the studio and gallery setting.

No Special Consent Required

Requisites :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

**Effective 01-SEP-2023**

Description Change:

In this course students will use an interdisciplinary approach to explore expanded media practices such as performance art, relational art, social practice, land-based art, and site-specific intervention. Content may centre on diverse approaches through issues of Indigeneity, gender, sexuality, race, and/or diasporias, depending on the instructor. Students will be encouraged to engage in experimental and experiential approaches to produce artworks for both inside and outside of the studio and gallery setting. [Note: Studio course]

Rationale :

To change description and add description note. Remove Indigenous art from amongst the list of expanded media practices as it is not a studio discipline but rather art created by Indigenous artists. Add a sentence on diverse approaches through issues of Indigeneity, gender, sexuality, race, and/or diasporias, depending on the instructor. Add [Note: Studio course] for consistency with other studio courses in the calendar.

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FINE 247 (0.50) STU Expanded Media: Interaction

In this course students will learn to create interactive artworks using a variety of hardware and software. Following an interdisciplinary approach, students will explore topics such as kinetic sculpture, wearable technologies, and responsive environments.

No Special Consent Required

Requisites : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

**Effective 01-SEP-2023**

Description Change: In this course students will learn to create interactive artworks using a variety of hardware and software. Following an interdisciplinary approach, students will explore topics such as kinetic sculpture, wearable technologies, and responsive environments. [Note: Studio course]

Rationale : To add description note. Add [Note: Studio course] for consistency with other studio courses in the calendar.

**Current Catalog Information**

FINE 304 (0.50) STU Topics in Studio Practice

This special topics course addresses variety of themes and practices in studio art which can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Department Consent Required

Requisites : Prereq: At least 2.0 units from FINE 243, FINE 200-level studio courses; Level at least 3A Fine Arts majors

**Effective 01-SEP-2023**

Description Change: This special topics course addresses a variety of themes and practices in studio art which can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change : Prereq: FINE 209; At least 2.0 units of FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : To edit description and change prerequisites. The awkward wording of this prerequisite is causing confusion for students during course selection as they are assuming that FINE 243 (0.25) is required. It is also important to note that FINE 243 is not a studio course and is mentioned as an option for the Three-Year General Studio (from the calendar: "at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343"). Both Three-Year General and Four-Year Honours require four 2XX studios, so to ease confusion we are suggesting that the mention of FINE 243 be removed as a prerequisite. Additionally, to keep FINE 304 in line with all 3XX studio courses, add FINE 209 as a prerequisite. Plus, slight grammar issue to add "a" before "variety of themes...."

**Current Catalog Information**

FINE 309 (0.50) STU Advanced Topics in Two-Dimensional Media

This course will broaden the scope of students' ideas and techniques in

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two-dimensional media (including, but not limited to: printmaking, drawing, collage, photography, painting). Through experimentation and individual research, students will be encouraged to take a personal approach to themes of interest to contemporary artists. [Note: Studio course.]

No Special Consent Required

Requisites :

Prereq: FINE 209; At least 2.0 units from FINE 243, FINE 200-level studio courses; Level at least 3A Fine Arts majors

**Effective 01-SEP-2023**

Description Change:

This course will broaden the scope of students' ideas and techniques in two-dimensional media (including, but not limited to printmaking, drawing, collage, photography, painting). Through experimentation and individual research, students will be encouraged to take a personal approach to developing thematically connected independent works. [Note: Studio course.]

Requisite Change :

Prereq: FINE 209; At least 2.0 units of FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale :

To change description and prerequisites. The awkward wording of this prerequisite is causing confusion for students during course selection as they are assuming that FINE 243 (0.25) is required. It is also important to note that FINE 243 is not a studio course and is mentioned as an option for the Three-Year General Studio (from the calendar: "at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343"). Both Three-Year General and Four-Year Honours require four 2XX studios, so to ease confusion we are suggesting that the mention of FINE 243 be removed as a prerequisite. Additionally, to keep FINE 304 in line with all 3XX studio courses, add FINE 209 as a prerequisite. Additionally, tweaking course description to better reflect pedagogical intent for this studio course.

**Current Catalog Information**

FINE 312 (0.50) STU

Advanced Topics in Three-Dimensional Media

This advanced course opens up students to the expansive field of three-dimensional artistic expression. Students can choose to work in the areas of ceramics, sculpture, installation, site specific work, and kinetic sculpture. Through individual research and experimentation students will develop independent works that responds to current thematic concerns. [Note: Studio course.]

No Special Consent Required

Requisites :

Prereq: FINE 209; At least 2.0 units from FINE 243, FINE 200-level studio courses; Level at least 3A Fine Arts majors

**Effective 01-SEP-2023**

Description Change:

This advanced course exposes students to the expansive field of three-dimensional artistic expression. Students can choose to work in the areas including, but not limited to ceramics, sculpture, installation, site specific work, and kinetic sculpture. Through thematically driven prompts, individual research, and experimentation students will develop an independent body of works. [Note: Studio course.]

Requisite Change :

Prereq: FINE 209; At least 2.0 units of FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : To change description and prerequisites. The awkward wording of this prerequisite is causing confusion for students during course selection as they are assuming that FINE 243 (0.25) is required. It is also important to note that FINE 243 is not a studio course and is mentioned as an option for the Three-Year General Studio (from the calendar: "at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343"). Both Three-Year General and Four-Year Honours require four 2XX studios, so to ease confusion we are suggesting that the mention of FINE 243 be removed as a prerequisite. Additionally, to keep FINE 304 in line with all 3XX studio courses, add FINE 209 as a prerequisite. Additionally, tweaking course description to better reflect pedagogical intent for this studio course by adding "students will develop an independent body of works."

### **Current Catalog Information**

FINE 315 (0.50) STU Advanced Topics in Expanded Media

The course will expand students' engagement with interdisciplinarity across media, techniques, and practices. Working in response to thematic assignments provided by the instructor, students will create artworks in the area(s) of their choosing, including, but not limited to performance, time-based media, media art, and others.

Designed to expand artistic vocabulary, the course encourages independent, experimental, and ambitious approaches to art making. [Note: Studio course.]

No Special Consent Required

Requisites : Prereq: FINE 209; At least 2.0 units from FINE 243, FINE 200-level studio courses; Level at least 3A Fine Arts majors

### **Effective 01-SEP-2023**

Requisite Change : Prereq: FINE 209; At least 2.0 units of FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : To change prerequisites. The awkward wording of this prerequisite is causing confusion for students during course selection as they are assuming that FINE 243 (0.25) is required. It is also important to note that FINE 243 is not a studio course and is mentioned as an option for the Three-Year General Studio (from the calendar: "at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343"). Both Three-Year General and Four-Year Honours require four 2XX studios, so to ease confusion we are suggesting that the mention of FINE 243 be removed as a prerequisite. Additionally, to keep FINE 304 in line with all 3XX studio courses, add FINE 209 as a prerequisite.

### **Current Catalog Information**

FINE 319 (0.50) LEC Contemporary Art

A survey of contemporary international art movements with emphasis on work since 1970. Readings in contemporary criticism and gallery visits are an integral part of the course. [Note: Art History course. To be taken in 2B.]

No Special Consent Required

Requisites : Prereq: VCULT/FINE 101; FINE 112, 209

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**Effective 01-SEP-2023**

Description Change:

A survey of contemporary international art movements with emphasis on work since 1970. Readings in contemporary criticism and gallery visits are an integral part of the course. [Note: Art History course.]

Requisite Change :

Prereq: VCULT 101/FINE 101; FINE 209

Rationale :

To change description notes and prerequisites. The changes to fine arts academic plans effective fall 2021 removed FINE 112 as a required course but retained FINE 101/VCULT 101 and FINE 209 as prerequisites. Removing 2B also to allow students ease of enrolment and to keep fine studio majors on track with their required art history/visual culture coursework.

**Current Catalog Information**

FINE 327 (0.50) STU Open Studio

This advanced studio course is designed to support students as they pursue self-directed studio-led research. Building on previous experience in studio practice, and under the guidance of the instructor, students will be encouraged to develop independent approaches to studio practice, and to present their work through individual and group critiques. [Note: Studio course.]

No Special Consent Required

Requisites :

Prereq: FINE 209; At least 2.0 units from FINE 243, FINE 200-level studio courses; Level at least 3A Fine Arts majors

**Effective 01-SEP-2023**

Requisite Change :

Prereq: FINE 209; At least 2.0 units of FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale :

To change prerequisites. The awkward wording of this prerequisite is causing confusion for students during course selection as they are assuming that FINE 243 (0.25) is required. It is also important to note that FINE 243 is not a studio course and is mentioned as an option for the Three-Year General Studio (from the calendar: "at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343"). Both Three-Year General and Four-Year Honours require four 2XX studios, so to ease confusion we are suggesting that the mention of FINE 243 be removed as a prerequisite. Additionally, to keep FINE 304 in line with all 3XX studio courses, add FINE 209 as a prerequisite.

**Current Catalog Information**

FINE 404 (0.50) STU Topics in Studio Practice

This course consists of topics in studio practice. The topics can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Department Consent Required

Requisites :

Prereq: Level at least 4A Fine Arts students

**Effective 01-SEP-2023**

Description Change:

The subject and content for this course will vary, depending on the instructor. These special topics studio courses can change from term to

term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times; Studio course.]

Requisite Change : Prereq: FINE 319, FINE 327; 1.0 unit of FINE 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice.

Rationale : To change description, description notes and prerequisites. Description edited to reduce redundancy between description and title. For consistency in messaging for any upper year studio course, adding Prereq: FINE 319, FINE 327; 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice and [Note: Studio course].

### **Current Catalog Information**

FINE 472 (1.00) STU Fine Arts Honours Thesis 1

This thesis course involves an intensive exploration and development of individual studio research through practice and experimentation, resulting in the production of a significant body of work. Students will be guided by the work of relevant artists and theorists. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists, and fellow students.

Department Consent Required

Requisites : Prereq: FINE 327 and 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice. Antireq: FINE 474, FINE 476

### **Effective 01-SEP-2023**

Description Change: This thesis course involves an intensive exploration and development of individual studio research through practice and experimentation, resulting in the production of a significant body of work. Students will be guided by the work of relevant artists and theorists. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists, and fellow students. [Note: Studio course]

Requisite Change : Prereq: FINE 319, FINE 327; 1.0 unit of FINE 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice.

Rationale : To add description note and change prerequisites. For consistency in messaging for any upper year studio course, adding Prereq: FINE 319, FINE 327; 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice and [Note: Studio course].

### **Current Catalog Information**

FINE 473 (1.00) STU Fine Arts Honours Thesis 2

This thesis course will continue to guide students in the development of their individual studio research as they work towards completion of a significant body of work supported and complemented by appropriate documentation. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists, and fellow students.

No Special Consent Required

Requisites : Prereq: FINE 327 and 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice. Antireq: FINE 474, FINE 476

**Effective 01-SEP-2023**

Description Change:

This thesis course will continue to guide students in the development of their individual studio research as they work towards completion of a significant body of work supported and complemented by appropriate documentation. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists, and fellow students. [Note: Studio course]

Consent Change:

Department Consent Required

Requisite Change :

Prereq: FINE 472

Rationale :

To add description note, add department consent, and change prerequisites. For consistency in messaging to our studio majors the prereq. for FINE 473 is FINE 472 and add [Note: Studio course] and department consent.

**Current Catalog Information**

FINE 474 (0.50) STU Honours Studio Practicum 1

This course provides Fine Arts students with an opportunity to study a range of topics that will explore, expand, and refine personal areas of interest in studio practice. Students will be required to undertake a range of classroom assignments in addition to working independently on an area of focus. Submitted studio work will be evaluated by a committee of Fine Arts faculty.

Department Consent Required

Requisites :

Prereq: Level at least 4A Honours Fine Arts Studio Practice

**Effective 01-SEP-2023**

Description Change:

This course provides Fine Arts students with an opportunity to study a range of topics that will explore, expand, and refine personal areas of interest in studio practice. Students will be required to undertake a range of classroom assignments in addition to working independently on an area of focus. Submitted studio work will be evaluated by a committee of Fine Arts faculty.

Requisite Change :

Prereq: FINE 319, FINE 327; 1.0 unit of FINE 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice.

Rationale :

To add description note and change prerequisites. For consistency in messaging for any upper year studio course, adding Prereq: FINE 319, FINE 327; 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice and [Note: Studio course].

**Current Catalog Information**

FINE 475 (0.50) STU Honours Studio Practicum 2

Students will research and execute a series of self-directed projects, addressing historical precedents in the context of the concerns of contemporary art practice, and supported and complemented by appropriate documentation. Submitted studio work will be evaluated by a committee of Fine Arts Faculty.

Department Consent Required

Requisites :

Prereq: FINE 474

**Effective 01-SEP-2023**

Description Change:

Students will research and execute a series of self-directed projects, addressing historical precedents in the context of the concerns of contemporary art practice, and supported and complemented by appropriate documentation. Submitted studio work will be evaluated by a committee of Fine Arts faculty. [Note: Studio course]

Rationale :

To add description note. For consistency in messaging to our studio majors add [Note: Studio course].

## Germanic & Slavic Studies

### Current Catalog Information

CI 300 (0.50) LEC Theories of Cultural Identities

Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity.

No Special Consent Required

Cross-listed as:

SPAN 300

**Effective 01-SEP-2023**

Description Change:

Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity. [Note: Taught in English.]

Rationale :

To add a description note. This added note is meant to appeal to all students who are interested in taking courses with a SPAN subject code and do not have any Spanish language skills. This update better reflects the focus of the Department of Spanish and Latin American Studies towards a cultural studies framework. All participating units are in agreement with this note addition.

## History

### Current Catalog Information

HIST 234 (0.50) DIS, LEC The Catholic Church in Canada

Using a variety of methods this course critically examines the role played by the Catholic Church in the social, political, and economic life of Canada from 1608 to the present.

No Special Consent Required

Cross-listed as:

RS 245

**Effective 01-SEP-2023**

Rationale :

To remove attribute "Offered at St. Jerome's University" (this does not show on the report). The Religious Studies department wishes to make course designations more consistent without reference to the various University

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institutions (AFIW, UW Arts) in order that instructors from different locations can teach these courses. Both participating units are in agreement with this change.

## **Philosophy**

### **Current Catalog Information**

PHIL 315 (0.50) LEC Ethics and the Engineering Profession

An analysis from the standpoint of philosophical ethics of moral issues arising in professional engineering practice. Issues include the social responsibility of engineers, conflict of interest and obligation, morally acceptable levels of risk, and moral implications of technology.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Cross-listed as:

GENE 412

**Effective 01-SEP-2023**

Rationale :

The Registrar's Office did an audit on courses not taught in the last five years. GENE 412 is being inactivated (uncross-listed). Students who need an Ethics course now take PD 22. PHIL 315 is not being inactivated.

## **Political Science**

### **Current Catalog Information**

PSCI 253 (0.50) LEC Religion and Politics

Religion continues to influence politics around the world as seen in the return of religious nationalism, religious opposition to globalization, populism and religion, and grassroots political movements for social change. Considering both historical and contemporary cases, students critically analyze how religion shapes - and is shaped by - politics.

No Special Consent Required

Cross-listed as:

RS 220

**Effective 01-SEP-2023**

Rationale :

To remove attribute "Offered at St. Jerome's University" (this does show on the report). The Religious Studies department wishes to make course designations more consistent without reference to the various University institutions (AFIW, UW Arts) in order that instructors from different locations can teach these courses. Both participating units are in agreement with the change.

### **Current Catalog Information**

PSCI 255 (0.50) DIS, LEC Comparative Political Economy of Advanced Industrial Democracies

How is the wealth of the "rich democracies" made? How is some of that wealth redistributed through democratic institutions and the actors who control them?

Students will undertake comparative analyses across advanced industrialized liberal democracies.

No Special Consent Required

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Requisites :  
**Effective 01-SEP-2023**

Title Change:

Description Change:

Prereq: PSCI 100

Political Economy of Rich Countries

Students will gain an understanding about the main similarities and differences between the major economies in the rich world. Through a variety of research-based reading and data analysis, students will gain the skills to compare political and economy systems across countries and time. Students will critically reflect on issues such as poverty, inequality, gendered labour market activity, and technological disruption, to understand the structures, interests, and processes that shape the well-being of rich countries.

Rationale :

To change titles and description. We are requesting to change titles and description to provide a less technical and opaque introduction of the course to students, and in this process, better align the course description with course content and include reference to plan-level learning outcomes. Short title: Pol Econ of Rich Countries.

**Current Catalog Information**

PSCI 362 (0.50) LEC

Cultural Politics and Indigenous Practices

How does research in Indigenous communities proceed? What cultural questions and methodological issues arise? Students will study colonialism, power, and voice in the context of Indigenous struggles within the Canadian nation-state and around the globe.

No Special Consent Required

Requisites :

Prereq: At least 0.50 unit in PSCI course at the 200-level or above; Level at least 2B

**Effective 01-SEP-2023**

Title Change:

Description Change:

Politics of Indigenous Peoples

Students will gain an understanding of and learn to articulate diverse perspectives on contemporary Indigenous issues, politics, and critical theory by examining these issues from the perspective of Indigenous North American peoples. Through a variety of research-based reading and writing assignments, students will critically reflect on colonialism, power, and state policy to understand the structures, interests, and processes that shape Indigenous struggles in Canada and North America.

Rationale :

To change titles and description. We are requesting to change titles and description to distinguish the course from PSCI 462. Additionally, we would like to align the course description with course content and include reference to plan-level learning outcomes.

**Current Catalog Information**

PSCI 433 (0.50) SEM

Topics in Canadian Public Administration

Students will examine the major issues in public administration, with course topic varying to reflect recent developments in Canada. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

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No Special Consent Required

Requisites :

Prereq: Level at least 3B

**Effective 01-SEP-2023**

Title Change:

Topics in Public Administration

Description Change:

Students will examine the major issues and debates in public administration, with the course topic varying to reflect recent developments in Canada and in the world. A variety of research-based assignments are tailored to help students hone their skills in writing and presenting for a policy-making and public administration audience. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

Rationale :

To change titles and description. We have recently inactivated PSCI 434 and instead we would like to offer a repeatable topics course in public administration. This will provide more flexibility in the content that is conveyed to students. We have also revised the course description to better align with plan-level learning outcomes. Short title: Topics: Public Administration.

**Current Catalog Information**

PSCI 439 (0.50) SEM

Global Social Policy

What are the effects of economic integration on global social issues? Students will study three interrelated aspects of global social policy: the global social issues resulting from increased economic integration, the role of international governmental and non-governmental actors in fashioning cross-national responses to these issues, and the effects of global and regional economic and political integration on domestic social policy.

No Special Consent Required

Requisites :

Prereq: One of PSCI 334, 357, 387, PSCI 389/LS 366; Level at least 4A

**Effective 01-SEP-2023**

Description Change:

Students will gain an understanding of and learn to articulate diverse perspectives on governance responses to social policy issues at the supranational regional and global levels by examining these responses from gender-based, North-South, and Indigenous perspectives. Through a variety of reading and writing assignments, students will critically reflect on both the normative and power-based underpinnings of global social governance.

