Notice of Meeting

DATE: Tuesday 12 May 2020
TIME: 12:00 noon – 2:00 p.m.
PLACE: Teams – See meeting invitation or contact the secretary

Open Session

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<td>1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*</td>
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<td>2. Approval of the 10 March 2020 Minutes* and Business Arising</td>
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<td>a. Applied Health Sciences*</td>
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<td>b. Arts*</td>
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<td>e. Science*</td>
<td>3 SEN-R; 4 SEN-C; remainder</td>
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<td>f. Renison University College*</td>
<td>UGC</td>
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<td>g. Decision Making Process for Adjustments for Spring-Fall 2020</td>
<td>Discussion/decision; e-vote</td>
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<td>within two weeks</td>
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<td>4. Registrar’s Office</td>
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<td>a. Effective Dates 2020-2021*</td>
<td>3, 7 SEN-C, remainder info</td>
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<td>b. Summary of Winter 2020 Faculty Rule Changes*</td>
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<td>5. Other Business</td>
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<td>6. Next Meeting: Tuesday 9 June 2020, 12:00 to 2:00 p.m. via Teams</td>
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*material attached/to be distributed**

“SEN-consent” to be recommended to Senate for approval (consent agenda)
“SEN-regular” to be recommended to Senate for approval (regular agenda)
“UGC” to be approved on behalf of Senate & sent to Senate for information

11 May 2020
Rebecca Wickens
Associate University Secretary
8. Declarations of conflict of interest

8.01 At the beginning of each meeting of Senate or any of Senate’s committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.

8.02 A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate’s committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.

8.03 Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).

8.04 Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
University of Waterloo  
SENATE UNDERGRADUATE COUNCIL  
Minutes of the 10 March 2020 Meeting  
[in agenda order]

Present: Katherine Acheson, Veronica Austen, Benoit Charbonneau, Victoria Chu, Martin Cooke, Daniel Davison, Vivian Dayeh, David DeVidi (chair), Leeanne Ferries, Brendon Larson, Amanda Morin, Cathy Newell Kelly, Marlee Spafford, Cristina Vanin, Chris Vigna, Rebecca Wickens (secretary), Dan Wolczuk

Resources: Jennifer Coghlin, Danielle Jeanneault, Amanda McKenzie, Alyssa Voigt

Guest: Ina Wang (for Gavin Orok)

Absent: Joe Barcellos, Carly Benson, Rachel Bruce, Kofi Campbell*, Matthew Gerrits, Bruce MacVicar*, Gavin Orok*, Jeremy Pittman*, Richard Wikkerink *regrets

Organization of Meeting: David DeVidi 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 FEBRUARY 2020 MINUTES AND BUSINESS ARISING

Subject to the following correction under 3.c. “presented two three new courses…”, the minutes were accepted as distributed.

Jeanneault informed members that the addition of departmental consent for certain SWREN courses (3.d.) is under review and may need to be rescinded, because the courses are cross-listed and the other courses do not require departmental consent.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Mathematics. Charbonneau presented related course and plan changes (1.1-1.3, 2.1-2.8 of the mathematics submission) together, noting that the decision to inactivate ACTSC 371 and replace it with ACTSC 372 in several plans triggered the listed plan changes, as well as the creation and addition of MATBUS 371 (in place of ACTSC 372) to mathematics/business administration and information technology management plans. Members heard that ACTSC 371 will remain in the calendar until 1 September 2023 to allow for transition. There was a brief discussion re: the process for changes which do not take effect for two or more years. There was a motion to approve 1.1-1.3, 2.1-2.8 of the mathematics submission on behalf of Senate. Charbonneau and Davison. Carried.

Charbonneau presented items 1.4 and 2.9 of the mathematics submission together, noting the removal of a suffix from a course code and the addition of clarifying language on the math/teaching page re: plan combinations. Support was expressed for the clarification made re: plan combinations. There was a motion to approve 1.4 and 2.9 of the mathematics submission on behalf of Senate. Charbonneau and Wolczuk. Carried.

Science. Members heard: the proposed changes are in response to a review by physics & astronomy of the delivery and format of courses and labs; the increase in contact time for labs will give students more time to reflect and do a good job on their lab reports. There was a clarifying question re: the changes to contact time. There was a motion to approve the new, revised and inactivated courses, as well as the minor plan modifications on behalf of Senate. Spafford and Acheson. Carried.

Spafford informed members it was recently discovered that the catalogue report attached to the September 2019 submission omitted course descriptions for three of the courses listed in the body of the submission; however, the proposed changes were related to those approved for other courses in the report for which descriptions and rationales were provided. There were no questions or concerns.
4. **NEW UNDERGRADUATE SCHOLARSHIPS, AWARDS AND BURSARIES.**

Members expressed concerns regarding the differentiators and language used in awards criteria that are exclusionary to certain groups, e.g. gendered language, programs being singled out from others in the same Faculty, focus on full-time students.

5. **ACADEMIC PROGRAM REVIEWS**

Items a and b were received for information.

Two-year Progress Report – Science and Aviation, Geography and Aviation. Discussion included: pros, cons and barriers to seeking accreditation; plans to address resource-related challenges; ability to meet large demand for the program; and the recommendation re: collaborating with other programs. Following discussion, there was a motion to approve the report on behalf of Senate. Charbonneau and Spafford. Carried.

6. **OTHER BUSINESS.**

There was no other business.