Requisite Change :

Prereq: Level at least 3B

Rationale :

To change prerequisites and description. This course currently has a host of prerequisites. To make this course accessible to a larger number of students, we would like to remove the specific course prerequisites. Academically, the course as it is currently taught does not presume knowledge of public policy (PSCI 334), global governance (PSCI 389), or globalization (PSCI 387). Since the last offering of this course, more than five years ago, PSCI 357, another prerequisite for this course has been inactivated. Additionally, we would like to align the course description

with course content and include reference to plan-level learning outcomes.

### Current Catalog Information

PSCI 452 (0.50) SEM Comparative Political Parties

With a primary focus on advanced industrialized countries, this course examines the origin and function of parties, party organization, their social and economic basis, the party system and its evolution, radical left and right parties, and the decline or adaptation of parties.

No Special Consent Required

Requisites :

Prereq: One of PSCI 250, 252, 255, 373; Level at least 4A

### Effective 01-SEP-2023

Title Change:

Parties and Elections

Description Change:

Students will learn about the dynamics of political parties and elections around the world. Through a variety of research-based reading and writing assignments, students will gain the skills to analyze party competition, voter behaviour, and election outcomes. Students will critically reflect on issues such as ideology, the role of government, economic disruption, and corruption, to better understand the structures, interests, and processes that drive party competition and election outcomes in both rich and poor countries.

Requisite Change :

Prereq: Level at least 4A

Rationale :

To change titles, description, and prerequisites. We are requesting to change titles and description to provide a less technical and opaque introduction of the course to students, and in this process, better align the course description with course content and include reference to plan-level learning outcomes. This course currently has a host of prerequisites. To make this course accessible to a larger number of students, we would like to remove the specific course prerequisites. The level requirement will remain but academically, the course as it is currently taught does not presume knowledge from the content of the courses currently listed as prerequisites.

### Current Catalog Information

PSCI 462 (0.50) SEM Government and Politics of Indigenous Peoples

An introduction to the history and development of government policy and regulations that have altered the political and social structures of aboriginal societies. We explore contemporary challenges to government policy and regulations, as reflected in the struggles for land, aboriginal rights, and self-government, as well as the development of a global identity.

No Special Consent Required

Requisites :

Prereq: Level at least 4A

Cross-listed as:

LS 462

### Effective 01-SEP-2023

Title Change:

Indigenous Political Theory

Description Change:

In this course students will develop familiarity with key concepts such as dispossession, elimination, and the politics of refusal, and situate them

Rationale :

in a context of differing ideas regarding authority and contrasting legal orders. The role of these concepts in the political thought of Indigenous peoples and movements will be critically assessed. Students will demonstrate their learning through both oral and written assignments. To change titles and description. We are requesting to change titles and description to distinguish the course from PSCI 362. Additionally, we would like to align the course description with course content and include reference to plan-level learning outcomes for both offerings. Both participating units are in agreement with the changes.

## **Renison University College**

### **Current Catalog Information**

APPLS 304R (0.50) LEC Language Teaching Methodology

This course offers a foundation for developing competence as a professional language instructor. In classes exploring theories of language instruction, students discover the strengths and weaknesses of traditional and popular methodologies and integrated approaches applied to such areas as communicative competence and general language skill development.

No Special Consent Required

Requisites :

Prereq: Level at least 3A

**Effective 01-SEP-2023**

Requisite Change :

Prereq: APPLS 205R

Rationale :

To change prerequisites. This change replaces the prerequisite "Level at least 3A" with "APPLS 205R" with the intent of making it easier for students to complete all four APPLS courses. The Applied Language Studies plan includes four APPLS courses, one at the 200 level, and three at the 300 level. During advising appointments and through program review surveys, students have indicated that if they wait until third year to take the 300-level APPLS courses, they often do not have the space in their schedules to take all of them. By removing the current prerequisite while retaining the requirement to complete the introductory APPLS course (APPLS 205R Second Language Acquisition), students may take this course as early as their 2B term, allowing them more opportunity to complete the APPLS courses during their degrees.

### **Current Catalog Information**

ARABIC 101R (0.50) LAB, LEC, TUT Introduction to Arabic 1

This course is designed for students with no previous knowledge of Arabic. It focuses on recognizing the Arabic alphabet and cursive writing. Students will build up basic vocabulary and construct simple sentences. Students will exchange basic conversations in Modern Standard Arabic and be exposed to Egyptian and Levantine colloquial Arabic. [Note: Not open to students with native, near-native, or similar advanced ability. Completion of student assessment required. Formerly SI 101R.]

No Special Consent Required

Requisites :

Antireq: ARABIC 120R, SI 101R, SI 120R, AB 101W

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**Description Change:**

This course is designed for students with no previous knowledge of Arabic. Students will study Modern Standard Arabic (MSA) with a focus on learning the alphabet and cursive writing. They will develop knowledge of basic vocabulary, construct simple sentences, and exchange basic conversations. [Note: Not open to students with native, near-native, or similar advanced ability. Completion of student assessment required. Formerly SI 101R.]

**Requisite Change :**

Antireq: ARABIC 120R, SI 101R, SI 120R

**Rationale :**

To change description and antirequisites. The course description has been changed to eliminate the final clause "exposed to Egyptian and Levantine colloquial Arabic" because these dialects are not taught in the course. Other changes were made to move "Modern Standard Arabic" earlier in the description to make it clear to students which form of Arabic they will learn. The antirequisite of AB 101W has been removed from the list of antirequisite courses as it refers to an Arabic course taught at Wilfrid Laurier University. This is an old antirequisite (listed in 2005) and is no longer required.

**Current Catalog Information**

( 0.00 )

**Effective 01-SEP-2023**

**Subject/Catalog Nbr Change:**

EASIA 382R

**Unit Change:**

( 0.50 )

**Component Change:**

LEC

**Title Change:**

Anthropology of East Asia

**Description Change:**

Through an examination of anthropological research on cultural and social change in contemporary East Asia, including China, Hong Kong, Japan, North Korea, South Korea, and Taiwan, students will develop their capacities in analyzing anthropological theory. Written and oral projects on specific topics and areas will vary by instructor and year, providing opportunities to strengthen communication skills. Students will also learn how to assess different research approaches through in depth and comparative readings on topics such as migration, mobility, gender, politics, popular culture, science and medicine, environment, post-colonialism, and transnationalism.

**Consent Change:**

No Special Consent Required

**Requisite Change :**

Prereq: Level at least 2A

**New Cross Listing :**

ANTH 382

**Rationale :**

To add cross-listing to ANTH 382 thereby creating EASIA 382R and to change titles and description. In conjunction with the anthropology departmental curriculum review, the title and description change proposed will allow the class to be taught as a flexible course that different instructors could tailor to student interests each year. The proposed cross-listing with EASIA 382R, will enable students in both programs to benefit from this

upper-level course.

## Religious Studies

### Current Catalog Information

RS 220 (0.50) LEC Religion and Politics  
Religion continues to influence politics around the world as seen in the return of religious nationalism, religious opposition to globalization, populism and religion, and grassroots political movements for social change. Considering both historical and contemporary cases, students critically analyze how religion shapes - and is shaped by - politics.  
No Special Consent Required  
Cross-listed as: PSCI 253

**Effective 01-SEP-2023**

Rationale :

To remove attribute "Offered at St. Jerome's University" (this does show on the report). The Religious Studies department wishes to make course designations more consistent without reference to the various University institutions (AFIW, UW Arts) in order that instructors from different locations can teach these courses. Both participating units are in agreement with the change.

### Current Catalog Information

RS 245 (0.50) DIS, LEC The Catholic Church in Canada  
Using a variety of methods this course critically examines the role played by the Catholic Church in the social, political, and economic life of Canada from 1608 to the present.  
No Special Consent Required  
Cross-listed as: HIST 234

**Effective 01-SEP-2023**

Rationale :

To remove attribute "Offered at St. Jerome's University" (this does not show on the report). The Religious Studies department wishes to make course designations more consistent without reference to the various University institutions (AFIW, UW Arts) in order that instructors from different locations can teach these courses. Both participating units are in agreement with this change.

### Current Catalog Information

RS 279 (0.50) DIS, LEC Religion and Popular Culture  
A critical examination of the role of religion and myth in popular culture including television, cinema, music, fashion, and sport. [Note: Formerly RS 170.]  
No Special Consent Required  
Requisites : Antireq: RS 170

**Effective 01-SEP-2023**

Rationale :

To remove attribute "Also offered at St. Jerome's University" (this does not show on the report). The Religious Studies department wishes to make course designations more consistent without reference to the various

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University institutions (AFIW, UW Arts) in order that instructors from different locations can teach these courses.

**Current Catalog Information**

RS 357 (0.50 ) LEC The Christian Hymn  
The origins of the Christian hymn and its development up to the present. The course considers the hymn as theological, poetic, musical, cultural, and spiritual expression, and the use of hymns in a variety of worship settings. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]  
No Special Consent Required  
Cross-listed as: MUSIC 363 CMW 363

**Effective 01-SEP-2023**

Component Change: SEM  
Title Change: The Church's Song  
Description Change: This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.

Rationale : To change titles, description, component, and remove description note. Title and description updates reflect a more diverse, inclusive, and broadened definition of the church's musical practice. The description note regarding the Area 2 requirement for Religious Studies majors should be deleted because religious studies no longer has areas. The course mode should be changed from LEC to SEM to reflect how the course is taught. All participating units are in agreement with these changes.

**Sociology and Legal Studies**

**Current Catalog Information**

LS 462 (0.50 ) SEM Government and Politics of Indigenous Peoples  
An introduction to the history and development of government policy and regulations that have altered the political and social structures of aboriginal societies. We explore contemporary challenges to government policy and regulations, as reflected in the struggles for land, aboriginal rights, and self-government, as well as the development of a global identity.  
No Special Consent Required  
Requisites : Prereq: Level at least 4A  
Cross-listed as: PSCI 462

**Effective 01-SEP-2023**

Title Change: Indigenous Political Theory  
Description Change: In this course students will develop familiarity with key concepts such as dispossession, elimination, and the politics of refusal, and situate them in a context of differing ideas regarding authority and contrasting legal

Rationale : orders. The role of these concepts in the political thought of Indigenous peoples and movements will be critically assessed. Students will demonstrate their learning through both oral and written assignments. To change titles and description. We are requesting to change titles and description to distinguish the course from PSCI 362. Additionally, we would like to align the course description with course content and include reference to plan-level learning outcomes for both offerings. Both participating units are in agreement with the changes.

### **Current Catalog Information**

SOC 416 (0.50) SEM Educational Theory and Practice

An examination of the major theoretical explanations and practices in education. Topics include an analysis of the various social processes that have been developed to define and transmit knowledge, skills, attitudes, values, and power relations from one generation to the next. The role of state-sponsored formal education systems in the context of world economic systems will be explored.

No Special Consent Required

Requisites :

Prereq: Level at least 4A Sociology students

**Effective 01-SEP-2023**

Description Change:

Students will analyze the major theoretical explanations and practices in education. This analysis will enable students to develop a deeper understanding of the various social processes involved in defining and transmitting knowledge, skills, and power relations from one generation to the next.

Rationale : To change description. Updating 400-level SOC course descriptions to better reflect student learning outcomes.

### **Current Catalog Information**

SOC 417 (0.50) SEM Sociology of Higher Education

This course examines the relationship between higher education and society. Topics include: major trends, student culture, how and why students are stratified across fields of study and various kinds of postsecondary institutions, and the relationship between education and the labour market.

No Special Consent Required

Requisites :

Prereq: Level at least 4A Sociology majors

**Effective 01-SEP-2023**

Description Change:

This course examines the relationship between higher education and society. Students will analyze major trends, how and why students are stratified across fields of study and various kinds of postsecondary institutions, and the relationship between education and the labour market.

Rationale : To change description. Updating 400-level SOC course descriptions to better reflect student learning outcomes.

### **Current Catalog Information**

SOC 451 (0.50) SEM Global Development

This course explores theoretical perspectives on development through an examination

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of the social and cultural consequences of development efforts across the globe. It offers an approach through cases and themes that may include conflict and inequalities, cultural constructions of peoples and places, global aid governance, and alternative approaches to development.

No Special Consent Required

Requisites :

Prereq: Level at least 4A Sociology majors

**Effective 01-SEP-2023**

Description Change:

This course explores various theoretical perspectives and case studies on development around the world. Through an in-depth examination of the socioeconomic and cultural consequences of development efforts across nations, students will have the opportunity to learn and think critically about global issues such as conflict and inequalities, alternative development, aid, post-colonialism, and climate change.

Rationale :

To change description. Updating 400-level SOC course description to better reflect student learning outcomes.

**Current Catalog Information**

SOC 452 (0.50) SEM Humanitarianism

This course explores the theoretical and historical background of humanitarianism, and offers an approach to this field through specific cases and themes that may include: the paradoxes of humanitarian intervention, war and humanitarianism, genocide and refugees, gendered bodies, and social justice activism.

No Special Consent Required

Requisites :

Prereq: Level at least 4A Sociology majors

**Effective 01-SEP-2023**

Description Change:

This course examines how humanitarianism and its actors shape human displacements and mobilities, marginalized groups, and civil conflicts. Students will learn how to use and apply key concepts related to humanitarianism, and will study their implications for problem solving, developing social policy, and conveying the limits of the field of humanitarianism.

Rationale :

To change description. Updating 400-level SOC course descriptions to better reflect student learning outcomes.

**Current Catalog Information**

SOC 459 (0.50) SEM Sociology of Work and Occupations

This seminar examines major theoretical perspectives and issues in the sociology of work.

No Special Consent Required

Requisites :

Prereq: Level at least 4A Sociology majors

**Effective 01-SEP-2023**

Description Change:

This seminar course focuses on sociological theories of work, employment, the labour force, and occupations. Students will examine key concepts and issues relating to today's work force, as well as analyze critical issues in the Canadian labour market.

Rationale :

To change description. Updating 400-level SOC course description to better

reflect student learning outcomes.

## Spanish & Latin American Studies

### Current Catalog Information

SPAN 300 (0.50) LEC Theories of Cultural Identities

Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity.

No Special Consent Required

Cross-listed as: CI 300

### Effective 01-SEP-2023

Description Change: Students examine the work of various theorists, both historical and modern, who have contributed to the intellectual framework within which culture and cultural expression can be studied in order to deepen their ability to conduct critical inquiry into the formation of cultural identity. [Note: Taught in English.]

Rationale : To add a description note. This added note is meant to appeal to all students who are interested in taking courses with a SPAN subject code and do not have any Spanish language skills. This update better reflects the focus of the Department of Spanish and Latin American Studies towards a cultural studies framework. All participating units are in agreement with this note addition.

### Current Catalog Information

SPAN 317 (0.50) SEM Afro-Latin America

The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the economic, societal, and political challenges faced by Afro-Latin Americans today.

No Special Consent Required

Requisites : Prereq: SPAN 150

Cross-listed as: BLKST 317

### Effective 01-SEP-2023

Description Change: The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the economic, societal, and political challenges faced by Afro-Latin Americans today. [Note: Taught in English.]

Rationale : To add a description note. This added note is meant to appeal to all students who are interested in taking courses with a SPAN subject code and do not have any Spanish language skills. This update better reflects the focus of the Department of Spanish and Latin American Studies towards a

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cultural studies framework. All participating units are in agreement with this note addition.

**Current Catalog Information**

SPAN 326 (0.50) LEC Theatre of the Golden Age: Dames, Divas, and Dandies

The aim of the course is to acquaint students with works by outstanding playwrights from Spain's Renaissance and Baroque periods. Students will look at the construction of character, the interplay between the sexes, and the struggle for justice. [Taught in English.]

No Special Consent Required

Requisites :

Prereq: SPAN 150; Level at least 2A

**Effective 01-SEP-2023**

Description Change:

The aim of the course is to acquaint students with works by outstanding playwrights from Spain's Renaissance and Baroque periods. Students will look at the construction of character, the interplay between the sexes, and the struggle for justice. [Note: Taught in English.]

Rationale :

To edit description note. The existing note needed a minor edit. This course is one of many in the department that is meant to appeal to all students who are interested in taking SPAN courses and do not have any Spanish language skills. This update to these courses better reflects departmental focus towards a cultural studies framework.

**COURSE INACTIVATIONS (for approval)**

**Accounting & Finance - School of**

Effective 01-SEP-2023

AFM 211 (0.50)

Connections to Business Context

Rationale :

This course has been replaced by AFM 212 in the AFM plan.

Effective 01-SEP-2023

AFM 344 (0.50)

Analytic Methods in Business 4

Rationale :

The content taught in AFM 344 is now taught in other courses. The course will not be taught in any future term. For the purposes of meeting degree requirements in the old calendar, AFM 345 or AFM 346 will be accepted in place of AFM 344. This option will be articulated to students in the overlap year.

**English Language & Literature**

Effective 01-SEP-2023

ENGL 310C (0.50)

Non-Chaucerian Middle English Literature

Rationale :

The proposed revisions better represent actual course offerings in medieval literature while accommodating a range of teaching approaches. These

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revisions are meant to more accurately reflect the courses that get taught and address teaching preferences of those who teach these courses. There is not enough demand for two Chaucer courses, so they are being replaced with one Chaucer course that can be taught in different ways and a second course in Middle English with a more attractive title. The third course (ENGL 310C) will be inactivated.

**Renison University College**

Effective 01-SEP-2023  
CHINA 200R (0.50 )  
Rationale :

**Preliminary Second-Year Chinese**

The original purpose for creating this course was to bridge the gap between CHINA 102R and 201R, which is significant for students without a background in Chinese even if they have completed CHINA 102R and even for some who have completed CHINA 120R. The new course CHINA 180R has been created to replace CHINA 200R, with a clear focus on improving the conversational ability of students who have completed CHINA 102R and CHINA 120R.

End of Report

## 4. New Academic Plans [for approval]

From the Quality Assurance Office: These plans are not considered brand new programs according to the core areas of offerings with the Ministry of Colleges and Universities (MCU). They are categorized as major modifications by the Quality Assurance Office and were not required to follow the new program approval process.

### 4.1 Academic Unit: English Language and Literature

Effective Date: September 01, 2023

*Rationale: Creative writing is one of the fastest-growing areas in English in terms of both student demand and faculty strength. This new plan meets this growing student demand for creative writing programs and is unique in Ontario. While students hone their creative writing skills and pursue literary study, they also acquire skills in editing, communication design, and professional writing, resulting in a program that enables students to do what they love and equips them for the professional writing careers that aspiring writers often seek out in editing, technical writing, publishing, textual design, and marketing. The unique skill set offered by this plan has potential to attract a new kind of student to the University of Waterloo. English is well-positioned to offer this plan with several full-time faculty prepared to teach creative writing, as well as strong support from instructors at St. Jerome's University.*

*The English - Creative and Professional Writing program is distinct from existing English Plans. It is distinct from the Rhetoric plans (Rhetoric, Media, and Professional Communication; Literature and Rhetoric) in its emphasis on and integration of professional and creative writing practice. Creative writing is not rhetoric. If rhetoric is the study of persuasion in all its forms, creative writing is the applied study of the imagination as it is transformed by words and text into art. CPW is also distinct from Literature Plans (Literature; Literature and Rhetoric): Literary study is integral to the study of creative writing, but whereas Literature plans teach the full range of English literary history, the English – Creative and Professional Writing program focusses on mobilizing literary study as a resource for creative practice. If RMPC is an applied rhetoric degree, CPW is an applied literary degree.*

*At this point we are introducing a four-year General and a four-Year Honours plan. A three-year General plan is in development and will be put forward at the Fall 2022 UGAG.*

#### Plan Title(s): Honours English – Creative and Professional Writing

#### New Plan Requirements (calendar text):

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum English major average of 70%.