7. **NEXT MEETING**

The next meeting is scheduled for Tuesday 14 April 2020, 12:00 noon to 2:00 p.m. in NH 3318. [Note: this meeting was cancelled due to the COVID-19 pandemic. The next meeting is 12 May 2020, 12:00 noon – 2:00 p.m. via Teams.]

3 April 2020

Rebecca Wickens
Associate University Secretary
1. NEW COURSES – Undergraduate Catalog Report 9, 76 (06-MAY-2020)  
   1.1. HLTH ............................................................................................................................... Page 1

2. COURSE CHANGES – Undergraduate Catalog Report 9, 76 (06-MAY-2020)  
   2.1. HLTH, REC .................................................................................................................. Page 2 to 4

3. ACADEMIC PLANS (MINOR MODIFICATIONS)  
   3.1. Honours Recreation and Leisure Studies ....................................................................... Page 5  
   3.2. General Recreation and Leisure Studies ......................................................................... Page 5  
   3.3. Honours Recreation and Sport Business ......................................................................... Page 6
3. ACADEMIC PLANS (MINOR MODIFICATIONS)

3.1. Honours Recreation and Leisure Studies
Effective September 1, 2021

Background and Rationale:
The list of recommended English writing courses in the Department of Recreation and Leisure Studies restricted elective section is being
removed, as the Faculty of Applied Health Sciences added a specific communication course to all undergraduate programs within the
faculty. This course, AHS 107, better services our students due to the focus on all forms of communication, rather than only written
communication. AHS 107 meets the communication milestone for all Department of Recreation and Leisure Studies students. The
Department of English Language and Literature has been consulted and approved of this change.

Calendar Text:
2. Courses outside the Department of Recreation and Leisure Studies (maximum of 10.0 units):
• Required courses (1.5 units): AHS 107, PSYCH 101, SOC 101
• Restricted elective courses (2.0 units):
  Students must complete a total of four courses from the following 12 subject categories. To fulfil this requirement, students
  may only choose one course per subject category.
  o An English course: ENGL
  An English writing course: (one of ENGL 109, ENGL 129R, ENGL 140R) is strongly recommended.
  o A fine or performing arts course: FINE, MUSIC, THPERF
  o A humanities course: CLAS, HIST, HUMSC, INDG, MEDVL, PHIL, RS, SPCOM, VCULT
  o A social science course other than psychology or sociology: ANTH, ECON, GSJ, LS, PACS, PSCI, SDS, SMF, SOCWK, STV
  o A psychology course: PSYCH (other than PSYCH 101/PSYCH 101R)
  o A sociology course: SOC (other than SOC 101/SOC 101R)
  o A language course from the Faculty of Arts (other than ENGL or EMLS)
  o A course from the Faculty of Applied Health Sciences (other than REC): AHS, GERON, HLTH, KIN
  o A course from the Faculty of Environment: ENBUS, ENVS, ERS, GEOG, INDEV, INTEG, PLAN
  o A course offered by the School of Computer Science: CS
  o A course offered by the Faculty of Mathematics: ACTSC, AMATH, CO, COMM, MATBUS, MATH, MTHEL, PMATH, STAT
  o A course offered by the Faculty of Science: BIOL, CHEM, EARTH, MNS, PHYS, SCI

3.2. General Recreation and Leisure Studies
Effective September 1, 2021

Background and Rationale:
The list of recommended English writing courses in the Department of Recreation and Leisure Studies restricted elective section is being
removed, as the Faculty of Applied Health Sciences added a specific communication course to all undergraduate programs within the
faculty. This course, AHS 107, better services our students due to the focus on all forms of communication, rather than only written
communication. AHS 107 meets the communication milestone for all Department of Recreation and Leisure Studies students. The
Department of English Language and Literature has been consulted and approved of this change.

Calendar Text:
2. Courses outside the Department of Recreation and Leisure Studies (maximum of 10.0 units):
• Required courses (1.5 units): AHS 107, PSYCH 101, SOC 101
• Restricted elective courses (2.0 units):
  Students must complete a total of four courses from the following 12 subject categories. To fulfil this requirement, students
  may only choose one course per subject category.
  o An English course: ENGL
  An English writing course: (one of ENGL 109, ENGL 129R, ENGL 140R) is strongly recommended.
  o A fine or performing arts course: FINE, MUSIC, THPERF
  o A humanities course: CLAS, HIST, HUMSC, INDG, MEDVL, PHIL, RS, SPCOM, VCULT
A social science course other than psychology or sociology: ANTH, ECON, GSJ, LS, PACS, PSCI, SDS, SMF, SOCWK, STV
A psychology course: PSYCH (other than PSYCH 101/PSYCH 101R)
A sociology course: SOC (other than SOC 101/SOC 101R)
A language course from the Faculty of Arts (other than ENGL or EMLS)
A course from the Faculty of Applied Health Sciences (other than REC): AHS, GERON, HLTH, KIN
A course from the Faculty of Environment: ENBUS, ENVS, ERS, GEOG, INDEV, INTEG, PLAN
A course offered by the School of Computer Science: CS
A course offered by the Faculty of Mathematics: ACTSC, AMATH, CO, COMM, MATBUS, MATH, MTHEL, PMATH, STAT
A course offered by the Faculty of Science: BIOL, CHEM, EARTH, MNS, PHYS, SCI

3.3. Honours Recreation and Sport Business
Effective September 1, 2021

Background and Rationale:
BUS 121W is being removed as a required course from the Recreation and Sport Business program. It is being added as a recreation and sports business elective under the Marketing category. BUS 121W will remain as a Recreation and Sport Business elective for those students who seek to enrol in the upper year marketing specific courses at Wilfrid Laurier University. BUS 121W is a requirement to access those marketing courses. The required courses units and free elective course units have been adjusted accordingly.