Eligibility for graduation in the Honours English – Creative and Professional Writing academic plan includes successful completion of the following requirements:

- Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
- English plan-level requirements:
  - a minimum English major average of 70%
  - at least eight academic course units (16 courses) in English, including:
    - two ENGL courses at the 100-level (see Note 1)
    - Advanced Introduction to Literature: one of ENGL 200A, ENGL 200B, ENGL 200C
    - Criticism: ENGL 251, ENGL 292
    - Genre and Literature: one of ENGL 201, ENGL 205R, ENGL 206, ENGL 208A, ENGL 208B, ENGL 208C, ENGL 208G, ENGL 208K, ENGL 208M, ENGL 211/GSJ 211, ENGL 217, ENGL 275, ENGL 280, ENGL 294
    - Creative Writing: three of ENGL 210C, ENGL 332, ENGL 335, ENGL 336, ENGL 373/BLKST 308
    - Writing Across Modes: one of ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 225/BLKST 203, ENGL 295, ENGL 309E/SPCOM 323, ENGL 408A, ENGL 408B, ENGL 471
    - Editing: one of ENGL 210J, ENGL 371
    - Communication Design: one of ENGL 392A, ENGL 392B, ENGL 408C, ENGL 493
    - Literature: two of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/GSJ 410, ENGL 411, ENGL 412, ENGL 425, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491
    - Special Topics: one of ENGL 332, ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
    - Elective: one additional ENGL course at the 200-level or above

## Notes

1. Students may use only two English courses at the 100-level to fulfil English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from other institutions without a specific course designation (e.g., ENGL 1XX) may only be counted towards the English electives.
2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses, and conform with the University of Waterloo, Faculty of Arts, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.
3. No one course may fulfil more than one requirement within this plan.

## Plan Title(s): Four-Year General English – Creative and Professional Writing

### New Plan Requirements (calendar text):

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum English major average of 65%.

Eligibility for graduation in the Four-Year General English – Creative and Professional Writing academic plan includes successful completion of the following requirements:

- Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
- English plan-level requirements:
  - a minimum English major average of 65%
  - at least eight academic course units (16 courses) in English, including:
    - two ENGL courses at the 100-level (see Note 1)
    - Advanced Introduction to Literature: one of ENGL 200A, ENGL 200B, ENGL 200C
    - Criticism: ENGL 251, ENGL 292
    - Genre and Literature: one of ENGL 201, ENGL 205R, ENGL 206, ENGL 208A, ENGL 208B, ENGL 208C, ENGL 208G, ENGL 208K, ENGL 208M, ENGL 211/GSJ 211, ENGL 217, ENGL 275, ENGL 280, ENGL 294
    - Creative Writing: three of ENGL 210C, ENGL 332, ENGL 335, ENGL 336, ENGL 373/BLKST 308
    - Writing Across Modes: one of ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 225/BLKST 203, ENGL 295, ENGL 309E/SPCOM 323, ENGL 408A, ENGL 408B, ENGL 471
    - Editing: one of ENGL 210J, ENGL 371
    - Communication Design: one of ENGL 392A, ENGL 392B, ENGL 408C, ENGL 493
    - Literature: two of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/GSJ 410, ENGL 411, ENGL 412, ENGL 425, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491
    - Special Topics: one of ENGL 332, ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
    - Elective: one additional ENGL course at the 200-level or above

### Notes

1. Students may use only two English courses at the 100-level to fulfil English plan requirements; additional 100-level ENGL courses may count as degree electives. Courses transferred from

other institutions without a specific course designation (e.g., ENGL 1XX) may only be counted towards the English electives.

2. Although the Department of English Language and Literature provides advisors to help students choose their academic plans, arrange their courses, and conform with the University of Waterloo, Faculty of Arts, and Department regulations, students are urged to study the Undergraduate Calendar very carefully because they are themselves responsible for failure to abide by these regulations.
3. No one course may fulfil more than one requirement within this plan.

### **List of Courses Included in CPW Plans:**

#### ENGL MAJOR CORE

ENGL 200A – English Literatures 1

ENGL 200B – English Literatures 2

ENGL 200C – English Literatures 3

ENGL 251 – Literary Theory and Criticism

ENGL 292 – Rhetorical Theory and Criticism

#### GENRE AND LITERATURE

ENGL 201 – The Short Story

ENGL 205R – The Canadian Short Story

ENGL 206 – Writing Lives

ENGL 208A – Forms of Fantasy

ENGL 208B – Science Fiction

ENGL 208C – Studies in Children's Literature

ENGL 208G – Gothic Monsters

ENGL 208K- Detective Fiction

ENGL 208M – Travel Literature

ENGL 211/GSJ 211 – First Nations, Metis, and Inuit Literatures

ENGL 217 – Canadian Children's Literature

ENGL 275 – Fiction and Film

ENGL 280 – Literatures of Migration

ENGL 294 – Introduction to Critical Game Studies

#### CREATIVE WRITING

ENGL 210C – Genres of Creative Writing

ENGL 332 – Topics in Creative Writing

ENGL 335 – Creative Writing 1

ENGL 336 – Creative Writing 2

ENGL 373/BLKST 308 – Writing Anti-Racism

#### WRITING ACROSS MODES

ENGL 210F – Genre of Business Communication

ENGL 210G – Grant Writing

ENGL 210H – Arts Writing

ENGL 210I/LS 291 – Legal Writing  
ENGL 225/BLKST 203 – Introduction to Antiracist Communication  
ENGL 295 – Social Media  
ENGL 309E/SPCOM 323 – Speech Writing  
ENGL 408A – Writing for the Media  
ENGL 408B – The Discourse of Advertising  
ENGL 471 – Adapting Literary Works

#### EDITING

ENGL 210J – Technical Editing  
ENGL 371 – Editing Literary Works

#### COMMUNICATION DESIGN

ENGL 392A – Information Design  
ENGL 392B – Visual Rhetoric  
ENGL 408C – The Rhetoric of Digital Design: Theory and Practice  
ENGL 493 – Topics in Professional Writing and Communication Design

#### LITERATURE

ENGL 305A – Old English Language and Literature  
ENGL 305B – The Age of Beowulf  
ENGL 308/GSJ 307 – Race and Resistance  
ENGL 310A – ~~Chaucer 1~~ **Middle English Literature**  
ENGL 310B – Chaucer 2  
ENGL 313 – Early Canadian Literature  
ENGL 315 – Modern Canadian Literature  
ENGL 316 – Canadian Drama  
ENGL 318 – Contemporary Canadian Literature  
ENGL 322 – Postcolonial Literature of the Americas  
ENGL 324 – Modern and Contemporary American Drama  
ENGL 325 - Austen  
ENGL 326/BLKST 210 - Language, Life, and Literature in the Caribbean  
ENGL 327/BLKST 240 - Black Diasporic Lives: 1740-1900  
ENGL 328/BLKST 244 - Introduction to Black Canadian Writing  
ENGL 330A – Sixteenth-Century Literature 1  
ENGL 330B – Sixteenth-Century Literature 2  
ENGL 342 – American Literature to 1860  
ENGL 343 – American Literature 1860-1910  
ENGL 344 – Modern American Literature  
ENGL 345 – American Literature in a Global Context  
ENGL 346 – American Fiction  
ENGL 346R/EASIA 346R – Global Asian Diasporas  
ENGL 347 – American Literature Since 1945  
ENGL 348 – American Poetry Since 1850  
ENGL 350A – Seventeenth-Century Literature 1  
ENGL 350B – Seventeenth-Century Literature 2

ENGL 361 – Early Modern Worlds on Stage  
ENGL 362/THPERF 386 – Shakespeare 1  
ENGL 363/THPERF 387 – Shakespeare 2  
ENGL 364 – Shakespeare in Performance at The Stratford Festival  
ENGL 410/GSJ 410 – Eighteenth-Century Women Writers  
ENGL 411 – Eighteenth-Century Literature: Sex, Satire, and Sentiment  
ENGL 412 – Eighteenth-Century Literature and Media  
ENGL 425 – Transnational Feminisms and Contemporary Narratives  
ENGL 430A – Literature of the Romantic Period 1  
ENGL 430B – Literature of the Romantic Period 2  
ENGL 451A – Literature of the Victorian Age 1  
ENGL 451B – Literature of the Victorian Age 2  
ENGL 460A – Early Literature of the Modernist Period in the United Kingdom and Ireland  
ENGL 460B – Literature of the Modernist Period in the United Kingdom and Ireland  
ENGL 460C – Literature of the Postwar Period in the United Kingdom and Ireland  
ENGL 460D – Contemporary Literature of the United Kingdom and Ireland  
ENGL 463/GSJ 463 – Postcolonial Literatures  
ENGL 470A – Contemporary Critical Theory  
ENGL 471 – Adapting Literary Works  
ENGL 484 – Topics in Literatures Medieval to Romantic  
ENGL 485 – Topics in Literatures Romantic to Modern  
ENGL 486 – Topics in Literatures Modern to Contemporary  
ENGL 491 – Topics in Literature and Rhetoric

#### SPECIAL TOPICS

ENGL 332 – Topics in Creative Writing  
ENGL 481 – Topics in the History and Theory of Language  
ENGL 484 - Topics in Literatures Medieval to Romantic  
ENGL 485 - Topics in Literatures Romantic to Modern  
ENGL 486 - Topics in Literatures Modern to Contemporary  
ENGL 491 – Topics in Literature and Rhetoric  
ENGL 492 – Topics in the History and Theory of Rhetoric  
ENGL 493 – Topics in Professional Writing and Communication Design  
ENGL 494 – Topics in Forms of Media and Critical Analysis

## 5. Academic Plans – Minor Modifications [for approval]

### 5.1 Academic Unit: Classical Studies/St. Jerome's University (Medieval Studies)

Effective Date: September 01, 2023

*Rationale: Medieval Studies seeks to add the following courses to its list of approved courses for its degree plans for three reasons. First, each of these courses has been developed with significant medieval content by scholars whose research aligns with the program's methodologies and academic focus. Second, at present, students enrolled in a Medieval Studies plan may currently count these courses toward their plan, however, these courses must be counted manually by the plan administrators as they do not count automatically. This makes for a burdensome progression process. Third, while some Medieval Studies students have identified and enrolled in these courses, others are unaware that they can (and should) count the courses toward their plan. By including these courses on the list of approved courses, therefore, Medieval Studies aims to: accurately reflect the scope of medieval instruction occurring throughout the Faculty of Arts; facilitate degree progression for students enrolled in its plans and; encourage robust promotion of these courses to all interested students. ENGL 310C is being inactivated so we are taking this opportunity to remove it from our plans.*

- CLAS 221/ANTH 201 – Introduction to Archaeology
- SI 230R – Islamic Visual Culture: Art, Architecture, and Aesthetics
- DUTCH 271 – Dutch Culture and Society

Plan Title(s):

Three-Year General Medieval Studies

Four-Year General Medieval Studies

Honours Medieval Studies

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

- list of Medieval Studies approved courses:
  1. Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, **CLAS 221/ANTH 201**, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224
  2. English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ~~ENGL 310C~~, ENGL 361
  3. Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363, **SI 230R**

4. *History: no changes to calendar text*
5. *Latin: no changes to calendar text*
6. Modern European Languages: **DUTCH 271**, FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITALST 291, ITALST 311, ITALST 360, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 446W (see Laurier calendar)
7. *Philosophy: no changes to calendar text*
8. *Religious Studies: no changes to calendar text*

Plan Title(s):

Medieval Studies Minor

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

- list of Medieval Studies approved courses:
  1. Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, **CLAS 221/ANTH 201**, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224
  2. English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ~~ENGL 310C~~, ENGL 361
  3. Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363, **SI 230R**
  4. *History: no changes to calendar text*
  5. *Latin: no changes to calendar text*
  6. Modern European Languages: **DUTCH 271**, FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITALST 291, ITALST 311, ITALST 360, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 446W (see Laurier calendar)
  7. *Philosophy: no changes to calendar text*
  8. *Religious Studies: no changes to calendar text*

## 5.2 Academic Unit: Philosophy

Effective Date: September 01, 2023

*Rationale: Because of its emphasis on social justice, CI 250 (Truth – Reconciliation – Story) is a good elective for Gender & Social Justice (GSJ) students. Half of a GSJ major may come from courses that are offered by other departments, as long as courses appear on the “approved electives” list. Courses to be included must have learning outcomes that align with some of the program-level learning outcomes of the GSJ Program, as decided by the GSJ Committee.*

**Consultation:** *We were asked to consider adding CI 250 by the regular instructor of the course. This has the approval of departments offering the Cultural Identities minor (Germanic & Slavic Studies and Spanish & Latin American Studies). It was approved by the GSJ Committee (which has multidisciplinary representation) as well as by the Philosophy department (which houses the GSJ Program).*

**Plan Title(s):**

Honours Gender & Social Justice

Four Year General Gender & Social Justice

Three Year General Gender & Social Justice

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

○ ...

- any additional GSJ courses
- CLAS 311
- **CI 250**
- ENGL 208N, ENGL 248, ENGL 325, ENGL 407, ENGL 463/GSJ 463
- ERS 225, ERS 265
- ...

## 5.3 Academic Unit: Renison University College

**Effective Date:** 01 September 2023

**Plan Title(s):** Diploma in Chinese Language I

*Rationale: We propose updating the Diploma in Chinese Language I by removing one course (CHINA 200R) and adding a newly proposed course (CHINA 180R). CHINA 200R was designed to support students who needed to boost their language proficiency between completion of CHINA 102R and the start of CHINA 201R. CHINA 200R, which was last offered in 2014, focused on grammar and vocabulary and represented an earlier model of communicative competence that did not prepare students as well as intended for CHINA 201R. Instead, we propose to replace CHINA 200R with CHINA 180R which is designed to foster the development of listening and speaking skills developed through interaction and supported by attention to linguistic features that improve comprehensibility. CHINA 180R represents a more widely accepted view of communicative competence. Positioning the course at a 100 level makes it more obvious to students that they might complete the course before starting CHINA 201R.*

*Note 1 has been adjusted to reflect the replacement of a 200-level course with a 100-level course so that no more than three 100-level courses may be counted towards the plan. This ensures that students who receive the Diploma in Chinese Language I minimally achieve 200-level proficiency.*

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

## Diploma in Chinese Language I

- CHINA 101R, CHINA 102R, CHINA 120R, **CHINA 180R**, ~~CHINA 200R~~, CHINA 201R, CHINA 202R

## Diploma in Chinese Language II

- CHINA 201R, CHINA 202R, CHINA 301R, CHINA 302R, CHINA 310R, CHINA 320R, CHINA 390R, CHINA 391R, CHINA 401R, CHINA 402R

## Notes

- Students may use no more than ~~two~~ **three** 100-level courses towards Diploma I.
- Diplomas I and II are mutually exclusive. Only one diploma can be granted.

## 5.4 Academic Unit: St. Paul's University College

Effective Date: 01 September 2023

### Plan Title(s): Indigenous Studies Minor

*Rationale: The proposed changes enable students to choose from more elective courses over a period of two or three years to be able to complete the minor by the time they graduate. In the past there have been difficulties for students to find enough elective courses because many of the affiliated departments did not offer the courses listed in the second set of requirements. St. Paul's is expanding the list of electives so that students have a larger variety of available courses. The following three courses will be added, with confirmed approval from respective units:*

*SDS 411R - Decolonization and Social Action*

*SDS 421R - Reconciliation: Implications for Settler Peoples*

*ENVS 401 - Indigenous People, Canadian Law and Natural Resources Development*

*Similarly, INDG/FINE 216 is being moved from the list of required courses to electives, as the course will not be offered on a regular basis. This reduces the number of required courses to three, so the number of electives is increasing to five, to maintain the total of eight courses for the minor.*

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

- INDG 201/CDNST 201, ~~INDG 216/FINE 216~~, INDG 272/ANTH 272, INDG 301
- ~~four~~ **five** courses from the following: any additional INDG courses, ANTH 233, ENGL 211/GSJ 211, **ENVS 401**, HIST 269, HIST 271, HIST 380, PSCI 362, PSCI 462/LS 462, SDS 311R/SWREN 311R/LS 373, **SDS 411R, SDS 421R**

**FACULTY OF HEALTH – UNDERGRADUATE REPORT (FUGS: January 7, 2022 & FC: January 28, 2022)**

**to**

**SENATE UNDERGRADUATE COUNCIL (April 12, 2022)**

**Faculty of Health undergraduate curricular changes for  
for inclusion in the 2023/2024 Undergraduate Studies Academic Calendar**

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1. COURSE CHANGES – Undergraduate Catalog Report 12 (07-APR-2022)  
KIN
2. ACADEMIC PLAN INACTIVATIONS  
Accelerated Master's Program

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

Kinesiology and Health Sciences

Current Catalog Information

**KIN 104** ( 0.50 ) LEC                      Fundamentals of Kinesiology

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

No Special Consent Required

Requisites : Coreq: KIN 104L

**Effective 01-SEP-2023**

Requisite Change :                      Coreq: KIN 104L (for Kinesiology Majors only)

Rationale :                      To revise the course corequisite. Year-over-year there has been growing interest in KIN 104 by non-Kinesiology undergraduate students. The revision to the corequisite is designed to enhance accessibility of KIN 104 for non-Kinesiology students as these students would be able to take KIN 104 and not have to take KIN 104L concurrently.

Current Catalog Information

**KIN 121** ( 0.50 ) LEC                      Biomechanics of Human Movement

This course will provide students an understanding of human movement from a mechanical perspective, which enables identification of potential risks for injury, optimizes exercise prescription, and promotes understanding of clinical evaluations. Specifically, concepts related to functional anatomy, muscle and passive tissue mechanics, anthropometry, electromyography, and linked segment mechanics are introduced and applied to clinical, occupational, and athletic situations.

No Special Consent Required

Requisites : Prereq: PHYS 111, KIN 104, KIN 104L, MATH 124 or MATH 127; Coreq: KIN 121L

**Effective 01-SEP-2023**

Requisite Change :                      Prereq: PHYS 111; MATH 124 or MATH 127. Coreq: KIN 121L (for Kinesiology Majors only)

Rationale :                      To revise the course prerequisite and corequisite. The prerequisites KIN 104 and KIN 104L are being removed to better reflect the knowledge and skills required for KIN 121. The revision to the corequisite is designed to enhance accessibility of KIN 121 for non-Kinesiology students as these students would be able to take KIN 121 and not have to take KIN 121L concurrently.

Current Catalog Information

**KIN 121L** ( 0.25 ) LAB                      Biomechanics of Human Movement Laboratory

This laboratory course provides students with practical tools used in the biomechanical assessment of human movement. The labs have been designed to assist with students' knowledge and understanding of the material discussed in the KIN 121 lectures.