Calendar Text:
2. Courses outside the Department of Recreation and Leisure Studies (maximum of 10.0 units):
   - Required courses (5.0 units):
     - AHS 107
     - AFM 123
     - AFM 131 or BUS 111W (see Laurier calendar)
     - BET 100
     - BUS 121W (see Laurier calendar)
     - BUS 352W (see Laurier calendar) or ECON 344
     - BUS 288W (see Laurier calendar) or PSYCH 238 or MSCI 211
     - HRM 200
     - PSYCH 101
     - SOC 101
   - Recreation and Sport Business elective courses (2.5 units):
     Recreation and Sport Business electives have been categorized into the following focus areas. Students may opt to choose courses from any of the areas, or concentrate on one area. The focus area does not appear on your transcript or degree. It is only a guideline for selecting your elective courses. Some courses may have prerequisite courses that the student will need to complete.

Select 2.5 units from the following lists:
   - Communications
     - ENGL 210F
     - ENGL 295
     - SPCOM 100 or BUS 208W (see Laurier calendar)
     - SPCOM 101
     - SPCOM 223
     - SPCOM 225
     - SPCOM 226
     - SPCOM 228
     - SPCOM 324
     - Entrepreneurship and Events
     - BET 300
     - GSJ 207
     - MGMT 220
     - REC 218
     - SPCOM 433
     - REC 319
     - REC 419
     - Finance
     - AFM 231 or BUS 231W (see Laurier calendar)
     - BUS 311W (see Laurier calendar)
- ECON 101
- ECON 102
- ECON 254

Government and Policy
- PSCI 100
- PSCI 231
- PSCI 252
- PSCI 260
- PSCI 283
- PSCI 331
- PSCI 334

Human Resources
- HRM 301
- HRM 303
- HRM 305
- HRM 307

Note that these courses may require declaration of the minor.

Leadership/Group Dynamics
- PACS 202
- SPCOM 227
- SPCOM 432

Marketing
- **BUS 121W (see Laurier calendar)**
- BUS 362W (see Laurier calendar)
- BUS 412W (see Laurier calendar)
- BUS 432W (see Laurier calendar)
- BUS 452W (see Laurier calendar)
- BUS 462W (see Laurier calendar)
- BUS 472W (see Laurier calendar)
- BUS 482W (see Laurier calendar)

Occupational/Culture
- PHIL 206
- PHIL 215
- SOC 241

Practicum
- REC 312

- Free elective courses: **2.5 - 3.0 units**

3. Total number of units to complete is **20.0**
NEW COURSES (for approval)

Public Health and Health Systems - School of

Effective 01-SEP-2021

HLTH 205 (0.50) LEC Introduction to Health Research
This course will provide students with an introduction to health research and serve as a foundational course for subsequent courses in health research methods. An overview of multiple topics will be addressed. Selected topics might include developing research questions, observations, data sources and types. Students will also be introduced to qualitative, quantitative, and mixed-methods research design approaches.

Requisites: Prereq: Level at least 1B School of Public Health and Health Systems students
Rationale: To add a new course. The ability to understand, assess, conduct and apply a variety of study designs in health research are essential skills in the profession of public health and health sciences. Within the current Health Studies and Public Health curriculum, the students have access to a number of specialized research methods courses in 3rd and 4th year. However, they do not have an introductory health research methods course that puts all of these into perspective. Such a course will allow students to develop a foundational framework of various types of health research methods, which would then allow students to better grasp and implement the more specialized methods approaches.

Effective 01-SEP-2021

HLTH 475 (0.50) SEM Measuring Food and Nutrition Exposures and Outcomes
The accurate assessment of food and nutrition exposures and outcomes at the level of individuals and environments is fundamental to understanding eating patterns and the effectiveness of interventions to shape them. We will examine principles and methods of assessment, with a primary focus on food and nutrition but also consideration of related domains, such as physical activity. The principles addressed will have relevance to measurement of a range of domains (e.g., tobacco use, alcohol consumption).

Requisites: Prereq: HLTH 355; Level at least 4A School of Public Health and Health Systems students
Rationale: To add a new course. This seminar course will add to the number and breadth of options for the methods and application core content cluster requirement for SPHHS students as well as 4th year research methods or seminar courses for the Pre-Clinical Specialization and Health Research Specialization. This course has been a popular offer as a HLTH 473 (Contemporary Issues in Health 4) special topics seminar taught by a faculty member with research
expertise in dietary assessment. Department Consent Required

COURSE CHANGES  (for approval)

Current Catalog Information

**HLTH  333 (0.50) LAB, LEC Principles of Epidemiology**

This course will introduce students to basic principles and methods used in epidemiology. The course will focus on both experimental and observational research designs, estimating outcome measures, principles for establishing cause and effect relationships, and the effectiveness of interventions to prevent and cure disease.