No Special Consent Required

Requisites : Prereq: PHYS 111, KIN 104, KIN 104L, MATH 124 or MATH 127

**Effective 01-SEP-2023**

Requisite Change :                      Prereq: PHYS 111, KIN 104L; MATH 124 or MATH 127

Rationale :                      To revise the course prerequisite. The prerequisite KIN 104 is being removed to better reflect the knowledge and skills required for KIN 121L.

Current Catalog Information

**KIN 202** ( 0.50 ) LEC      Exercise Physiology and Metabolism

This course is designed to provide students with a molecular, cellular, and systems level understanding of the physiological and metabolic responses to different types and intensities of exercise. Physiological and metabolic adaptations to different types of chronic exercise, such as endurance, high-intensity interval, and resistance training, will also be examined.

No Special Consent Required

Requisites : Prereq: BIOL 273, KIN 104, KIN 104L; Coreq: KIN 202L

**Effective 01-SEP-2023**

Requisite Change :      Prereq: BIOL 273. Coreq: KIN 202L (for Kinesiology Majors only)

Rationale :      To revise the course prerequisite and corequisite. The prerequisites KIN 104 and KIN 104L are being removed to better reflect the knowledge and skills required for KIN 202. The revision to the corequisite is designed to enhance accessibility of KIN 202 for non-Kinesiology students as these students would be able to take KIN 202 and not have to take KIN 202L concurrently.

Current Catalog Information

**KIN 202L** ( 0.25 ) LAB      Exercise Physiology and Metabolism Laboratory

This laboratory course provides students with some of the practical tools used to assess the body's integrated physiological and metabolic response to exercise. The labs have been designed to assist with students' knowledge and understanding of material discussed in the KIN 202 lectures.

No Special Consent Required

Requisites : Prereq: BIOL 273, KIN 104, KIN 104L

**Effective 01-SEP-2023**

Requisite Change :      Prereq: BIOL 273, KIN 104L

Rationale :      To revise the course prerequisite. The prerequisite KIN 104 is being removed to better reflect the knowledge and skills required for KIN 202L.

Current Catalog Information

**KIN 232** ( 0.50 ) LEC, TUT      Research Design and Statistics

An introduction to research design, statistical analysis, and their application to kinesiology and clinical health practice. A primary focus is to provide students with the tools to critically evaluate sources of information pertinent to their chosen profession.

No Special Consent Required

Requisites : Prereq: KIN 104, 104L

**Effective 01-SEP-2023**

Requisite Change :      Prereq: KIN 104

Rationale :      To revise the course prerequisite. The prerequisite KIN 104L is being removed to better reflect the knowledge and skills required for KIN 232.

Current Catalog Information

**KIN 255** ( 0.50 ) LEC                      Fundamentals of Neuroscience

An introduction to the principles of the nervous system control of movement, cognition, and learning. The course will introduce the basic structure and function of the nervous system as it relates to understanding the control of movement and behaviour. The course will provide a foundation for understanding the neural mechanisms of learning, recovery from injury to the nervous system, and the factors that determine skilled performance.

No Special Consent Required

Requisites : Prereq: BIOL 273, PSYCH 101, KIN 104, KIN 104L; Coreq: KIN 255L

**Effective 01-SEP-2023**

Requisite Change :                      Prereq: BIOL 273, PSYCH 101. Coreq: KIN 255L (for Kinesiology Majors only)

Rationale :                                To revise the course prerequisite and corequisite. To enhance accessibility of the course, the prerequisites of KIN 104 and KIN 104L have been removed. The addition of 'for Kinesiology Majors only' as a corequisite will prevent non-Kinesiology students from having to enrol in KIN 255L and KIN 255 concurrently.

Current Catalog Information

**KIN 255L** ( 0.25 ) LAB                      Fundamentals of Neuroscience Laboratory

This laboratory course provides students with practical tools to assess the nervous system control of movement, cognition, and learning. The labs have been designed to assist with students' knowledge and understanding of the material discussed in the KIN 255 lectures.

No Special Consent Required

Requisites : Prereq: BIOL 273, PSYCH 101, KIN 104, KIN 104L

**Effective 01-SEP-2023**

Requisite Change :                      Prereq: BIOL 273, PSYCH 101, KIN 104L

Rationale :                                To revise the course prerequisite. The prerequisite KIN 104 is being removed to better reflect the knowledge and skills required for KIN 255L.

End of Report

## **2. ACADEMIC PLAN INACTIVATIONS**

### **2.1. Accelerated Master's Program**

Effective September 1, 2023

#### **Background and Rationale:**

To inactivate the Accelerated Master's Program in the School of Public Health Sciences (SPHS). The Accelerated Master's Program was envisioned as a way to recruit outstanding undergraduate students into our masters' programs by offering acceptance at the end of their third year and providing them an opportunity to take 1 or 2 graduate-level courses in their 4<sup>th</sup> year while finishing up their undergraduate degree. However, there has been low interest in the program, possibly due to the difficulties of accelerating before 4<sup>th</sup> year so that students have room to fit in the graduate-level courses. Students also often misunderstand what an accelerated master's degree means, since they could only possibly get ahead by one or two courses, but would not be able to reduce the timing of the master's degree from 2 to 1 years since students must still satisfy all undergraduate degree requirements and cannot double-count any courses for both degrees. Undergraduate students who enter in September 2023 will not be able to apply. Students currently registered, as well as students who enter in September 2022, will still be able to apply for and be accepted into the Accelerated Master's Program.

April 2022

## SENATE UNDERGRADUATE COUNCIL

### Submission by the Faculty of Mathematics

1. New Course
  - 1.1. AMATH 362
2. Course Changes
  - 2.1. AMATH 350, AMATH 351
  - 2.2. CO 481, CS 467
  - 2.3. CS 240E
  - 2.4. CS 360, CS 431
  - 2.5. PMATH 347, PMATH 348, PMATH 446, PMATH 464
3. Academic Plan Changes Minor Modifications
  - 3.1. CO Minor
  - 3.2. Honours FARM Plan Milestone notes

**NEW COURSES** (for approval)

**Applied Mathematics**

**Effective 01-SEP-2023**

AMATH 362 (0.50) LEC Mathematics of Climate Change

An introduction to the mathematical description of the climate. Topics covered include solar radiation and how the Earth is heated, climate feedbacks, the role of the oceans and the Earth's rotation, climate data and climate variability, and simple models of human-climate interactions. Calculus and computation will be used throughout the course. [Offered in W of even years.]

Requisites : Prereq: One of MATH 118, 119, 128, 138, 148; One of STAT 202, 206, 220, 230, 240; One of AMATH 250, 251, 350, MATH 211, 213, 218, 228.

Rationale : This course will introduce students to how mathematics is used to investigate and understand climate models and climate change. The mathematical background needed is large, but prerequisites have been chosen with enough options so that more students can take it. Students on campus may eventually take this course, and students in math intensive programs obtain many of the prerequisites as they progress in their programs. While there are courses on campus that treat climate change without such prerequisites, this course fills a different niche.

**COURSE CHANGES** (for approval)

**Current Catalog Information**

AMATH 350 (0.50) LEC, TST Differential Equations for Business and Economics

First order ordinary differential equations. Applications to continuous compounding and the dynamics of supply and demand. Higher order linear ordinary differential equations. Systems of linear ordinary differential equations. Introduction to linear partial differential equations. The Fourier Transform and the diffusion equation. Discussion of the Black-Scholes partial differential equations, and solutions thereof. [Offered: F,W]

No Special Consent Required

Requisites : Prereq:(One of MATH106, 136, 146), 237 or 247, STAT 230or240 &(one of AFM 272/ACTSC291,ACTSC371,372,ECON371,BUS393W);Lev at least 3A;Not open to GenMath stdts. Antireq:AMATH250,251,351,353,CIVE222, ENVE223,MATH211/ECE205,MATH218,228,ME203,PHYS364,SYDE211

**Effective 01-SEP-2023**

Requisite Change : Prereq: (One of MATH 106, 136, 146), MATH 237 or 247, STAT 230 or 240 & (one of AFM 272/ACTSC 291, ACTSC 371, 372, BUS 393W, ECON 371); Level at

least 3A; Not open to General Math students. Antireq: AMATH 250, 251, 353, CIVE 222, ENVE 223, MATH 211/ECE 205, MATH 218, 228, ME 203, PHYS 364, SYDE 211

Rationale :

The antirequisites were set when the course was created more than 10 years ago. The course currently covers parts of AMATH 250/251 and AMATH 353, but very little of AMATH 351. Eliminating AMATH 351 as an antirequisite will allow students who take AMATH 350 to take AMATH 351 and hence access several AMATH 4XX courses.

### Current Catalog Information

AMATH 351 (0.50) LEC, TUT Ordinary Differential Equations 2

Second order linear differential equations with non-constant coefficients, Sturm comparison, oscillation and separation theorems, series solutions and special functions. Linear vector differential equations in  $R^n$ , an introduction to dynamical systems. Laplace transforms applied to linear vector differential equations, transfer functions, the convolution theorem. Perturbation methods for differential equations. Numerical methods for differential equations. Applications are discussed throughout. [Offered: F,S]

No Special Consent Required

Requisites :

Prereq: AMATH 250 or 251 and MATH 237 or 247; Level at least 3A. Antireq: AMATH 350

### Effective 01-SEP-2023

Title Change:

Ordinary Differential Equations

Description Change:

Linear differential equations with non-constant coefficients, Sturm comparison, oscillation and separation theorems, series solutions and special functions. Boundary value problems. Linear systems in  $R^n$ , an introduction to dynamical systems. Laplace transforms applied to linear systems, transfer functions, the convolution theorem. An introduction to dynamical systems and stability. Perturbation methods for differential equations. Applications are discussed throughout. [Offered: F,S]

Requisite Change :

Prereq: One of AMATH 250, 251, 350; MATH 237 or 247; Level at least 3A.

Rationale :

There is no Ordinary Differential Equations 1 so the number 2 serves no purpose. The new description better reflects current topics covered in the course. The revised short title is Ordinary Diff Equations. The change of AMATH 350 from an antirequisite to a prerequisite means this course will be available to students who take AMATH 350.

## Combinatorics & Optimization

### Current Catalog Information

CO 481 (0.50) LEC, TST Introduction to Quantum Information Processing

Basics of computational complexity; basics of quantum information; quantum phenomena; quantum circuits and universality; relationship between quantum and classical complexity classes; simple quantum algorithms; quantum Fourier transform; Shor factoring algorithm; Grover search algorithm; physical realization of quantum computation; error-correction and fault-tolerance; quantum key distribution.

[Offered: W]

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No Special Consent Required

Requisites :

Cross-listed as:

Prereq: **One of MATH 114, 115, 235, 245, PHYS 334; Level at least 3A**  
CS 467                      PHYS 467

**Effective 01-SEP-2023**

Requisite Change :

Rationale :

**Prereq: MATH 235 or 245 with grade at least 80%; Level at least 3A**

This requisite change is only for the CO 481/CS 467 descriptions, not for the cross-listed PHYS 467. Compared to the old prerequisites, the new prerequisites better reflect the importance of linear algebra for the course, deter underprepared students from taking the course, and allow strong students to take the course earlier. The Department of Physics and Astronomy was consulted.

**Computer Science - David R. Cheriton School of**

**Current Catalog Information**

CS 240E (0.50 ) LAB, LEC, TST, TUT Data Structures and Data Management (Enriched)

Enriched version of CS 240. [Note: See notes 1 and 9 above. CS 240E may be substituted for CS 240 wherever the latter is a requirement. Enrolment is restricted.

Lab is not scheduled and students are expected to find time in open hours to complete their work. Offered: As permitted by demand and available resources.]

No Special Consent Required

Requisites :

Prereq: A grade of 85% or higher in one of CS 136, 138 or 146; Computer Science students only. Antireq: CS 234, ECE 250

**Effective 01-SEP-2023**

Requisite Change :

Prereq: A grade of 85% or higher in one of CS 136, 138 or 146; Computer Science students only. **Coreq: One of STAT 206, 230, 240.** Antireq: CS 234, ECE 250

Rationale :

It is useful for students to have a basic familiarity of probability for this course. Since the course is restricted to our strongest students, a co-requisite of STAT 206, 230, or 240 is adequate and allows for more flexibility in scheduling and availability of the course.

### Current Catalog Information

CS 360 (0.50) LEC Introduction to the Theory of Computing  
Models of computers including finite automata and Turing machines. Basics of formal languages with applications to the syntax of programming languages. Alternate characterizations of language classes. Proving unrecognizability. Unsolvable problems and their relevance to the semantics of programming. [Note: Enrolment is restricted; see Note 1 above. Offered: F,W,S]  
No Special Consent Required  
Requisites : Prereq: CS 240, 241 and (MATH 239 or 249); Computer Science students only.  
Antireq: CS 365

### Effective 01-SEP-2023

Component Change: LEC, TST  
Rationale : This allows flexibility for instructors to schedule midterm exams outside of class time. Many of our courses already allow for this flexibility.

### Current Catalog Information

CS 431 (0.50) LEC Data-Intensive Distributed Analytics  
Introduces non-CS major students to infrastructure for data-intensive analytics, with a focus on abstractions, frameworks, and algorithms that allow developers to distribute computation across many machines. Topics include core concepts (partitioning, replication, locality, consistency), computational models (MapReduce, dataflows, stream processing, bulk-synchronous parallel), and applications. [Offered: F,W]  
No Special Consent Required  
Requisites : Prereq: (CS 231 or 234 or 341) and (CS 251 or 330); Not open to Computer Science students. Antireq: CS 451

### Effective 01-SEP-2023

Component Change: LEC, TST  
Rationale : CS 431 is typically resourced with CS 451 as they share many common learning objectives, though evaluations are separate and different. CS 451 uses a TST slot and this change makes for more consistency.

### Current Catalog Information

CS 467 (0.50) LEC, TST Introduction to Quantum Information Processing  
Basics of computational complexity; basics of quantum information; quantum phenomena; quantum circuits and universality; relationship between quantum and classical complexity classes; simple quantum algorithms; quantum Fourier transform; Shor factoring algorithm; Grover search algorithm; physical realization of quantum computation; error-correction and fault-tolerance; quantum key distribution. [Offered: W]  
No Special Consent Required  
Requisites : Prereq: One of MATH 114, 115, 235, 245; Level at least 4A  
Cross-listed as: CO 481 PHYS 467

### Effective 01-SEP-2023

Requisite Change : Prereq: MATH 235 or 245 with grade at least 80%; Level at least 3A

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Rationale : This requisite change is only for the CO 481/CS 467 descriptions, not for the cross-listed PHYS 467. Compared to the old prerequisites, the new prerequisites better reflect the importance of linear algebra for the course, deter under-prepared students from taking the course, and allow strong students to take the course earlier. The Department of Physics and Astronomy was consulted.

**Dean of Mathematics**

**Current Catalog Information**

COMM 400 (0.50) LEC Entrepreneurship, Technology and the Emerging Information Economy

A study of the spirit of entrepreneurship in the technology industry, opportunities emerging in the new information economy, and the implementation issues associated with starting an entrepreneurial venture in today's rapidly changing environment. Many of the concepts covered will also be applicable to careers in the technology industry or in information-based companies, where "intrapreneurship" is an emerging theme. Approximately one-half of the class time will involve guest lectures by entrepreneurs actively involved in the business community. [Note: COMM 400 would serve as an excellent sequel to **ECON 220** which focuses on identifying markets for viable entrepreneurial ideas, but **ECON 220** is not a prerequisite.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A. Antireq: BUS 440W, MTHEL 400

**Effective 01-SEP-2023**

Description Change: A study of the spirit of entrepreneurship in the technology industry, opportunities emerging in the new information economy, and the implementation issues associated with starting an entrepreneurial venture in today's rapidly changing environment. Many of the concepts covered will also be applicable to careers in the technology industry or in information-based companies, where "intrapreneurship" is an emerging theme. Approximately one-half of the class time will involve guest lectures by entrepreneurs actively involved in the business community. [Note: COMM 400

would serve as an excellent sequel to [MGMT 220](#) which focuses on identifying markets for viable entrepreneurial ideas, but [MGMT 220](#) is not a prerequisite.] ECON 220 was renumbered to MGMT 220 effective Sept 2019 per the 20th of June 2017 SUC meeting.

Rationale :

## Pure Mathematics

### Current Catalog Information

PMATH 347 (0.50) LEC Groups and Rings

Groups, subgroups, homomorphisms and quotient groups, isomorphism theorems, group actions, Cayley and Lagrange theorems, permutation groups and the fundamental theorem of finite abelian groups. Elementary properties of rings, subrings, ideals, homomorphisms and quotients, isomorphism theorems, polynomial rings, and unique factorization domains.

No Special Consent Required

Requisites :

Prereq: MATH 235 or 245

**Effective 01-SEP-2023**

Description Change:

Groups, subgroups, homomorphisms and quotient groups, isomorphism theorems, group actions, Cayley and Lagrange theorems, permutation groups, [Sylow theorems](#), and the fundamental theorem of finite abelian groups. Elementary properties of rings, subrings, ideals, homomorphisms and quotients, isomorphism theorems, and polynomial rings.

Rationale :

Material is moved to PMATH 348, and replaced by material from PMATH 348. The overlap between the two courses will be reduced and both will be better balanced. Two PMATH course (PMATH 446, 464) require PMATH 347 as a prerequisite but we are updating this to PMATH 348. Several other PMATH courses (PMATH 348, 432, 445) currently require PMATH 347 as a prerequisite, and this does not need to change as these courses do not rely on the material involving unique factorization domains. There are some Combinatorics and Optimization plans requiring either PMATH 336 or PMATH 347. There are some non PMATH courses (CO 434, 444, 485) requiring (PMATH 336 or PMATH 347) as a prerequisite. No changes are needed as PMATH 347 provides stronger preparation than PMATH 336, and the removed material is not needed. Combinatorics and Optimization has been consulted.

### Current Catalog Information

PMATH 348 (0.50) LEC Fields and Galois Theory

Fields, algebraic and transcendental extensions, minimal polynomials, Eisenstein's criterion, splitting fields, and the structure of finite fields. [Sylow theorems](#) and solvable groups. Galois theory. The insolvability of the quintic.

No Special Consent Required

Requisites :

Prereq: PMATH 347

**Effective 01-SEP-2023**

Description Change:

[Unique factorization domains](#), [Gauss's lemma](#), and Eisenstein's criterion. Fields, algebraic and transcendental extensions, minimal polynomials,

Rationale : splitting fields, and the structure of finite fields. Galois theory. Solvable groups and the insolubility of the quintic. Unique factorization domains and Gauss's Lemma are needed to discuss aspects of irreducibility of polynomials. Sylow theory does not fit well with the overall theme and is moved to PMATH 347. The overlap between the two courses will be reduced and both will be better balanced, and will reduce the amount of re-teaching that currently occurs.

### Current Catalog Information

PMATH 446 (0.50) LEC Introduction to Commutative Algebra

Module theory: classification of finitely generated modules over PIDs, exact sequences and tensor products, algebras, localisation, chain conditions. Primary decomposition, integral extensions, Noether's normalisation lemma, and Hilbert's Nullstellensatz.

No Special Consent Required

Requisites :

Prereq: PMATH 347. Coreq: PMATH 348.