No Special Consent Required
Requisites: Prereq: HLTH 204 or KIN 222 or STAT 220 or STAT 230; Level at least 3A School of Public Health and Health Systems students or Level at least 3A Mathematics Health Informatics Option students

Effective 01-SEP-2021
Requisite Change: Prereq: One of HLTH 204, KIN 222, KIN 232, STAT 202, STAT 221, STAT 231; Level at least 3A
Rationale: To revise the prerequisites for HLTH 333 (Principles of Epidemiology). STAT 202 (Introductory Statistics for Scientists), STAT 221 (Statistics, Non-specialist level), and STAT 231 (Statistics) are appropriate to include as one of the prerequisite choices for introductory statistics courses. KIN 222 has been inactivated (effective September 2019, but left in the prerequisite list in case there are students who might still have it) and replaced by KIN 232 (Research Design and Statistics in Kinesiology). STAT 220 and STAT 230 are probability courses rather than statistics courses and should be removed. Permission to add the KIN and STAT courses have been granted by the respective units. Removing the prerequisites of School of Public Health and Health Systems students or Mathematics Health Informatics Option students will make the course more widely accessible to students from other units as long as they have the introductory statistics course prerequisite.

Current Catalog Information

**HLTH  450 (0.50) SEM Gender, Sex, and Health**

This course examines the links between gender and health. Students are introduced to the social and cultural theorizing on sex and gender, including critical and postmodern approaches. Topics that are explored in this course deal with the social construction of gender, medicalization, gender and health inequalities, reproductive health, gender in the context of health care organization and structure, and intersection of gender with other systems of social inequalities.

No Special Consent Required
Requisites: Prereq: Level at least 4A Health Studies students

Effective 01-SEP-2021
Description Change: This course examines the links between gender, sex, and health. Students
are introduced to the social and cultural theorizing on sex and gender, including critical and postmodern approaches. Topics that are explored in this course deal with the social construction of gender, medicalization, gender and health inequalities, reproductive health, gender in the context of health care organization and structure, and intersection of gender with other systems of social inequalities.

Requisite Change: Prereq: Level at least 4A School of Public Health and Health Systems students
Rationale: To revise the description and prerequisite for HLTH 450 (Gender, Sex, and Health). HLTH 450 is a new course effective September 2020. The original prerequisite of Level at least 4A Health Studies students in the original course proposal was an oversight. This seminar course should be open to all students in SPHHS, and not limited to just Health Studies students.

Recreation & Leisure Studies

Current Catalog Information
REC 251 (0.50) LEC Therapeutic Recreation: Developmental and Emotional Disabilities
This course is designed to explore the etiology of disability and the role of therapeutic recreation in the lives of people with developmental and emotional disabilities.
No Special Consent Required
Requisites:
Effective 01-SEP-2021
Requisite Change: Prereq: REC 100
Rationale:
This online course will allow students to develop further knowledge in the world of disability focusing on developmental and emotional challenges. Students in disciplines such as health studies, kinesiology, social development studies, etc., will gain valuable knowledge, which will contribute to the increased awareness and assistance of those facing mental health challenges in the community. Removal of the Department of Recreation and Leisure student course prerequisite will allow other students access to the course.

Current Catalog Information
REC 433 (1.00) FLD Ecotourism and Communities
A field course typically based out of the Waterloo Summit Centre for the Environment in Huntsville, Ontario. The course focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in the Muskoka or Haliburton region. [Note: Field trip fee: $500.00+HST to $1500.00+HST]
Department Consent Required
Requisites: Prereq: REC 230
Cross-listed as: ENVS 433
Effective 01-SEP-2021

Component Change: FLD, LEC

Description Change: This blended course includes a field and online learning experience and focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in Ontario (e.g., Muskoka or Haliburton region). [Note: Field trip fee: $500.00+HST to $1500.00+HST]

Rationale: The description has been updated to reflect current course content. The LEC component has been added to the Calendar description to clearly indicate that the course may be delivered in a blended format. The course is cross-listed as REC/ENVS 433. These changes have been approved by both AHS and ENV and are being submitted simultaneously for approval at the May 12, 2020, Senate Undergraduate Council meeting.

End of Report
1. **NEW COURSES** [for approval]
   - **Accounting and Finance**
     - 1.1. AFM
   - **Economics**
     - 1.2.1. ECON
   - **History**
     - 1.3.1. HIST
   - **Political Science**
     - 1.4.1. PSCI
   - **Renison University College**
     - 1.5.1. EASIA
     - 1.5.2. SDS
     - 1.5.3. SI

2. **COURSE CHANGES** [for approval]
   - **Accounting and Finance**
     - 2.1.1. AFM
   - **Dean of Arts**
     - 2.2.1. ARBUS
   - **Global Business and Digital Arts**
     - 2.3.1. GBDA
   - **Classical Studies**
     - 2.3.3. CLAS
   - **Economics**
     - 2.4.1. ECON
     - 2.4.2. ENGL
   - **French Studies**
     - 2.5.1. FR
   - **History**
     - 2.6.1. HIST
   - **Philosophy**
     - 2.7.1. PHIL
   - **Political Science**
     - 2.8.1. PSCI
   - **Renison University College**
     - 2.10.1. PSYCH
     - 2.10.2. SDS
     - 2.10.3. SI
     - 2.10.4. SOC
     - 2.10.5. SOCWK
   - **Sociology and Legal Studies**
     - 2.11.1. LS

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3. **COURSE INACTIVATIONS** [for approval]
   3.1. French Studies
   3.1.1. 
   3.2. Germanic and Slavic Studies
   3.2.1. 
   3.2.2. 
   3.2.3. 
   3.2.4. 