Effective 01-SEP-2023

Requisite Change :

Rationale :

Prereq: PMATH 348.

This course will be more effectively taught with PMATH 348 as a prerequisite rather than a co-requisite. An analysis of student records show that students who take PMATH 348 concurrently with this course are slightly more likely to withdraw or fail from it than those students who take PMATH 348 before enrolling. Moreover, the proposed changes to PMATH 347 and PMATH 348 will delay the presentation of algebraic and transcendental field extensions in PMATH 348 and therefore make it even more important that students take PMATH 348 as a prerequisite, rather than as a corequisite.

### Current Catalog Information

PMATH 464 (0.50) LEC Introduction to Algebraic Geometry

An introduction to algebraic geometry through the theory of algebraic curves. General algebraic geometry: affine and projective algebraic sets, Hilbert's Nullstellensatz, co-ordinate rings, polynomial maps, rational functions and local rings. Algebraic curves: affine and projective plane curves, tangency and multiplicity, intersection numbers, Bezout's theorem and divisor class groups.

No Special Consent Required

Requisites :

Prereq: PMATH 347. Coreq: PMATH 348.

Effective 01-SEP-2023

Requisite Change :

Rationale :

Prereq: PMATH 348

Same rationale as PMATH 446, rewritten here for convenience. This course will be more effectively taught with PMATH 348 as a prerequisite rather than a co-requisite. An analysis of student records show that students who take PMATH 348 concurrently with this course are slightly more likely to withdraw or fail from it than those students who take PMATH 348 before enrolling. Moreover, the proposed changes to PMATH 347 and PMATH 348 will delay the presentation of algebraic and transcendental field extensions in

PMATH 348 and therefore make it even more important that students take PMATH 348 as a prerequisite, rather than as a corequisite.

End of Report

### 3 Academic Plan Changes Minor Modifications

#### 3.1. Combinatorics and Optimization Minor

**Background and Rationale:** Effective Fall 2023, remove ECE 103 and PMATH 340 from the list of possible algebra requirements for the Combinatorics & Optimization (CO) minor, so that the remaining possibilities in that list are only MATH 135/145. The CO minor already requires MATH 239/249, which requires MATH 135/145 as a prerequisite. In practice, prerequisite overrides for MATH 239/249 for students who lack MATH 135/145 are never approved. Therefore, students effectively must take MATH 135/145, and the department is unable to identify the last time a student obtained the minor without MATH 135/145. This change simply makes the status quo officially reflected in the calendar. After deliberations, the department decided that having MATH 135/145 should be required for the minor anyways.

(<https://ugradcalendar.uwaterloo.ca/page/MATH-Combinatorics-and-Optimization-Minor2>)

#### 3.2. Mathematics/FARM Plan Requirements

**Background and Rationale:** Effective Fall 2023, delete the four academic milestones time restrictions on the FARM degree requirements page. Add a sentence to the Milestones paragraph indicating that students will be notified separately about the specified dates and deliverables for the four academic milestones. The changes made to the milestones will help to effectively manage and monitor the milestone submissions.

(<http://ugradcalendar.uwaterloo.ca/page/MATH-Math-or-Fin-Analysis-Risk-Mgt-Degree-Reqmnt>)

Students in this plan must fulfil all the requirements in [Table 1](#), [Table 2](#), and the following specific requirements:

[...]

##### **Milestones**

Students receive \$1,000,000 CAD in a virtual brokerage account and they use this cash during their study to manage a portfolio which includes stocks, bonds, options, futures, currencies, and other securities from over 55 exchanges in over 30 countries. Students will be required to trade various securities, engage in various trading strategies, and portfolio allocation strategies. Each milestone comes with explicit deliverables that students must submit electronically and meet to receive credit. Specified dates and deliverables for the four academic milestones will be communicated to students separately.

~~The four academic milestones must be completed at or before specified times:~~

- ~~• The first milestone cannot be completed before eight months from the date of their first trade has elapsed.~~
- ~~• The last milestone must be completed in the student's final 4B term, not less than two months prior to the end of the term.~~
- ~~• No milestone can be submitted within six months of the most recent milestone submission date.~~

# Memorandum

To: Senate Undergraduate Council

From: Faculty of Science

Date: March 23, 2022 (for April 2022 SUC meeting)

Re: Motion to correct the effective date for PHARM 227, 228, 351 and 491, to September 1, 2023

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Two PHARM course changes, and the inactivation of two PHARM courses, approved at the Senate Undergraduate Council meeting September 1, 2021, as part of the updated PharmD curriculum renewal plan, require a September 1, 2023, effective date versus September 1, 2022.

The addition of a lab component, a description update, and unit change from 0.25 to 0.5 for PHARM 228, the title change for PHARM 491, identifying it as the fourth versus third seminar in Pharmacy, and the inactivation of PHARM 227 and 351, requires a September 1, 2023, effective date, to allow the Rx2022 and Rx2023 cohorts to complete the courses per their academic Calendar at the time of admission. This change has no impact on cohorts following the new PharmD curriculum.

RENISON UNIVERSITY COLLEGE REPORT TO SENATE UNDERGRADUATE COUNCIL (SUC)  
April 2022

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**COURSE CHANGES** (for approval)

**Renison University College**

**Current Catalog Information**

EMLS 129R (0.50 ) LEC, TUT Written Academic English  
Designed specifically for students for whom English is not the first language, this writing skills course provides instruction in grammar, sentence and paragraph structure, elements of composition, and academic essay writing, including a focus on theme, development of central ideas, exposition, and argumentation. [Note: Not open to fluent writers of English.]  
No Special Consent Required  
Cross-listed as: ENGL 129R

**Effective 01-SEP-2023**

Component Change:

LEC

Rationale :

To change components. The TUT component should be removed from this course, as it no longer has scheduled tutorial components associated with the course. This course should only have the LEC component listed in the calendar. Both participating units are in agreement with the change.

End of Report

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Meeting Number(s) 1

**COURSE CHANGES** (for approval)

**Renison University College**

**Current Catalog Information**

SWREN 411R (0.50 ) LEC

Integrative Practice: Aboriginal Perspectives and Social Work

This integrative practice course examines the impact of policy, service delivery and large and small systems on Aboriginal Peoples in Canada. Long-standing policies of assimilation and colonization are considered from a political, economic, and social perspective. With a critical eye towards matters of discrimination and oppression, specific attention is given to the culturally-specific skills and approaches particular to traditional and current helping with Aboriginal Peoples in Canada.

Department Consent Required

Requisites :

Prereq: Bachelor of Social Work students only

**Effective 01-SEP-2023**

Title Change:

Indigenous Knowledges and Decolonizing Social Work Practice with Indigenous Peoples

Description Change:

This integrative practice course examines colonial impacts on social work policies and service delivery that adversely affect Indigenous Peoples in Canada. Indigenous knowledges and the importance of cultural practices for healing central to shifting colonial notions of 'best interest' are examined. Engagement in a reflexive stance encourages an inward gaze and analysis of the structural powers that work to sustain political, economic, environmental, and social injustices, as well as the identification of and actions towards decolonizing social work practices, relationships, and allyship with Indigenous Peoples.

Rationale :

To change title and description. Through a BSW curriculum review process it was determined that both the title and description for SWREN 411R are outdated in terms of language and the overall intention of the course.  
[Short title: Indigenous Knowledges]

End of Report

# Faculty of Arts/Faculty of Mathematics

Report to Senate Undergraduate Council  
12 April 2022

The Bachelor of Computing and Financial Management is a joint program between the Faculty of Arts and the Faculty of Mathematics.

## Plan Title(s): Computing and Financial Management

**Effective Date:** 01 September 2023

**Rationale:** CS 136L (0.5 unit) is being introduced as a credit/non-credit required course to be taken as a corequisite with CS 136. This increases the total unit count for the plan by 0.25. This course is now also a prerequisite to CS 240 and CS 241 which are also degree requirements in the CFM plan. The addition of CS 136L is to teach students how to use common tools for programming and is similar in nature to lab courses in other faculties.

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

.....

The course requirements for CFM reflect the interdisciplinary nature of this program, with ~~18-19~~ courses **(9.25 academic course units)** from the Faculty of Mathematics, 18 courses **(9 academic course units)** from the Faculty of Arts, and four general electives, for a total of ~~40-41~~ courses **(20.25 academic course units)**.

.....

All of

AFM 132 Introduction to Business Stages  
AFM 191 Foundations for Financial Reporting  
AFM 272/ACTSC 291 Global Capital Markets  
AFM 275/ACTSC 391 Corporate Finance  
AFM 322 Derivative Securities  
AFM 424 Equity Investments  
AFM 425 Fixed Income Securities  
CFM 101 Introduction to Financial Markets and Data Analytics  
CFM 301 Financial Data Analytics  
**CS 136L Tools and Techniques for Software Development**  
CS 240 Data Structures and Data Management  
CS 241 Foundations of Sequential Programs  
CS 245 Logic and Computation  
CS 246 Object-Oriented Software Development  
CS 341 Algorithms  
ECON 101 Introduction to Microeconomics  
ECON 102 Introduction to Macroeconomics  
STAT 373 Regression and Forecasting Methods in Finance

# Faculty of Arts/Faculty of Environment

Report to Senate Undergraduate Council  
12 April 2022

The Bachelor of Sustainability and Financial Management is a joint program between the Faculty of Arts and the Faculty of Environment.

## Plan Title(s): Sustainability and Financial Management

**Effective Date:** 01 September 2023

**Rationale:** AFM 344 has been replaced in the Business Analytics curriculum at the School of Accounting and Finance by AFM 345 and AFM 346. AFM 344 will not be offered on a go forward basis and is being inactivated.

AFM 345 – Business Applications of Social Media Analytics

AFM 346 – Applications of Predictive Analytics in Accounting and Finance

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

Successful completion of one of the two 6.0 academic unit Specializations:

- Corporate Sustainability Specialization
  - AFM 321, AFM 341, ~~AFM 344~~, AFM 362, AFM 382, AFM 451, AFM 462, AFM 482, AFM 491
  - **AFM 345 or AFM 346**
  - SFM 401, SFM 402, SFM 403
- Government Policy and Financial Markets Specialization
  - AFM 322, AFM 323, AFM 425, AFM 427, AFM 434
  - SFM 310, SFM 311, SFM 411, SFM 412, SFM 413
  - ENBUS 408, ENBUS 410

# Final Assessment Report

## Human Sciences (Minor)

### November 2020

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#### Executive Summary

External reviewers found that the Human Sciences Minor delivered by the St. Jerome's University and the Faculty of Arts, if it is to be maintained, is in need of critical improvements.

*"The Minor in Human Sciences at St. Jerome's University appears to be moribund. Enrolments are low; upper-year courses have been cancelled, making the program unviable ... We have several recommendations for this potentially vital and institution-defining program."*

*"We believe that the program has the potential to serve as an excellent minor for students in the Arts faculty and for students in other faculties who want a portion, formally delineated, of what the Humanities has to offer as part of their broader education in other fields."*

A total of 7 recommendations were provided by the reviewers regarding program renewal, visioning, recruitment and curricular changes. 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 2025-2026.

#### Total Enrollment (All Years)

	Minor
Fall 2020	5
Fall 2019	2
Fall 2018	4

\*based on Active Students Extract retrieved from Quest November 12, 2020

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#### 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 Human Sciences Minor delivered by the St. Jerome's University and the Faculty of Arts. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on July 10, 2019. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including 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 internal reviewers were selected by the Associate Vice-President, Academic: Dr. Kevin McGuirk, Associate Professor, Department of English Language and Literature, and Dr. Karen Yeats, Associate Professor, Department of Combinatorics and Optimization.

Reviewers appraised the self-study documentation and conducted a site visit on November 28, 2019. The visit included interviews with the Associate Vice-President, Academic; Arts Associate Dean Undergraduate Programs; Vice-President Academic and Dean (SJU); Director, Human Sciences, as well as faculty members, staff and current undergraduate students. The Review Team also had an opportunity to tour the program's classrooms and facilities and meet with representatives from the Library.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. In response, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Vice-President Academic and Dean at SJU and the Dean of ARTS 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 Vice-President Academic and Dean and Dean of ARTS response.

### Program Characteristics

Human Sciences (Minor): Students enrolled in any degree program may pursue this minor designation in [Human Sciences](#), which requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative average of 65%.

The fundamental goal of the Human Sciences program is to make students knowledgeable about our contemporary age by way of exposing them to the historical, cultural, artistic, spiritual and intellectual influences that have formed our world. Students who earn a Human Sciences Minor are equipped with sufficient self-knowledge and self-understanding to live a more deliberate, meaningful and enlightened life.

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

#### Strengths

- **Class sizes** are small, ranging from 10 to 20 students, which allows for student participation and interaction. Students are appreciative of the small class sizes which allow for meaningful engagement with the instructor and one's classmates.
- There is a deliberate **emphasis on developing skills** in reading, writing, and speaking, which are essential to success in higher education and beyond.
- The main instructor for the Human Sciences courses is an **effective and inspirational teacher**. He has received accolades for his teaching in the past and many students take his courses because of his reputation as an excellent teacher.

- Arguably the greatest strength is the **curriculum** itself. Students are introduced to many of the central books and figures of human civilizations, not only in the West, but also in the East. Students are typically grateful for the opportunity to read books which they would not normally encounter in other courses at the university.

### Challenges

- One of the greatest challenges for Human Sciences program is **the attraction and retention of students**. Although the small class sizes are a boon, as argued above, they are also a symptom of generally low interest in the student body for these types of courses. The first-year courses (HUMSC 101 and 102) usually attract sufficient numbers of students to justify them being offered. Most students who take the first-year courses generally do not continue with upper-year courses in the Human Sciences program; it is a case of students taking one elective course out of interest and not proceeding further in taking additional courses. In recent years, the second- and third-year courses have struggled to attract sufficient numbers of students, which has resulted in these course offerings having to be cancelled.
- The **number of students registered** in the Human Sciences Minor is also quite small, ranging from three to six in any given year.

### Weaknesses

- The vast majority of the Human Sciences courses in this program are taught by one Contract Academic Staff (CAS) instructor. One could argue that **the program rests on the shoulders of this one individual**, an individual who is not a permanent faculty member, even if this individual brings the experience and enthusiasm that leads to high course evaluations.
- The **name “Human Sciences,”** although possessing a rich history in higher education, might be incomprehensible to a typical undergraduate student today. The term may suggest something to do with the “life sciences” and not the “moral sciences” of its European pedigree.
- Many of the courses offered in the Human Sciences program may have **religious connotations** which may be unpalatable to many a student—courses such as “Reason and Faith” and “The Sacred and the Profane.” One hypothesis why the second- and third-year courses have struggled to attract students as of late is that they seem to deal with overtly religious themes — even though when they are offered, this impression is shown to be mistaken.
- Due to the small size of the program and low course enrolments, **course offerings can be sporadic**, which poses difficulties for students who wish to complete the Minor. Students must take either HUMSC 401 or PHIL 326J; these required courses are not offered regularly which can pose difficulties for students.

### Summary of Key Findings from the External Reviewers

“The Minor in Human Sciences at St. Jerome’s University appears to be moribund. Enrolments are low; upper-year courses have been cancelled, making the program unviable. According to the Self-Study, ninety percent of teaching is done by a Contract Academic Staff. The long-time Director’s term will end in just over six months and there is no apparent Director-in-waiting. Outreach (advertising, recruiting) is and has been weak. Institutional support is vague. The name of the program, it is generally conceded, is a problem.

We have several recommendations for this potentially vital and institution-defining program. We would like to stress at the outset that none of our recommendations will help unless all parties - administration, faculty, teachers, support staff - and perhaps most especially the institution - make a commitment to the renewal of the program.”

“The reviewers would like to stress that we believe that the program has the potential to serve as an excellent minor for students in the Arts faculty *and* for students in other faculties who want a portion, formally delineated, of what the Humanities has to offer as part of their broader education in other fields. We speculate that for many students in other Faculties ‘Humanities’ means ‘Great Books.’

For this reason, we believe that it is worthwhile for SJU to make the effort to restore some vitality to this moribund program, possibly to make it a signature program for SJU and a singular gift for the University of Waterloo. As we have noted, the chance of success will depend on a commitment from all parties represented during the site visit.”

#### **Program Response to External Reviewers’ Recommendations**

The Human Sciences Program Committee (Committee) met several times to discuss the *Reviewer’s Report on the Minor in Human Sciences at St. Jerome’s University* (Report), dated December 13, 2019. Initially the Committee was in a quandary about how to respond as almost all of the recommendations (e.g., 1, 2, 3, 4, and 7) were outside the immediate purview of the program itself. The Committee especially noted recommendation #7 – “The top priority of the program is to establish a commitment to renew the program by all relevant parties, **starting at the institutional level**” [their emphasis]. Human Sciences communicated with the Interim Vice President Academic and Dean (VPAD) on whether they should have an institutional response or a program response first and the Committee agreed that it would respond to those recommendations within its purview and, with the Interim VPAD’s agreement, offer tentative responses to those that involve more institutional-wide commitment.

The Committee generally agrees that the Report accurately describes the state of the Human Sciences program, including its challenges and weaknesses. Members were pleasantly surprised to read in the Report how supportive the reviewers were of the program. The Report sees a lot of potential for the program and judge it to be valuable to St. Jerome’s and to the University of Waterloo. The Report also recognizes that the Human Sciences program requires significant institutional support and commitment from St. Jerome’s, support and commitment that needs to come from its senior administration. The Committee agrees that this support is absolutely crucial for a renewed program to succeed.

The senior administration at St. Jerome’s University is undergoing major change over the next two (possibly three) years. A new president took up his position on July 1, 2020, and a search for a new VPAD will be undertaken in the coming year, with an intended appointment on July 1, 2021. The Human Sciences Committee recognizes that the institutional commitment to a revised program, which recommendations 1, 2, 3, 4, and 7 all involve, including the resources to implement a long-term plan, cannot be assured by the current interim occupants. As the Report states, “the program needs a renewal of leadership supported materially and in spirit by the administration.” This cannot realistically be accomplished unless

and until there is an observable commitment from the new administration, and this cannot happen until they are in place. This Program Response is of necessity, a work in progress.

In Section 8 of the Self-Study, a number of areas for improvement were identified:

- A more effective advertising and communication strategy which aims to make students aware of the existence of the Human Sciences Minor as well as to make the nature and purpose of the courses more readily understandable;
- Revising the program website;
- Enhancing more diverse faculty participation from different academic departments;
- Creating new courses in the program, or updating the current courses, which may entice student interest and give students more opportunities to take courses in the Human Sciences;
- Conceptualizing the nature and purpose of the program, especially in its relation to the mission and mandate of St. Jerome's University;
- Potentially expanding the program to include a study abroad opportunity or an experiential learning component.

On the whole, the Committee was glad to see that the Report confirms the conclusions reached through this Self-Study process. The Committee therefore sees the Report as a much-needed stimulus to revise and re-energize the Human Sciences program.