4. **NEW ACADEMIC PLANS** [for approval]
   4.1 Communication Arts and Design Practice Program Proposal 
   4.2 Accounting and Financial Management
   4.3 English Language and Literature

5. **ACADEMIC PLAN CHANGES – MAJOR MODIFICATIONS** [for approval]
   5.1. Accounting and Financial Management 
   5.2. Economics
   5.3. French Studies
   5.4. Germanic and Slavic Studies
   5.4.1. Dutch
   5.5. Renison University College
   5.5.1. Applied Language Studies

6. **ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS** [for approval]
   6.1. Economics
   6.2. French Studies
   6.3. History
   6.4. Renison University College
   6.4.1. Social Development Studies

7. **ACADEMIC PLAN INACTIVATIONS** [for approval]
   7.1. Classical Studies
   7.1.1. Greek
   7.1.2. Latin
   7.2. Germanic & Slavic Studies
   7.2.1. Croatian Language
   7.2.2. Russian Language

8. **REGULATIONS CHANGES** [for approval]
   8.1. Co-op Requirements – Note re: Transfer Credits
   8.2. Co-op requirements – WKRPT and PD courses
   8.3. French Courses – Preface Notes

9. **OTHER BUSINESS** [for approval]
   9.1. Briefing Note – University of Essex [for information]
   9.2. Essex – Waterloo Arts 3+2 Agreement
NEW COURSES  (for approval)

Accounting & Finance - School of

Effective  01-SEP-2021

AFM  182  (0.50)  LEC, TST, TUT  Foundations for Management Accounting

This course is a foundation to support managerial decision-making and to enable organizational performance management, including topics such as relevant costs and revenues, the role of budgets in performance management, sustainability reporting, and the relationship between measurement needs and business models.

Requisites :
Prereq: AFM 191. Antireq: AFM 102, AFM 123/ARBUS 102, BUS 247W, MSCI 262

Rationale :
Historically, separate sections of AFM 101 (Introduction to Financial Accounting) and AFM 102 (Introduction to Managerial Accounting) were established for Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students. This separation allowed program specific messaging to be delivered in those sections. Going forward, learning outcomes for accounting profession bound students in the introductory financial reporting and managerial accounting courses will be unique and more advanced than for non-accounting profession bound students. AFM 191 and AFM 182 are the accounting profession bound student versions of AFM 101 and AFM 102 while AFM 123 continues to provides an introductory overview of financial accounting and managerial accounting to those who will be using such information but not preparing it.

Effective  01-SEP-2021

AFM  191  (0.50)  LEC, TST, TUT  Foundations for Financial Reporting

This course is a foundation for the practice of financial reporting, including topics such as the conceptual framework underlying accounting standards, the purpose of each financial statement, and the relationships among the financial statements.

Requisites :
Prereq: AFM students, Math/CPA students, Biotech/CPA students or CFM students. Antireq: AFM 101, AFM 123/ARBUS 102, BUS 127W/227W, MSCI 262

Rationale :
Historically, separate sections of AFM 101 (Introduction to Financial Accounting) and AFM 102 (Introduction to Managerial Accounting) were established for Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students. This separation allowed program specific messaging to be delivered in those sections. Going forward, learning outcomes for accounting profession bound students in the introductory financial reporting and managerial accounting courses will be unique and more advanced than for non-accounting profession bound students. AFM 191 and AFM 182 are the accounting profession bound student versions of
AFM 101 and AFM 102 while AFM 123 continues to provide an introductory overview of financial accounting and managerial accounting to those who will be using such information but not preparing it.

Effective 01-SEP-2021

AFM 335 (0.50) LEC, TST, TUT Business Law for Financial Managers

This course helps accounting and finance professionals become effective managers and better informed users of legal services. It contributes to developing a solid understanding of the legal and ethical environment in which businesses operate, expands on the legal concepts of business organization and contracts, introduces property and torts law, and integrates legal concepts through the preparation of a legal risk plan.

Requisites: Antireq: AFM 231/LS 283, MTHEL 100/COMM 231, ENVS 201, BUS 231W, ME 401, GENE 411, CIVE 491

Rationale: Law curriculum in the Accounting and Financial Management plan has been moved to third year when students have more Co-op experience and can apply the curriculum more fully in the business context. While there is sufficient similarity in content to justify listing AFM 335 and AFM 231/LS 283 as antirequisites, AFM 335 is intended for Accounting and Financial Management students as it includes certain specialized business law content necessary for professional practice. The course will be included in program requirements. The School of Accounting and Finance will continue to offer AFM 231 (Business Law, cross listed with LS 283) as a service course, with content appropriate to the different audience.

Effective 01-SEP-2021

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.

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

Rationale: Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This course focuses on the development of text and sentiment analysis (transforming character to
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.

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

Rationale: Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This course focuses on the development of competencies in predictive models.

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.

Requisites: Prereq: AFM 341; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy or Mathematics/Chartered Professional Accountancy students.

Rationale: Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. Understanding digital and technological risk is essential for good business management. This course focuses on detection, governance and control/mitigation of cyber related
business risk.

**Effective 01-SEP-2021**

**AFM 427 (0.50) LEC, TST, TUT**  
**Intermediate Portfolio Management**

This course focusses on the theory and practice of passive and active portfolio management focusing on both traditional and alternative investment assets. The course traces the process of development of the portfolio objective and investment thesis, asset selection, performance and risk measurement, and monitoring and stakeholder reporting. The course utilizes business analytics practices with a focus on the role of the financial analyst in an increasingly automated world.

**Requisites:**  
Prereq: AFM 244; AFM 272 or AFM 273; Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

**Rationale:**  
The School of Accounting and Finance has undertaken a comprehensive review of its finance curriculum and identified the need for a data focused, portfolio management course which recognizes the new role of the financial analyst in an increasingly automated world.

**Effective 01-SEP-2021**

**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.

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

**Rationale:**  
Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This course focuses on business analytics application in audit.

**Effective 01-SEP-2021**

**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.

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

Rationale: Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This course focuses on business analytics application in tax.

Effective 01-SEP-2021

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.

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

Rationale: Some of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This course focuses on governance and ethical issues surrounding the use of business analytics.

Effective 01-SEP-2021

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.

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

Rationale: One of the most significant drivers of disruption in the business community are big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. The specialization to which this course belongs is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. This capstone course operates in a manner similar to the Student Investment and Student Venture Funds. Students compete for limited positions and enrolment is controlled with department consent. The first aim of the team is to monitor emerging technologies and generate quarterly reports regarding their state of adoption. Reports are published through a course dedicated School of Accounting and Finance website. The second aim of this team is to train/participate in national and international competitions and raise the SAF/University of Waterloo reputation in business analytics and technology.

Effective 01-SEP-2021
AFM 480 (0.50)  LEC, TST, TUT  Introduction to Organizational Behaviour
This course focuses on understanding and applying concepts concerning the behaviour of individuals and groups in organizations. Topics may include performance management, organizational commitment, collaboration, motivation, communication, decision making, culture, and ethical systems.


Rationale: The organizational behavior course is being moved to a fourth year level course where there should be greater ability to understand and appreciate them due to the course work and cooperative education experience completed to that date. Students will not be able to take it until at least the 4A term and the course is being renumbered to reflect this. As AFM 280 will continue to be taught for students proceeding under different degree plans it is being added as an antirequisite.

Effective 01-SEP-2021
AFM 485 (0.50)  LEC, TST, TUT  Approaches to Measuring Value
This course addresses the significant shift in the composition of enterprise value from tangible assets tracked by traditional accounting practices to a range of intangible assets. The course provides a survey of approaches used to identify, measure, report, and create value that consider these intangibles.

Rationale: This course reflects the expanding role of accountants to identify, measure, and manage sustainability and societal impacts of business activities. The course focuses on the intangibles of business operations, curriculum not currently covered in the Accounting and Financial Management program.

Economics

Effective 01-SEP-2021
ECON 424 (0.50) LEC Machine Learning in Economics

This course is an introduction to prediction in economics using machine learning. Topics may include supervised and unsupervised learning, text analysis, regression trees, penalized regression, classification, random forest, neural network, and boosting methods.

Requisites: Prereq: One of ECON 323, STAT 221, STAT 231, STAT 241; Honours students or Economics majors

Rationale: We want to keep our current core econometric courses intact, and offer more options to students and instructors to offer a broader view of how to apply econometric theory. Prerequisites for the course are meant to make it possible for both Economics majors and Mathematical Economics majors (both from Arts and from Math) can take this course.

Effective 01-SEP-2021
ECON 425 (0.50) LEC Non-Parametric Methods in Economics

This course explores estimation and inference techniques that do not impose any parametric assumption on the data. Topics may include kernel estimation and sieve estimation methods. Students may also be introduced to semi-parametric methods such as empirical likelihood.

Requisites: Prereq: One of ECON 323, STAT 221, STAT 231, STAT 241; Honours students or Economics majors

Rationale: We want to keep our current core econometric courses intact, and offer more options to students and instructors to offer a broader view of how to apply econometric theory. Prerequisites for the course are meant to make it possible for both Economics majors and Mathematical Economics majors (both from Arts and from Math) can take this course.

Effective 01-SEP-2021
ECON 426 (0.50) LEC Quantile Regression in Economics

This course explores techniques to estimate conditional quantiles of a responsive variable. As opposed to least squares methods, which estimate the conditional mean,
it provides a more complete picture of relationships between variables.

Requisites: Prereq: One of ECON 323, STAT 221, STAT 231, STAT 241; Honours students or Economics majors

Rationale: We want to keep our current core econometric courses intact, and offer more options to students and instructors to offer a broader view of how to apply econometric theory. Prerequisites for the course are meant to make it possible for both Economics majors and Mathematical Economics majors (both from Arts and from Math) can take this course.

Effective 01-SEP-2021

ECON 467 (0.50) LEC Canadian Economic History

The course begins with an examination of the processes of state formation, trade, migration, borrowing, and transfer of technologies and institutions that contributed to the development of a settler colonial economy. It will study how the internal economic geography of Canada was differentiated, and how the economy modernized through changes in market and business organization and state development. An overarching concern will be with how a national economy could be articulated.

Requisites: Prereq: ECON 206, 207, 231, 306; Level at least 3A. Antireq: ECON 483 taken winter 2015, 2016, spring 2017, 2018, 2019

Rationale: We have been offering this course as a special topics course since the winter 2015 term. There has been stable interest from students (approximately 20 students per offering) and we would now like to make it part of our regular offering of courses. Given that students majoring in economics have to take at least two electives at the 400 level, we are trying to offer more variety to our students.

History

Effective 01-SEP-2021

HIST 274 (0.50) LEC Introduction to African History

This course provides an introduction to African history from antiquity to the present. The first half of the course examines issues of representation, identity, and evidence in the study of Africa's past. The second half is organized chronologically, tracing key historical processes, encounters, and ideas that have shaped the history of the continent. Students will learn about Ancient Egypt, the Mali Empire, and other precolonial societies; consider the effects of slavery and colonialism; and examine nationalism, decolonization, and postcolonial statebuilding. This course will introduce students to some of the key themes and debates in the historiography while also drawing on archival and oral sources, music, literature, and film.