**VPAD Response:** In the Fall 2020, the Interim VPAD consulted the Interim President of St. Jerome's University regarding this report and the VPAD responses. The Interim President confirmed that St. Jerome's University supported the work of the Human Sciences Committee to develop a renewed and differentiating program on the University of Waterloo campus, one that supports its mission and history as a liberal arts institution. The revitalization of this program is one way in which St. Jerome's University can grow its program offerings in the Faculty of Arts. A renewed Human Sciences program can draw on the expertise of faculty from the humanities and social sciences such as literature, philosophy, history, religious studies, legal studies, sociology, and psychology. It aligns with the St. Jerome's University academic plan which states that "[our] academic programming invites students into the discovery of their own humanity and their inter-connectedness. Our courses encourage students to recognize the relationship between thinking and action, knowledge and wisdom, service and leadership, as well as justice and social transformation."

**1. Do conceptual work: examine the place of the program at SJU. Is it a minor among other minors, or is it, or could it be, a signature program for the University? Or does it have a place at all?**

**Program Response:** As the Report notes: *"the program appears to be nicely consistent with the institution's mission as a Liberal Arts undergraduate federated university offering programs in established disciplines as well as unique "unshared" programs like Sexuality, Marriage, and Family Studies."* The Report also notes: *"Indeed, the greatest strength of the program evidently lies in its pedagogy.... This sort of small class experience is at the heart of the program."* In going on to state that the Human Sciences Minor has the potential to be a *"vital and institution-defining program,"* the Report validates the Self-Study statement: *"The aim of the Human Sciences program is to deepen one's awareness of and sensibility for the complexities and richness of the human condition. To this*

end the Human Sciences program incorporates the views from a variety of disciplines in the humanities and social sciences, such as literature, philosophy, history, religious studies, sociology, psychology, and political science.... While all the programs taught at St. Jerome's fall within a liberal arts vision, the Human Sciences program, as an interdisciplinary liberal arts program, specifically embodies this vision." The Committee agrees with the reviewers that the program has the potential to be "*a signature program for the University.*" Such a recognition will depend on what happens not only with recommendation #1 but also with recommendation #5 (revisit course offerings) and #6 (change the name of the program) as well as the work involved in #7 (renewal of the program by all the relevant parties).

As a start for this reconceptualization, the Committee proposes a "Friends of the Human Sciences" committee, composed of faculty and staff committed to the vision of the program, to serve as advisory to the Director and the Program Committee.

The Committee also proposes that the Interim Director meet with the St. Jerome's department chairs, to discuss the Self-Study and Reviewers' Report in order to encourage dialogue about the role of the program at St. Jerome's in relation to the above questions. This, in turn, will lay the groundwork for action on item #7. Human Sciences expects these actions to take place during the fall of 2020.

**VPAD Response:** We support and encourage the Human Sciences Committee to consult broadly across the St. Jerome's University campus, particularly since this program understands itself to incorporate views, perspectives, and insights from a variety of disciplines. We appreciate the interest of the Committee in seeking advice from SJU faculty and staff who are committed to the vision of the program but would caution against creating an additional level of bureaucracy that could encumber the academic planning work of the Committee. With the arrival of a new President in July 2020, St. Jerome's began a broad and in-depth strategic planning process for the University. In the 2021-22 academic year, the SJU VPAD will begin the process of developing a new academic plan for the University. Possible directions that SJU will take with regard to its academic programs will be considered as part of the academic planning process.

**Dean Response:** No further comment.

2. **Make a formal secondment of a faculty member to the position of Director - perhaps 3-5 years with a course release each year - who will champion the minor, as its spokesperson, as its manager, and as its most articulate advocate.**

**Program Response:** In discussion with the Interim VPAD (who makes this appointment) and taking into account the significant turnover of the senior administration at St. Jerome's (see above), it is agreed that a qualified Interim Director be appointed for one year, 2020-2021. A tenured or tenure-stream faculty member will be appointed Director for 2021-2024. The Interim Director will collaborate with the Committee on the work of reconceptualizing the program, work already begun by the Committee, and seek to oversee the program renewal by all the parties. During this time, the Interim Director and the Committee can work on items #1, #3 (consultation), #5 (new courses and electives), #6 (new name), and #7 ("a commitment to renewal by all the relevant parties, starting at the

institutional level”) – see below – and seek to build broad institutional support among the faculty, staff, and administration for a revised program.

**VPAD Response:** We appointed an Interim program director for a one-year term that began July 1, 2020, in accordance with the Collective Agreement (Full-time Unit), with the expectation that this person would be a champion for the program, a demonstrated and skilled manager, and someone who is able to work with the Human Sciences Committee to articulate a vision for a renewed program.

Any decisions regarding the position of Director moving forward will be the responsibility of the incoming SJU VPAD.

**Dean Response:** No further comment.

### 3. Advertise the program extensively, especially online.

**Program Response:** The Committee believes that this Minor has flown under the radar for too many years.

The Report rightly states that *“it is absolutely essential that the program provide more than the standard informational paragraphs on the SJU pages. The reviewers recommend that the program find a way to make itself known outside SJU and indeed outside the Arts Faculty, and the University. Some concrete advertising steps that should be taken include:*

- *an up-to-date, custom-designed website*
- *listing among other Canadian great books programs, e.g. [https://en.wikipedia.org/wiki/Great\\_Books\\_programs\\_in\\_Canada](https://en.wikipedia.org/wiki/Great_Books_programs_in_Canada)*
- *face-to-face conversations with directors and academic advisors of other programs across campus; a particular focus should go to other programs, such as Knowledge Integration, with similarities to HumSci, but without neglecting the major mainstream programs of the university*
- *conversations with the other AFIW, where a higher proportion of students who may appreciate the religious resonances of the program can be found, compared to main-campus students*
- *a revision of the poster and leaflet’s language parallel to the revision of course titles, followed by distribution of this material across campus, with follow-up efforts”*

As indicated in the Self-Study, the Committee agrees that these suggestions should be undertaken. The Committee recommends that work begin on this during 2020-2021. The Committee recommends, on the assumption that items #5 and #6 move forward to UGAG by Fall 2021 for implementation in Fall 2023, that the institution hire a qualified website specialist to “custom design” a new website for the program to be launched in the Winter of 2023 as well as listing the program in the Wikipedia website named above. As part of the work of reconceptualization (#1), the Committee proposes that the Interim Director engage in conversations with directors and advisors of other programs across campus. The Reviewers, noting the religious resonances of the program, which, as a Roman Catholic university, is inspired by the long-standing and diverse Catholic intellectual tradition, encourage discussion with the other Affiliated and Federated Institutions of Waterloo (AFIW) partners. Human

Sciences anticipates these conversations will happen by the end of the Interim Director's term – June 30, 2021. A report summarizing these discussions will be written for the Committee. The Committee suggests that, where appropriate, the Self-Study, the Reviewers' Report, and/or the Program Response form the basis of such conversations.

**VPAD Response:** We support the work plan established by the Interim Director and Human Sciences Committee that includes broad consultation across St. Jerome's University, the University of Waterloo, and the other AFIW. As indicated above, any decisions regarding SJU academic programs will be the responsibility of the incoming SJU VPAD.

**Dean Response:** No further comment.

**4. Provide the academic advisor with an introduction to its goals, its role in the university, etc.**

**Program Response:** As the Report notes, *"the current [academic] advisor has neither a strong view of the program nor detailed knowledge or feeling for it. He received no special introduction to it when he took up the position a year and half ago."*

The Director discussed this item with the Interim VPAD and, in light of the Report's recommendations and the Program response to such, has agreed that knowledge of and championing of a renewed minor will become part of the job description of the St. Jerome's Student Affairs office. Human Sciences proposed that the Interim VPAD initiate discussions with the student advisor to make the Human Sciences Minor part of his job description. On that basis, the student advisor can be of important assistance to the Interim Director and the Committee by helping to arrange meetings with program advisors on the main campus, being a resource for developing student interest in the existing program, and participate in discussions about the viability of proposed changes (both in courses and program name) in terms of potential student interest. Human Sciences assumes that the revised program will not only be foregrounded in advising first-year students but also be kept front and centre for student recruitment at St. Jerome's. Again, as with the above, this all depends on the work of Recommendation #1 (reconceptualization on the place of the program at St. Jerome's), #5 (revision of courses), #6 (program name change) and #7 ("a commitment to renewal by all the relevant parties, starting at the institutional level").

**VPAD Response:** Any decisions regarding SJU academic programs will be the responsibility of the incoming SJU VPAD. It seems reasonable to ensure that the SJU academic advisors are aware of all SJU academic programs, their goals, and their place in St. Jerome's University's overall departmental and program offerings in order to be ensure that students are familiar with all offerings.

**Dean Response:** No further comment.

**5. Revisit course offerings, both HumSci courses and electives.**

**Program Response:** The Report has various comments and suggestions about the course offerings:

*"We recommend that the program take seriously its own claim to relevance, not by finding 'applications' to contemporary issues, but by making the intellectual tone and vocabulary of the program, and its intellectual orientation, reflect current Humanities culture. Instead of Faith and*

*Reason, The Sacred and the Profane, etc., consider Human and Animal; Metamorphoses: Ovid to the Present; Politics and Art; Secularism and Spirituality; Cities, Suburbs, Farm, Forest; Love and Sex (these are of course only suggestions). All of these invite a long reach back to tradition (to 'Athens and Jerusalem,' as one course title has it), encourage the examination of so-called Great Books, and promote dialogue about the nature of the human then and now."*

The Committee thanks the Reviewers for these creative suggestions, which will form the basis for discussions around new courses. Human Sciences notes that one of the suggestions *Cities, Suburbs, Farm, Forest* references content that is covered significantly in SOC 369J: *The Sociology of Community*, a course that is already one of the electives that students in the Minor can take. Naturally, discussion and agreement on this item intertwines significantly with item #6 (program name).

Later in the same section the Report states: *"Course titles and descriptions need to be revamped. While the program values the small dialogic model of learning, it just may not be realistic to make dialogue central it all the way through. In addition, the program needs to balance its pedagogical commitments with content commitments. There is no reason that, for example, a course on Shakespeare's plays is not an elective. There may also be more opportunity to incorporate courses which are not fully controlled by SJU."*

Human Sciences proposed that the Interim Director, with the assistance of the student advisor (#4), take this item up in his discussions with broader campus program advisors and directors planned to happen in the Winter of 2021. The Committee notes the success of cross-listing courses with regard to the Legal Studies program and will explore the cross-listing option for courses appropriate to the Human Sciences. This could address the problem felt by relevant faculty of the need to teach in this program and at the same time contribute to the teaching needs of their own department and discipline. What is now an either/or could be turned into a both/and.

Earlier in Section 2.3 the Report notes, *"It seems that the program may have to make some compromises in its boutique approach by perhaps fashioning a larger first-year offering led by a strong instructor or led by a coordinator-instructor who invites SJU faculty from across the disciplines to lecture. This course would be designed [to] induct students into the idea of a Great Dialogue, even if dialogue cannot be fully enacted in that classroom."*

The Committee is exploring this recommendation. The Committee is currently discussing whether to take up the suggestion of the Report above or whether to develop a Humanities Colloquium like at St. Francis Xavier University in Antigonish: <https://www2.mystfx.ca/humanities-colloquium/overview-faq>

The Committee also suggests a Rome course, like [RS 349/ITALST 349: The Mystical Imagination](#), a course that would have a global reach, ranging from medieval Greek Orthodox thought to contemporary Jewish and Australian outback aboriginal artistic expression. This course could give the program an anchor in the Resurrectionist motherhouse in Rome (beside the Spanish Steps) while also connecting with the Keats and Shelley museum nearby. Human Sciences suggests this course could be taken between years 2-4 of the students' program and be delivered every two years, of course assuming that travel restrictions are lifted by that time.

**VPAD Response:** We support the Human Sciences Committee's commitment to: review and reconsider all current course titles and descriptions; rethink the primacy of the dialogic model of learning across all courses; explore possible new courses and the cross-listing of courses; examine ways in which to include experiential learning opportunities in a proposal for a renewed program. Any decisions regarding SJU academic programs will be the responsibility of the incoming SJU VPAD.

**Dean Response:** No further comment.

## 6. Change the name of the program.

**Program Response:** The Report states: *"We suggest that the University change the name of the program. The program is frankly a Great Books program. Notwithstanding the many questions other reviewers might have asked about an affinity with such programs, or the questions that might be asked by members of the Undergraduate Affairs Group or the Associate Dean of Arts, the institution ought to be frank and confident about what it is: a traditional liberal arts small university where research and teaching in traditional disciplines is inflected by explorations of difference and critiques of canon that have redirected the Humanities in the last half century."*

It goes on to say: *"The Self-Study asks if the name of the program is right. The Reviewers also question if the name is right. For many students the name may be misleading, where it is not opaque. It invokes a tradition of 'scientia' from continental Europe unfamiliar not only to entering undergraduates in Canada but to many academics. It will be important for SJU to reflect on an appropriate name. The Self-Study briefly explains why it is not called Great Books, but it seems to us that question of canon may be unavoidable whether the program is called Great Books, 'Critical Great Books,' or something else, since its closest affinity is with the Great Books programs established in the 1920s and after."*

The Report concludes: *"To emphasize the name again: The name of the program should indicate what the program is to people not already educated in this tradition, ideally indicating the affinity with Great Books programs generally, while also hinting at its key differences, as with the original proposed name of Great Dialogues (the argument against as reported to us was not in keeping with contemporary language usage), or Critical Great Books, Great Books in Dialogue, Big Ideas in Dialogue, etc."*

While the Committee agrees, as it had in the Self-Study, that the name of the program is potentially misleading, it does not agree that it be called some kind of Great Books program, as suggested above. The Committee is concerned that such a name is too static, suggesting a canon to be revered rather than ideas that are dialogically engaged. Indeed, the Report noted: *"Early courses introduce students to the dialogical pedagogy strongly emphasized as defining for the program in the Self-Study. Indeed, the greatest strength of the program evidently lies in its pedagogy."* The Committee does not think that the various versions on the theme of Great Books, creatively suggested by the Report, do justice to this pedagogy and in particular to the dynamic dialogical approach the pedagogy seeks to embody.

As stated in the Self-Study, *"The pedagogical paradigm for the Human Sciences program is that of the dialogue. What is essential here is the constructive interaction of different views and perspectives on important issues affecting human beings. From the dialogical structure of learning, students develop*

an understanding of core ideas that have shaped human civilizations and are furthermore enriched by the confrontations with different points of view.”

Nevertheless, Human Sciences agree that a name change is desirable. The Committee has extensively discussed various possibilities and found that the following have the greatest traction:

- Civilizations and Culture
- Integrative Studies: Faith, Reason, Imagination, and Society
- Integrative Dialogues: Imagination, Reason, Faith, and Society
- Humanities and Sciences

The Committee hopes to be able to bring the program changes forward to the Undergraduate Affairs Group (UGAG) by Fall 2021 to be implemented for Fall 2023.

**VPAD Response:** We support the Human Sciences Committee’s commitment to change the name of the program so that it appropriately reflects a revitalized program that would be of interest to students across the UWaterloo campus. Any decisions regarding SJU academic programs will be the responsibility of the incoming SJU VPAD.

**Dean Response:** No further comment.

**7. The top priority of the program is to establish a commitment to renew the program by all relevant parties, starting at the institutional level.**

**Program Response:** As the Report concludes: *“The reviewers would like to stress [emphasis in original] that we believe that the program has the potential to serve as an excellent minor for students in the Arts faculty and for students in other faculties who want a portion, formally delineated, of what the Humanities has to offer as part of their broader education in other fields.... For this reason, we believe that it is worthwhile for SJU to make the effort to restore some vitality to this moribund program, possibly to make it a signature program for SJU and a singular gift for the University of Waterloo. As we have noted, the chance of success will depend on a commitment from all parties represented during the site visit.”*

The Committee has agreed to begin the work of working with all the relevant parties (the Interim VPAD, the incoming VPAD, the incoming President, faculty, staff, students, relevant advisors and directors of related UW programs, AFIW, and so on) to work on renewing the program in a way that it can deliver on its potential. This work of renewal involves dramatic changes to the program, changes that involve the many parties named above in discussion as part of the process. On top of that, the work will occur during a major turnover in program leadership (Director) and senior administration at St. Jerome’s (VPAD, President). Thus, Human Sciences anticipates that this work of renewal (including and especially establishing wide institutional support) will take 2-3 years to issue in a series of proposals that can be brought to UGAG for approval.

**VPAD Response:** St. Jerome’s University continues to be committed to supporting a revitalized and renewed humanities-based program which aligns with its mission, vision, and identity, and which has the potential to serve students in the Faculty of Arts and across the UWaterloo campus. At the same

time, any decisions regarding SJU academic programs will be the responsibility of the incoming SJU VPAD.