Rationale: The department has expanded its expertise in International History, particularly African History. As such, the department is in the position to offer classes that previously could not be fielded. This greatly enhances
our international offerings, and contributes to one of our four core fields.

Effective 01-SEP-2021

HIST 322 (0.50) LEC Global History of the Detention Camp

This course explores how and why the "camp" emerged as a major site of confinement and punishment, focusing in particular on the 20th century. Students will consider a range of spaces that fall within the category of the camp, including detention camps, concentration camps, and forced labour camps.

Requisites : Prereq: Level at least 2A

Rationale : The department has expanded its expertise in International History. As such, the department is in the position to offer classes that previously could not be fielded. This greatly enhances our international offerings, and contributes to one of our four core fields.

This course will complement the course entitled Global History of the Prison and will give students a new option in the Global Interactions specialization. The comparative nature of the course means that it will give students the opportunity to examine case studies from multiple regions of the world. Along with engaging with the historiography on detention camps, students will also engage with scholarship drawn from multiple academic disciplines as well as archival materials, memoirs, and film. Throughout the course, students will also have the opportunity to think critically about the space of the camp in societies past and present.

This course is being added as an option for the post-1800 requirement.

Effective 01-SEP-2021

HIST 323 (0.50) LEC Global History of the Prison

This course examines the global history of the prison, from its origins in the 18th and 19th centuries to contemporary debates about mass incarceration and the use of punishment as a form of social control. Students will explore how the prison became a nearly universal institution, considering the ways in which colonialism was a driving force for its expansion. They will examine how colonial powers presented prisons as symbols of "civilization" and "modernity," as well as how they became sites of anti-colonial resistance. Students will investigate these themes through case studies drawn from a range of geographical areas and time periods. A variety of sources will be used including academic texts, memoirs, media, poetry, visual sources, music, and film. The course will develop students' methodological skillset and their ability to critically examine the connections between penal institutions, power, and knowledge production. Overall, this course will help students to understand the place of the prison in our global society, past and present.

Requisites : Prereq: Level at least 2A

Rationale : The department has expanded its expertise in International History. As such, the department is in the position to offer classes that previously could not be fielded. This greatly enhances our international offerings,
and contributes to one of our four core fields.

Effective 01-SEP-2021

HIST 368 (0.50) LEC African History in the 20th Century

This course examines the history of Africa in the 20th century, a time of tremendous upheaval and change on the continent. In the first half of the course, students will learn about the introduction and expansion of colonial rule, considering how the colonial state was imagined, enacted, experienced, and overthrown. The second half of the course focuses on the postcolonial period, illuminating how states and citizens navigated the challenges and opportunities that emerged following independence. Within each part of the course, students will learn about a range of case studies from multiple regions of the continent. Overall, students will engage with the key debates, themes, and methods that have shaped the study of twentieth-century Africa, focusing in particular on questions of identity, state-building, resistance, gender, violence, and memory.

Requisites: Prereq: Level at least 2A
Rationale: The department has expanded its expertise in International History, particularly African History. As such, the department is in the position to offer classes that previously could not be fielded. This greatly enhances our international offerings, and contributes to one of our four core fields.

Political Science

Effective 01-SEP-2021

PSCI 348 (0.50) LEC Protests, Movements, and Revolutions

This course is about different forms of political contention including protests, social movements, and revolutions. It explores what motivates people to dissent, what strategies and tactics are employed to achieve objectives, what factors influence the outcomes of social movements, and what is the government response to these demands for change.

Requisites: Prereq: Level at least 3A. Antireq: PSCI 390 taken fall 2019
Rationale: This course was taught as a special topics course in Fall 2019 and was well-received by students. The topic is timely and relevant given political unrest around the globe. We also want to offer students interested in comparative politics with courses that are not primarily focused on a single geographic region.

Renison University College

Effective 01-SEP-2021

EASIA 232R (0.50) LEC Decorative Arts in Islamic and East Asian Visual Cultures

From elaborate geometric patterns to sinuous dragon motifs, ornamentation is one of the most essential artistic modes in Islamic and East Asian cultures. This course
examines the aesthetic, visual, and cultural importance of design elements in decorative works of the past and of contemporary artists.

Cross-listed as: SI 232R
Rationale: A companion course to our course on calligraphic art in Islamic and East Asian cultures [SI 231R/EASIA 231R/FINE 275 Calligraphy to Conceptual Art: Text as an Image in Islamic and East Asian Visual Arts], this new course examines important art forms that usually do not receive in-depth examination in other courses.

Effective 01-SEP-2021
EASIA 233R (0.50) LEC Contemporary Muslim and East Asian Visual Arts in Diaspora
This course investigates the notion of living between cultures brought about by the act of migration. Applying theories of cultural translation to the realm of visual arts, it focuses on Muslim and East Asian contemporary artists in diaspora.

Cross-listed as: SI 233R
Rationale: This course examines contemporary visual art in diaspora that usually do not receive in-depth examination in other fine art courses. The topic responds to the diversity of our students by foregrounding processes involved in cultural transfer, transformation, and displacement in contemporary visual arts in diaspora.

Effective 01-SEP-2021
SDS 410R (0.50) SEM Queer and Trans Studies
Centering 2SLGBTQ+ cultural and political contributions, this course examines the ways in which sexualities, bodies, relationships, and identities have been regulated and transformed. Topics include colonialism, education, family, HIV/AIDS, psychiatry, incarceration, violence, popular culture, immigration, neoliberalism, and homonormativity.