**Dean Response:** No further comment.

**Implementation Plan**

	<b>Recommendations</b>	<b>Proposed Actions</b>	<b>Responsibility for Leading and Resourcing (if applicable) the Actions</b>	<b>Timeline for addressing Recommendations</b>
1.	Do conceptual work - examine the place of the program.	1. Establish a “Friends of the Human Sciences” group if feasible. 2. Initiate a broad range discussion (chairs, administrators) at St. Jerome’s about the place of the program at St. Jerome’s. The Self-Study and the Reviewers’ Report will form the basis of such discussions. Report back to the Committee by December 2020. 3. Program Response discussion at first Senate Council in Fall 2020 if this is considered to be the most appropriate way in which to consult with the SJU community. Where appropriate, the Self-Study, the Reviewers’ Report, and/or the Program Response will form the basis of these discussions.	1. Interim Director, Program Committee 2. Interim Director, Committee, Interim VPAD 3. Interim Director, Committee, Interim VPAD	1. Fall, 2020 2. Fall, 2020 3. Fall, 2020
2.	Make a formal secondment of a faculty member to the position of Director.	1. Interim Director, Dr. Andrew Stumpf, appointed for 2020-2021. 2. Director appointed for 2021-2024. Such appointments will be made according to the Collective Agreement (Full-time Unit).	1. Interim VPAD 2. Interim VPAD or VPAD	1. July 1, 2020 2. July 1, 2021
3.	Advertise the program extensively, especially online.	1. Conversations with “directors and advisors” 2. Conversations with AFIW 3. Website development 4. Website launch 5. Wikipedia	1. Interim Director, Committee, Academic Advisor 2. Interim Director, Committee, Academic Advisor 3. VPAD 4. Director, Committee, VPAD 5. Director, Committee, VPAD	1. Winter, 2021 2. Winter, 2021 3. Fall, 2021 4. Winter 2022 5. Winter 2022

4.	Provide the SJU academic advisor with an introduction to the program's goals, its role in the university, etc.	<ol style="list-style-type: none"> <li>1. Discussions between Interim VPAD and academic advisor regarding the history and revitalization of the program.</li> <li>2. Academic Advisor provides support to Interim Director for 3.1 and 3.2 above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interim VPAD</li> <li>2. Interim Director, Academic Advisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Dec, 2020</li> <li>2. Winter, 2021</li> </ol>
5.	Revisit course offerings, both <i>HumSci</i> courses and electives.	<ol style="list-style-type: none"> <li>1. Revisit course offerings.</li> <li>2. Bring changes to all approving bodies at SJU and at UW, including UGAG.</li> </ol>	Director, Committee, Academic Advisor, Academic Committee, Interim VPAD or VPAD	<ol style="list-style-type: none"> <li>1. 2020-2022</li> <li>2. Fall 2022</li> </ol>
6.	Change the name of the program.	<ol style="list-style-type: none"> <li>1. Discussion of name change within SJU.</li> <li>2. Discussion of program and name change with wider UW campus.</li> <li>3. Program changes to UGAG.</li> <li>4. Implement revised program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interim Director, Committee</li> <li>2. Interim Director, Committee, Academic Advisor</li> <li>3. Director, Academic Committee, Interim VPAD or VPAD</li> <li>4. Director, Academic Advisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall, 2020</li> <li>2. Winter, 2021</li> <li>3. Fall, 2022</li> <li>4. Fall, 2023</li> </ol>
7.	Establish a commitment to renew the program.	See actions 1-6.		Fall, 2020-2023

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

Date of next program review

2025-2026

Date

Signatures of Approval



September 15, 2021

Chair/Director

Date



August 11, 2021

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

Date



14 January 2022

Faculty Dean

Date

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



January 19, 2021

Associate Vice-President, Academic

Date

(For undergraduate and augmented programs)

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date



(For graduate and augmented programs)

# Two-Year Progress Report

## English Language Studies (ELS)

### March 2021

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**Program Review completed August 2017**

**Final Assessment Report submitted November 2018**

**Final Assessment Report approved January 2019**

#### **Recommendations from External Reviewers' Report (completed 2018) and Responses (2021)**

1. Immediate review of workload, task weighting, and compensation for teaching staff and the Director to ensure equity and parity for the ELS teaching team when compared to similar staff positions at the University of Waterloo, with considerations to include:
  - a. Provide further teaching relief for the Director so that more time can be devoted to administrative service tasks focused on increasing the health and stability of the ELS program and faculty. The costs of additional teaching relief can likely be offset by the increased service provided by ELS to the wider UW community.
  - b. Recognize actual week-to-week workload of teaching staff driven by pedagogical best practices for multilingual language acquisition, while appreciating that course capacity may be an inadequate indicator of week-to-week workload. The risk of “grading burnout” of dedicated faculty seems high due to the lack of downtime for instructors within a week, a term, or between terms – especially for full-time faculty.
  - c. Offer fair benefits and in-kind support for long-term contract faculty. With the current limitations in projecting EMLS course enrollment, ELS relies on the flexibility of contract instructors. Retaining access to high-quality contract instructors is key to consistent program delivery. Contract instructors, like full-time faculty, need access to private space for course preparation, and meeting with students. Contract instructors who feel undervalued are likely to look for positions elsewhere, taking their gained expertise with them. While a pro-rated benefit package may or may not be possible, at minimum reasonable compensations should be made when contract instructors must use their own home resources for grading and teaching related activities. UW full-time faculty are allowed reasonable expense related to teaching through annual professional allowance (FPER).
  - d. Financial and time-supported opportunities for interested faculty to do program, curriculum, and professional development that would otherwise be at the expense of faculty personal resources, vacation time, and/or personal health. Supported opportunities to add balance and rejuvenation in one's professional life can help

offset burnout. In addition to reasonable FPER, an ELS discretionary fund to help supplement attendance at primary ELMS-related conferences could be used for both full-time and contract instructors.

- e. Reconsider task weightings to acknowledge research and scholarship undertaken by Director and teaching team members to contribute to ELS pedagogical research and best practice materials to be shared with the wider ELS community. There are known examples in other UW units of continuing lecturers who have their research and scholarship contributions recognized as part of task weightings.

### **Status: In Progress**

#### **Details**

Workload-related issues have been addressed through the negotiation of the first Memorandum of Agreement (MoA) between Renison administration and the new Renison Association of Academic Staff (RAAS). RAAS executive members and negotiators, as well as the Renison administrative team, were aware of the reviewers' recommendations. The negotiations concluded in December 2020, and ratification of the new MoA followed in February 2021. Specific details are listed below.

- a. The director will not be given further teaching relief.
- b. In advance of ratification of the MoA, Renison reduced continuing lecturer (CL) and definite term-lecturer (DTL) teaching workloads from eight to seven courses per year commensurate with the workload for lecturers in Arts. This workload is maintained in the new MoA.
- c. ELS continues to rely on contract faculty to buffer the effects of inconsistent enrolment. However, ELS has made every effort to hire contract staff in Definite Term Lecturer (DTL) positions, providing more consistent employment for these individuals. In fall 2020, ELS hired two new DTLs on one-year contracts, increasing its DTL complement to five. It is hoped that all people in DTL contracts will be renewed at the end of this academic year. The new MoA does not establish a pathway for people in DTL positions to convert to CL positions. This will hopefully be addressed in the next negotiation of the MoA to prevent the loss of DTL expertise at the end of a six-year period of employment.

Efforts are being made to support contract faculty, but not all issues have been addressed. Contract faculty still share a common office and do not have easy access to quiet meeting space when meeting with students. However, contract faculty were given laptops for online/remote teaching during the pandemic and full IT support.

- d. Funded access to professional development opportunities remains unchanged. Full-time faculty have access to a professional development allowance; DTLs and contract lecturers do not.
  - e. The new MoA establishes lecturer task weightings at 80 percent teaching and 20 percent service. The MoA allows CLs to replace service (not teaching) requirements with research if they wish (with approval of the Chair and Dean). In addition, CLs are permitted to plan a development (i.e. non-teaching) term, provided all teaching tasks have been delivered in advance of the development term.
2. Foster ELS research expertise by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship through potential “living lab” opportunities involving participation of current students and alumni to continue to build and share best practices for ELS support – both inside and outside of the classroom. Given the rarity of credit-based EMLS courses offered at North American universities and the expertise among the ELS teaching team, there is rich opportunity for ELS to promote Renison and UW through its research contributions.

**Status: Complete**

**Details:**

The new MoA allows for CLs (although not DTLs) to allocate up to 20 percent of their service (not teaching) to research activities if approved by their Chair and Dean.

3. Strategically position marketing to raise awareness of the EMLS program and its success stories (teaching term, undergraduate and graduate students).

**Status: In Progress**

**Details:**

ELS currently has a marketing assistant who creates website and social media content, writes promotional materials for the *Around Renison* electronic newsletter (and occasionally for the *Daily Bulletin*), represents the unit at college and university open house events, and designs and distributes marketing materials related to unit initiatives. This individual's hours were reduced during the initial pandemic restrictions (in summer 2020), but these hours

have been reinstated since fall 2020. Increased marketing initiatives are an ongoing concern for ELS.

4. Encourage broader collegial support across campus for both EMLS teaching staff and new tenure-track hire to better leverage ELMS teaching expertise.

**Status: Incomplete**

**Details:**

While ELS participates as a valued partner in both Math and Arts communication skills initiatives, it has been unable to participate in similar initiatives in Engineering, Science, Environment, and Health Sciences. These arrangements prevent English language learning students in those faculties from benefitting from English language support delivered in tandem with communication skills development.

Opportunities to develop broader collegial support across campus declined when the Steering Committee for English Language Competency Initiatives (SCELCI) and its successor, the Undergraduate Communication Outcomes Initiatives (UCOI) Committee were disbanded. It is hoped that the newly established Undergraduate Communication Outcomes (UCO) Group will provide a forum where communication skills initiatives in Engineering, Science, Environment and Health Sciences may be discussed.

The tenure-track position in ELS was not replaced due to financial cutbacks.

**Other significant Developments**

- Credit status has recently been removed from the EMLS graduate courses. This has negatively impacted the perceived value of the courses.
- The Common Language Working Group redefined calendar terms for certificates and diplomas, resulting in the deactivation of the three-course undergraduate EMLS Certificate. This has been replaced with a four-course EMLS diploma which is less accessible to EMLS students in demanding programs.
- EMLS courses are not included in the Languages and Cultures category of the ARTS Breadth Requirements table. Currently, they are invisibly embedded in the Transdisciplinary Studies category “any other course” phrase. Moving them to the Language and Cultures category would make the courses visible to English language learning students in ARTS.

Renison representatives hope they will be consulted on initiatives that have bearing on EMLS courses, in particular initiatives related to the communication skills development of English language learners.

## Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	<b>Immediate review of workload</b> , task weighting, and compensation for teaching staff and the Director to ensure equity and parity for the ELS teaching team when compared to similar at the University of Waterloo.	Recommendations b (workload reduction), c (support for contract instructors), d (professional development), and e (opportunities for optional research) have been addressed in the new MoA between RAAS and Renison administration.  Recommendation a (teaching relief for director) will not be achieved.	Renison Association of Academic Staff and Renison administration.	Fully implemented along with the new MoA, ratified February 2021.
2.	<b>Foster ELS research expertise</b> by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship both inside and outside of the classroom.	This recommendation is complete.	Renison Association of Academic Staff and Renison administration.	Implemented as of ratification of the new MoA, February 2021.
3.	<b>Strategically position marketing</b> to raise awareness of the EMLS program and its success stories.	Develop targeted marketing emails for <ul style="list-style-type: none"> <li>graduate supervisors</li> <li>undergraduate advisors</li> </ul>	Director and Chair, in conjunction with marketing assistant.	Ongoing

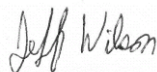
4	<b>Encourage broader collegial support</b> across campus for both EMLS teaching staff and new tenure-track hire to better leverage EMLS teaching expertise.	Advocate for the establishment of a university-wide communication skills initiatives planning, implementation, and monitoring committee.	Renison Dean and Principal Chair of Culture and Language Studies	Ongoing
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

Date of next program review: \_\_\_\_\_ **2024-2025**  
Date

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Signatures of Approval:



April 5, 2021

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Chair/Director

Date



April 6, 2021

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AFIW Administrative Dean/Head (For AFIW programs only)

Date




14 January 2022

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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.



March 8, 2021

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

Date

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

Date



# Two-Year Progress Report

## English Language Institute (EFAS, BASE)

### October 2020

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#### Background

A self-study was submitted to the Associate Vice-President, Academic on December 18, 2017. Two arm's-length reviewers appraised the self-study documentation and conducted a site visit to Renison University College on March 1, 2018.

The reviewers concluded that "... that this program is in very good standing, not least because it appears committed to continuous improvement. It has improved significantly in response to a previous external review and delivers high-quality, student-centered instruction that brings a significant number of international students to our region and to UW."

#### Progress on Implementation Plan

#### Recommendations

1. Develop a comprehensive plan to raise the profile of the ELI as a key agent of internationalization for UW.

#### Status: In progress

Details: Renison's Vice-President, Student Affairs and Community Engagement (VP, SACE) is sitting on the International Operations Group and has been working more with Waterloo International (WI). The ELI contributed to International Education Week. The ELI also provided WI with a tool kit which they intend to compile with other units across campus to showcase ways we can work together for Internationalization purposes. The VP, SACE has been asked to be a part of a conversation re: Blended Mobility to Internationalization at uWaterloo. We are excited to be a part of this dialogue.

The Student Success Office (SSO) wanted to do its own communication plan to establish their position as a leader and elevate their presence in supporting international student experience. They did suggest our working together on the following:

- Create **internal document** that defines role clarity between WI/Renison/SSO to provide to managers to help guide their work
- Use this document as a basis for a Daily Bulletin article to provide clarity to campus partners and elevate all of our work
- Allow Renison to participate in International Student Experience group (Renison's Manager, Student Experience)

2. Improve recognition of the important role of ELI instructors at Renison and for UW.

**Status: Ongoing**

**Details:** The Final Assessment Report discussed plans to revise contracts to allow time to work on special projects (i.e., curriculum and program development) or conduct research. In 2019, Renison completed a salary review and implemented a new compensation model for all instructors, which put the plan of adjusting contracts to provide time to expand research or special projects on hold. Hopefully, we will be able to revisit this in 2022.

Across campus, Associate Deans and student advisors from several faculties have acknowledged the important role of ELI instructors and programs. Meetings with these campus partners are currently taking place, and so far all faculty partners have expressed a desire for more of their students to come into their programs with the same level of preparedness and support as the ELI students.

Two instructors were asked to present at PebbleBash 2020 in Scotland based on their work with the Centre for Teaching Excellence (CTE). Instructors have also been asked to review proposals for CTE's annual conference; additionally, two instructors presented at CTE in 2019. Two ELI instructors have been recognized at Renison for the creation of a "Family Getaway" program, which pairs international students with host families for short-term weekend visits aimed at alleviating some of the stress caused by homesickness. These instructors presented their early research findings on program impact at the 2020 [CACUSS](#) conference (July).

3. Work towards resolving space limitations at the ELI.

**Status: In progress**

**Details:** Renison completed a new third floor addition to our Academic Centre in January 2020, which freed up classroom and office space in older parts of the building for the ELI to use. Renison's Board of Governors approved moving ahead with a new build proposal. This build will create more residence and classroom space, freeing up residence and classroom space in the current building for ELI students.

During the pandemic, the move to online course delivery and further integration of PebblePad workbooks into course design has also highlighted possibilities for more blended learning opportunities once in-person classes return, particularly within courses that support writing skill development. This will allow for some class hours to be reduced by one or two hours each week, while still providing students with the opportunity to engage with core course concepts within the interactive online environment of PebblePad. Even a slight reduction in weekly in-person class hours opens many possibilities for the use of classroom space at Renison.

4. Refresh course names so that they better indicate their purpose.

**Status: Completed**

**Details:** BASE and EFAS course changes were approved at Community and Professional Education (CAPE) Council on Jan. 22, 2019. BASE course changes were approved at SUC in March 2019. These course changes became effective in Fall 2019.

Previous Course Name EFAS	Current Course Name
Academic Skills (120)	Introduction to Academic Skills through Reading and Listening
Writing Skills (140)	Introduction to Academic Writing
Oral Skills (160)	Introduction to Academic Oral Communication
Academic Skills (220)	Building Academic Skills through Reading and Listening
Writing Skills (240)	Fundamentals of Academic Writing
Oral Skills (260)	Developing Skills for Effective Academic Oral Communication
Academic Skills (320)	Enhancing Academic Skills through Reading and Listening
Writing Skills (340)	Effective Writing and Research in Academic Contexts
Oral Skills (360)	Effective Academic Communication through Conversation and Presentation
Academic Skills (420)	Advancing Academic Skills through Reading and Listening
Writing Skills (440)	Refining Writing and Research in Academic Contexts
Oral Skills (460)	Advanced Academic Communication through Conversation and Presentation

Previous Course Name BASE	Current Course Name
BASE 32 – Academic Skills	Introduction to Skills & Strategies for University
BASE 34 – Writing Skills	Introduction to Academic Writing & Research Skills
BASE 36 – Oral Skills	Introduction to Academic Speaking & Communication Strategies
BASE 42 – Academic Skills	Enhanced Skills & Strategies for University
BASE 44 – Writing Skills	Extended Academic Writing & Research Skills
BASE 46 – Oral Skills	Effective Academic Speaking & Communication Strategies

5. Further diversify the representation of students from different countries in BASE.

**Status: In progress**

Details: ELI is creating its own recruitment plan in conversations with Engineering, Renison Marketing and Recruitment, and Graduate Studies and Postdoctoral Affairs. Creating a fully integrated plan with UW's Marketing and Undergraduate Recruitment at this time is complicated due to budgetary issues, but we have been successful working on sharing event participation as well as trying to work with the same agent pool. The relationship is working well. Issues impacting diversity, such as high tuition fees, are not within our purview. Such challenges limit the ability to recruit students from certain markets. For example, both SENEYCYT and SENACYT can no longer afford to send their fully funded students to Engineering at Waterloo as the cost exceeds their budget of \$250,000 USD per student over the course of study.

6. Explore further co-curricular opportunities for BASE students, especially in some faculties.

**Status: In progress**

Details: BASE has collaborated once again with Social Development Studies (SDS) to revive the Cross-Cultural Exchange Project, pairing students from ARTS BASE with PSYCH 349 – Cross-Cultural Psychology students. This project was successfully implemented in both the Winter 2019 and Fall 2019 terms. To date, other than collaborating with the Ecology Lab for ENV iBASE, no new co-curricular opportunities have been established with the Faculty of Environment. This is still something we plan on investigating but have not yet had the opportunity.

At this time, we have not had the opportunity establish ongoing meetings with the Associate Deans. We have, however, had meetings with the Associate Deans in Engineering, Science, and Arts to see if they have any feedback regarding BASE. We did not have the opportunity to meet with the Associate Deans in Applied Health Science or Environment prior to the pandemic. We will be meeting with them in the upcoming months.

7. Develop concrete ways for EFAS to integrate experiences at UW into its programming.

**Status: In progress**

Details: EFAS council initiatives have been implemented, including participation in Random Act of Kindness Day and [International Fair](#). EFAS also participates in [Cultural Caravan](#), an event put on by WUSA. EFAS 2+2 students have been integrated into the ENV 101 Day. Additionally, we have begun linking campus excursions to various academic departments to co-curricular activities and academic programming (e.g., Engineering 5 tour). We are exploring changing our academic excursions to be more campus oriented. For upcoming terms, we will be taking students to RoboHub, Games Institute, Earth Sciences Museum, and touring Engineering Labs. These excursions will be integrated into course content. We are also looking at building relationships so that we can invite guest lecturers.

8. Improve program metrics leading up to the next review.

**Status: In progress**

**Details:** We are investigating new software programs to help keep track of student records, which should improve metrics once implemented. The purchase of a new student information system is on hold due to the financial difficulties we are facing as a result of the lack of students in our short-term programs (pandemic driven). These programs would help fund this purchase. A request was submitted through uWaterloo's Registrar's Office to Institutional Analysis and Planning for more specific international student data and we are waiting on a response. This data will help us have a better understanding of how BASE students are doing in comparison to other international students.

**Explain any circumstances that have altered the original implementation plan:** The COVID-19 pandemic has had an enormous impact on our plan. We needed to pivot to remote delivery, for both BASE and EFAS for the remainder of the Winter term, and then EFAS moved online for the Spring term. Both iBASE and iEFAS moved online over the summer; and of course, both are online for the Fall. One of the complications for us is that our students are in multiple time zones; additionally, due to the interactive nature of language learning, our students need synchronous learning opportunities. Thus, classes are being taught at 8:30 am and 8:30 pm. Additionally, student supports are a key component of our programming and moving check-in meetings and social programming online has been challenging, but doable, because of the ingenuity and flexibility of our staff. The amount of time and energy to do these tasks has slowed down, but not impeded, our implementation plan.

Furthermore, there is a significant strain on our finances because of the current situation. Our EFAS student numbers were about 70% lower than expected in both our Spring term and Fall terms. We anticipate that this will also be the case for the Winter term. EFAS has been affected more than BASE because unlike BASE, EFAS consists of students who are not conditionally admitted as well as students who are; many students participate in the program as a study abroad experience, and since students are not traveling, they are not taking the program.

Finally, the issue of diversity in BASE will need some more time to address as the pandemic has stalled international travel, impacting recruitment efforts.

**Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:** Recently, the President of Renison and the VP SACE had a conversation with the Faculty of Mathematics to discuss the possibility of Math working with Renison for their pathway program. Their current contract with their English Language provider is up for renewal in the Spring.

Because of the pandemic, BASE was invited to be a part of the 'Bringing Waterloo to You' online initiative. The BASE video production was a collaboration between MUR, Renison's Marketing and Recruitment department and uWaterloo's Registrar's Office.

### Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Develop a comprehensive plan to raise the profile of ELI as a key agent of internationalization for UW.	Renison started meeting with International Operations Group in Fall 2019. Work with SSO in other initiatives.	Director	Implementation of the plan began Fall 2019.
2.	Improve recognition of the important role of ELI instructors at Renison and for UW.	Staff compensation review done in 2019 and implemented in 2020. Presentations at CTE (2019) and PebbleBash (2020). Meetings with faculty partners to continue to take place.	Director, Finance, President, and HR.	Meetings with faculty partners began 2019 and will continue throughout 2020.
3.	Work towards resolving space limitations at the ELI.	Space issues were addressed in Renison's Strategic Plan 2019-2024.	Director, President, New Build Planning Committee	New third floor build completed January 2020.
4.	Refresh course names so that they better indicate their purpose.	Course name changes went through proper approval process as per Renison and UW policies.	Assistant Directors, Director, and VP: Academic & Dean	Course changes approved, effective Fall 2019.
5.	Further diversify the representation of students from different countries in BASE.	ELI is creating its own recruitment plan with conversations with Engineering, Renison's Marketing and Recruitment, and Graduate Studies and Postdoctoral Affairs.	Manager and Senior International Recruitment Specialist at Renison	Implementation of the plan would begin in Fall 2022.
6.	Explore further co-curricular opportunities for BASE students, especially in some faculties.	Continue to collaborate with other departments.	Assistant Director	Collaboration began in 2019 and will continue onwards.
7.	Develop concrete ways for EFAS to integrate experiences at UW into its programming.	Changing academic excursions to be more campus oriented and integrated into course content. Continue to build relationships with other departments and faculties.	Assistant Director	Changes began in 2019 and will continue onwards.

8.	Improve program metrics leading up to the next review.	Investigating new software programs to keep track of student records.	Administrative Officer and Student Experience Manager	New software will be ready by 2023/2024.
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

Date of next program review:

2024-2025

Date

Signatures of Approval:



May 12, 2021

Chair/Director

Date



May 13, 2021

AFIW Administrative Dean/Head (For AFIW programs only)

Date

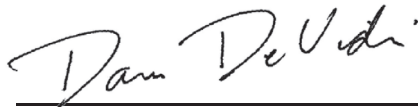
**Sheila Ager**

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Date: 2022.01.14 14:54:01  
-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.



September 22, 2020

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

Date

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

Date

# Two-Year Progress Report

## Italian Studies (Minor)

### March 2021

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#### **Background**

A first self-study report for the Italian Studies Minor was submitted in July 2018, just months after the retirement of the last remaining full-time faculty member in Italian. The site visit took place on January 23, 2019, and the two reviewers submitted their report the following month. The Department's response to the Final Assessment Report was submitted in December 2019.

Two recommendations were made by the program reviewers. Most urgently, the immediate replacement of the recently retired faculty member was deemed necessary if the Italian Studies program was to survive. The second recommendation encouraged the Department to launch its first online courses, including culture courses capable of attracting large numbers of students.

#### **Progress on Implementation Plan**

We are pleased to report that a search for a tenure-track faculty member in Italian Studies began in September 2019, and we had the good fortune to complete the interview process by March 12, 2020, the day before provincial lockdown due to the COVID 19 pandemic. Our new faculty member began their tenure-track appointment on September 1, 2020, at the rank of Assistant Professor.

Additionally, in Spring 2020, the Department submitted to UGAG a number of requests for calendar changes and new courses in Italian Studies, as well as a new Diploma in Italian Language; all requests were approved and changes now appear in the undergraduate calendar. In 2021-22 we will be offering three new 100-level culture courses, including one which will be prepared as an online course.

#### **Recommendations**

1. Institutionally, if the program is indeed 'Mission Critical' to SJU, it should receive proportional consideration and support. The Review Team feels that this support would be most directly demonstrated by the immediate replacement of at least one of the two retired Italian Studies full-time faculty members with at least one tenure-track position. The

long-term survival of the program depends on this being made a top priority. Replacing both retired faculty members should be a longer-term goal.

**Status: In progress**

Details: One full-time tenure-track faculty member has been hired and we hope to make a second hire by 2025-26, possibly at the rank of Lecturer.

2. The Department of Italian and French should also consider offering some key culture courses online to attract larger numbers of students. The development of such courses requires, however, support from the administration in the form of a tenure-track faculty member who can manifest a longer-term commitment to the program and the institution.

**Status: In progress**

Details: An online beginner's language course (ITAL101) is currently being prepared by our new faculty member in collaboration with CEL, and it will be offered every term (Fall, Winter, Spring) as of September 2021. Work on our first online culture course, ITALST100: *Understanding Modern Italy*, will begin this summer under the guidance of the full-time faculty member in collaboration with a CAS member, and, at the earliest opportunity, with CEL.

Explain any circumstances that have altered the original implementation plan

We are well on track with our implementation plan. A silver lining of the current pandemic is that we have been forced to explore new pedagogical approaches and to design innovative online activities. As a result, after three consecutive "remote" offerings of ITAL101, it is now possible to launch a CEL-approved online course in a relatively short period of time.

Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review

As mentioned above, in 2021-22 we will be offering three new 100-level culture courses, and introducing a Diploma in Italian Language. Additionally, we have pursued a number of collaborative projects with Italian Studies at the School of Languages and Literatures, University of Guelph. For example, we are currently finalizing a Memorandum of Agreement for the shared teaching of our low-enrolment intermediate-level language courses, using a blended teaching model (online instruction and on campus tutorials). As a result, we will be able to offer both ITAL201 and ITAL202 each year (this is essential to our Diploma program), one taught by a SJU instructor and one by a Guelph instructor; students from both campuses may enroll in both courses with each university receiving tuition from its own students. Last year, we also collaborated with Guelph on a 5-week study abroad program in Sorrento, Italy, to be held at the Sant'Anna Institute in May and June 2020. We had recruited six students from Waterloo

and 10 from Guelph when the program had to be cancelled due to COVID-19. All parties hope to renew this collaboration in spring 2022.

At the University of Waterloo, we have met with the departments of Spanish and Latin American Studies, and Germanic and Slavic Studies regarding the contributions Italian Studies could make to the proposed major program in Cultural Identities.

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

### Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	The immediate replacement of at least one of the two retired full-time faculty members with at least one tenure-track position. Replacing both retired faculty members should be a longer-term goal.	The first hire has been made and a second is planned in the next five years.	VPAD and Department Chair	Assuming budgetary approval, by 2025-26.
2.	Consider offering some key culture courses online to attract larger numbers of students	ITALST100 will be offered remotely in fall 2021 with the intent of developing an online version as soon as CEL support is available.	Faculty member in Italian Studies, Department Chair	By 2023, assuming CEL availability.

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

Date of next program review: \_\_\_\_\_ 2025-26  
Date

**Signatures of Approval**

February 22, 2021

Chair/Director

Date



March 9, 2021

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

Date



11 March 2021

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.



April 12, 2021

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

Date

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

Date

# Two-Year Progress Report

## General and Honours Science (BSc)

### April 2020

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#### Background

In accordance with the University's Institutional Quality Assurance Process (IQAP), a self-study was submitted by the Dean of Science Office to the Associate Vice-President, Academic in June 2017. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, data collected from a student survey, and the standard data package prepared by the Office of Institutional Analysis & Planning (IAP).

Two arm's-length external reviewers and one internal reviewer examined the self-study documentation and then conducted a site visit on December 5 and 6, 2017. The visit included interviews with the Associate Vice-President, Academic; Dean of Science; Science Associate Dean, Undergraduate; Science Associate Dean Co-op, Computing and Special Projects; Science Associate Dean, Student Relations; Science Associate Dean, International Programs, and a number of faculty members, staff and current students. The review team also had an opportunity to visit teaching rooms, undergraduate laboratories, student study and club spaces, and meet with representatives from the Library.

The Final Assessment Report was approved by Senate Undergraduate Council (SUC) in September 2019.

#### Progress on Implementation Plan

Each recommendation in the Final Assessment Report is listed below, with a status update. Rationales for altered implementation are provided.

#### Recommendations

1. **Need for improvement of conveying and integrating information at all levels: website, Faculty of Science, service department pages:** The reviewers suggest that improving the profile of the General Science program would have a significant impact on enrolment, while better advertising of the Honours Science program and engagement with the students will help build a sense of community.

Status: **completed**

Details: Enrolment in the General Science program will continue to occur almost entirely involuntarily (~99%), thus the focus on this plan needs to remain on retention in terms of

degree completion, plan modification or internal transfer, as appropriate. Support of General Science students includes face-to-face (FTF), individual advising with the General Science academic advisor and, since the program review, enhanced email outreach to at-risk students that has increased FTF advising, and new sessions such as “*Understanding your First Year Science Standing*” (see more in Recommendation 5). Strategies to improve the profile of the General Science program have focused on webpage development.

The Faculty of Science ‘[Programs](#)’ webpages were re-organized for all BSc majors available through application to the Ontario Universities Application Centre (OUAC); this re-organization has facilitated better integration of information of interest to future and current students. The [Honours Science webpage](#) was enhanced to include: admission information, exemplar course outlines, program-specific Science Ambassadors, popular complementary minors, and skills attained. A new [General Science webpage](#) was created to include information on popular complementary minors, and skills attained.

**2. Strengthen online course delivery as integral to program offerings in The Faculty of Science:**

The reviewers recommend a two-pronged approach: a) training of faculty in course delivery methodologies; b) facilitation of prompt and nimble development of courses.

**Status: in progress**

Details: Two online courses have been added since the review period: EARTH 121, Introduction of Earth Sciences (Fall 2017) and BIOL 359, Evolution 1: Mechanisms (Spring 2019). Enrolment has been strong in both: EARTH 121 (>150, on average); BIOL 359 (>170, on average). While both these courses are available to the small number of students enrolled/admitted in the online General Science BSc program, there remain insufficient Science courses to complete the degree with UWaterloo courses. Thus, the application portal to the online degree has been temporarily closed (Fall 2019) until the number of online courses is further increased. Science’s priority on online learning has increased in view of the impacts on course delivery created by COVID-19. Towards this end, the Dean of Science struck a Science Remote Learning Task Force in Winter 2020.

**3. Provide program pathways that are inclusive of all students, including access to labs, course, and 400 level courses that are distinguished from 300 level courses:** Developing pathways that can be used as examples by students to guide them in their course selection will help resolve some of the challenges posed by the flexibility of the program. Members of the advising team have already developed informal examples and it is recommended that theses be formalized and made available through the Waterloo website.

**Status: completed**

Details: Prerequisite ‘trees’ were created for the following Science BSc subjects: BIOL, CHEM, EARTH, MNS, and PHYS. In most cases, these are complex trees, thus the initial product was paper-based and available strictly for in-office advisor-student consultations (Winter 2019). As of Winter 2020, online versions are available on the [Program Requirements](#) page (see ‘Science course planning resources’); work continues to enhance their accessibility.

A [1.0 unit, 400 level Science course requirement](#) was added to the Honours Science program (effective, 2019-2020) to bring it in line with other Honours BSc programs offered in the Faculty of Science.

4. **Enrich the student experience for Canadian and international students to develop a community of learners:** Encouraging greater interaction between Canadian and international students will enrich the experience for both groups. Perhaps consider involving Canadian undergraduates in the English language training taken by international students before commencing their program in order to better integrate the two groups.

Status: **completed**

Details: As of Fall 2018, a 0.5 unit ‘Communication in the Sciences’ course requirement was added to Year One of all Faculty of Science BSc majors (SCCOM 100 during 2018-2019; ENGL/SPCOM 193 as of 2019-2020). This writing-intensive course enhances communication skills, using Science-specific sources. Year One students take the course in either the Fall or Winter terms, depending on their academic plan. The mixture of domestic and visa students in small-enrolment (25 cap) sections, has helped integrate students from different communities.

Performance in the course is assessed each term, with a full analysis for a given year being possible after the Winter term. With Winter 2020 grades still being submitted, the following data represents the first full year review for the 2018-2019 cohort (n=1,285):

Metric	Finding
Failure rate	1.4%
Average SCCOM 100 grade	80
<ul style="list-style-type: none"> <li>• Citizens (970)</li> <li>• Perm Residents (70)</li> <li>• Study Permits (244)</li> </ul>	<ul style="list-style-type: none"> <li>• 81</li> <li>• 79</li> <li>• 77</li> </ul>
Grade-to-Term GPA Ratio <sup>1</sup>	1.09
<ul style="list-style-type: none"> <li>• Citizens (970)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.10</li> </ul>

<sup>1</sup> Grade-to-Term GPA Ratio: equals the mean of each student’s SCCOM 100 grade divided by their term GPA in the term they took the course (inclusive of SCCOM 100) for the specified sample. This ratio adds context to the average grade by adjusting for the student’s relative performance in all their courses.

<ul style="list-style-type: none"> <li>• Perm Residents (70)</li> <li>• Study Permits (244)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.07</li> <li>• 1.04</li> </ul>
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These data show that few students fail the course and most students perform well in the course, such that it improves their term average. On average, students who are Canadian citizens achieved a higher grade than students with international study permits. For students with permanent resident status or international study permits, SCCOM 100 grades are on average higher, albeit by a smaller margin, than in their other courses. SCCOM 100 instructors (22) feedback was positive about the course learning outcomes and the ability of the course to facilitate a community of learners.

Metric	Average
Average SCCOM 100 grade	80 (plan range: 71-83)
<ul style="list-style-type: none"> <li>• Honours Science (161)</li> <li>• General Science (24)</li> </ul>	<ul style="list-style-type: none"> <li>• 81</li> <li>• 71</li> </ul>
Grade-to-Term GPA Ratio	1.09 (plan range: 1.03-1.18)
<ul style="list-style-type: none"> <li>• Honours Science (161)</li> <li>• General Science (24)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.09</li> <li>• 1.18</li> </ul>

These data show that Honours Science students cannot be differentiated from the cohort average performance. General Science students performed in SCCOM 100 the least well—6% lower than the next lowest Honours Science BSc plan; however, they performed the best relative to their term GPA.

A ‘Study Buddies’ program offered during the program review has since been eliminated because:

- There was a mismatch between interested students (mostly physical sciences programs) and potential study buddies (mostly life sciences programs), thus interested students and volunteers were disappointed.
- The course-based model on which it was based was very laborious to process.
- The ‘Communication in the Sciences’ course provided constructive interactions among English language learners and domestic students.
- More recently, other campus and Science initiatives became available to point students toward (see next points).

There are a number of other university or Science initiatives that allow domestic and international students to make connections:

- Science students on a study permit are encouraged to engage in the Student Success Office [International Peer Community](#) and/or Renison University’s [Conversation](#)

[Partner Program](#), with volunteers for the latter program being able to use their hours toward their cross cultural volunteer experience component of the [Global Experience Certificate](#). Such opportunities help domestic and international students make connections.

- A part-time Science Transition Coach position was created in Fall 2017 and continues. A Science graduate student on a study permit provides coaching for in-coming Science UG students on a study permit.
- For the Fall 2020 admissions cycle, an International Science student recruitment video was created with current Science students here on a study permit, and a 6-month contract position was funded to focus on international Science student recruitment and conversion.

5. **Manage the student experience from admission to graduation by integrating functions in many areas currently available:** This process is already ongoing but continually working to integrate the efforts of the different groups working with students will improve the experience. Advising groups across campus meet monthly, but there are opportunities for more integration with the Library and the Writing and Communication Centre.

**Status: completed**

Details: Between Fall 2018 and Winter 2020, several initiatives have been implemented to improve student experience throughout undergraduate degree studies in the Faculty of Science. These include:

- Enhanced 1A/1B targeted email outreach, based on LEARN grades and course engagement
- New academic progression (AP) transcript text spreadsheets that increase advisor efficiency and highlight at-risk students
- Introduction of the 'Understanding your First Year Science Standing' session for 1A students that particularly draws at-risk students, some of whom have just been moved from their Honours BSc plan to General Science
- Enhanced 'front-end loaded' course-selection advising in the summer before 1A Honours Science students arrive to help them select courses best aligned with their Science interests
- Introduction of 'Honours Science Checklist' sessions and continuing work with colleagues in the Registrar's Office to enable Honours Science students to run academic requirements on Quest
- Highlighting of Honours Science recruitment 'Science Ambassadors' on the program's webpage
- Collaboration with EDGE for students involuntarily entering General Science
- Collaboration with Centre for Career Action (CCA) career advisors to offer sessions for first and final year students

- Creation of a Science Undergraduate Office (SUO) 'Student Resource Room', where students can book individual sessions with: CCA career advisors; Student Success Office (SSO) peer success coaches; MATES; and Science Coach.

### Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Need for improvement of conveying and integrating information at all levels: website, Faculty of Science, service department pages	Develop new program-specific webpages a. Reorganize Science program webpages b. Enhance program specific, Honours Science webpage c. Develop program specific, General Science webpage	Faculty of Science Manager, Academic Advising	Completed (W'2019 to W'2020)
2.	Strengthen online course delivery as integral to program offerings in the Faculty of Science	Initiate incremental increase in online Science course offerings a. Develop 1 course/18 months i Fall 2017: EARTH 121 ii Spring 2019: BIOL 359 b. Develop courses specific to online General Science program i Above courses ii Online application portal temporarily closed until enough online Science courses available	Associate Dean of Science, Undergraduate Studies (in consultation with Dean and Science department chairs)	In progress (2017 to present)
3.	Provide program pathways that are inclusive of all students, including access to labs, course, and 400 level courses that are distinguished from 300 level courses.	Develop pre-requisite trees (for program-specific webpages) a. Create prerequisite tree (Winter 2019: paper version; Winter 2020: online version) b. Add 400 level course requirement to Honours Science program	Science Manager, Academic Advising  Associate Dean of Science, Undergraduate Studies	Completed (W'2020)  Completed (2019-2020 calendar)

4	Enrich the student experience for Canadian and international students to develop a community of learners.	Investigate increased opportunities for domestic and international student interactions a. 'Communication in the Sciences' course for all Science students (domestic/visa mix) b. Part-time 'Science Transition Coach' position for visa students	Science Manager, Academic Advising	Completed (F'2018 to F'2019)
5	Manage the student experience from admission to graduation by integrating functions in many areas currently available	Investigate increased opportunities for positive student experiences. a. Enhanced 1A/1B targeted email outreach (via Learn scrapping) b. Academic Progression (AP) transcript texts, highlighting at-risk students c. 'Understanding your 1A Standing' sessions d. 'Honours Science Checklist' sessions e. Honours Science ambassadors f. EDGE advising for students entering General Science through failure g. CCA career advisor sessions for first and final year students h. SUO resource room (CCA, SSO peer coaches, MATES, Science Coach)	Associate Dean of Science, Undergraduate Studies	Completed (W'2019 to W'2020)

The Associate Dean, Undergraduate Studies, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

Date of next program review: \_\_\_\_\_ 2024-2025  
Date

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Signatures of Approval:

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Chair/Director \_\_\_\_\_ Date

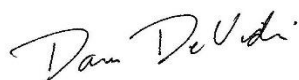
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AFIW Administrative Dean/Head (For AFIW programs only) \_\_\_\_\_ Date

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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.



August 20, 2020

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

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