Course Attributes: Offered at Renison University College
Requisites: Prereq: Level at least 3A
Rationale: While several courses in SDS mention sexuality and gender identity as important aspects of social experience and social action, no course currently exists that focuses on 2SLGBTQ+ experiences and roles in social justice, or the ways in which dominant social practices and state institutions regulate sexuality and gender identity. Further, queer and trans studies have emerged as significant academic fields, with considerable theoretical and substantive impact across the social sciences. Students are increasingly expressing an interest in focusing their learning on these topics, and a number of other universities in Ontario are offering similarly named courses. Finally, this course was identified as an important offering for the new SDS specialization (effective Sept 2020) in Diversity and Equity.
Effective 01-SEP-2021
SDS 421R (0.50) SEM Reconciliation: Implications for Settler Peoples
Interactions between Indigenous and Settler peoples are influenced by historical and contemporary stories told about each other. This course will examine the ideologies, knowledge, beliefs, values, and assumptions behind these stories, within the context of Canada's current Truth & Reconciliation process. It will be taught using Indigenous pedagogy in a sharing-circle format.

Course Attributes: Offered at Renison University College
Requisites: Prereq: Level at least 3A. Antireq: SDS 450R (001) taken spring 2018, spring 2019, fall 2020
Rationale: This course has been offered twice under the Social Development Studies department's "Senior Seminar in Special Topics" code, SDS 450R, with a third planned offering for fall 2020. The department uses this special topics format to pilot new courses before assigning an official SDS code, pending healthy enrolment and student interest. This course was identified as an important offering for the new SDS specialization (effective September 2020) in "Diversity and Equity."

Effective 01-SEP-2021
SI 232R (0.50) LEC Decorative Arts in Islamic and East Asian Visual Cultures
From elaborate geometric patterns to sinuous dragon motifs, ornamentation is one of the most essential artistic modes in Islamic and East Asian cultures. This course examines the aesthetic, visual, and cultural importance of design elements in decorative works of the past and of contemporary artists.

Cross-listed as: EASIA 232R
Rationale: A companion course to our course on calligraphic art in Islamic and East Asian cultures [SI 231R/EASIA 231R/FINE 275 Calligraphy to Conceptual Art: Text as an Image in Islamic and East Asian Visual Arts], this new course examines important art forms that usually do not receive in-depth examination in other courses.

Effective 01-SEP-2021
SI 233R (0.50) LEC Contemporary Muslim and East Asian Visual Arts in Diaspora
This course investigates the notion of living between cultures brought about by the act of migration. Applying theories of cultural translation to the realm of visual arts, it focuses on Muslim and East Asian contemporary artists in diaspora.

Cross-listed as: EASIA 233R
Rationale: This course examines contemporary visual art in diaspora that usually do not receive in-depth examination in other fine art courses. The topic responds to the diversity of our students by foregrounding processes involved in cultural transfer, transformation, and displacement in
contemporary visual arts in diaspora.

COURSE CHANGES  (for approval)

Accounting & Finance - School of

Current Catalog Information
AFM  101  ( 0.50 )  LEC, TST, TUT Introduction to Financial Accounting
This course is an introduction to financial accounting. The preparation and use of
financial statements is examined. The accounting cycle and assets and liabilities
reporting, is discussed.
No Special Consent Required
Requisites :
Prereq: Not open to students in Arts and Business, Environment and
Business, Science and Business, or Human Resources Management. Antireq: AFM
123/ARBUS 102, BUS 127W/227W, MSCI 262

Effective  01-SEP-2021
Requisite Change :
Prereq: Not open to students in Accounting and Financial Management,
Mathematics/Chartered Professional Accountancy, Biotechnology/Chartered
Accountancy students, Computing and Financial Management, Arts and
Business, Environment and Business, Science and Business, or Human
Resources Management.
Antireq: AFM 123/ARBUS 102, BUS 127W/227W, MSCI 262, AFM 191
Rationale :
To change requisites. Accounting and Financial Management,
Mathematics/Chartered Professional Accountancy, Biotechnology/Chartered
Accountancy students and Computing and Financial Management will be
required to take AFM 191 instead of AFM 101.

Current Catalog Information
AFM  102  ( 0.50 )  LEC, TST, TUT Introduction to Managerial Accounting
This course is an introduction to the preparation and use of accounting information
for management decision-making and reporting. Cost behaviour, cost accumulation
systems, and short and long-term decision models are discussed.
No Special Consent Required
Requisites :
Prereq: AFM 101 or BUS 127W/227W. Antireq: AFM 123/ARBUS 102, BUS 247W,
MSCI 262

Effective  01-SEP-2021
Requisite Change :
Prereq: AFM 101, AFM 191, or BUS 127W/227W.
Antireq: AFM 182, AFM 123/ARBUS 102, BUS 247W, MSCI 262
Rationale :
To change requisites. Accounting and Financial Management,
Mathematics/Chartered Professional Accountancy, Biotechnology/Chartered
Accountancy students and Computing and Financial Management are now
required to take AFM 182 instead of AFM 102.

Current Catalog Information
AFM 111 (0.50) LEC, TST, TUT Professional Pathways and Problem-solving
This course assists students in developing the knowledge, skills, and values needed to manage their learning, ethical behaviour, and career path as a professional with a responsibility to society. The course also provides an opportunity to develop problem-solving, information literacy, and communication skills.
No Special Consent Required
Requisites: Prereq: Level 1A Accounting and Financial Management students
Effective 01-SEP-2021
Component Change: LEC, SEM, TST, TUT
Rationale: To change components. Adding a SEM component to increase flexibility for how the course is structured for teaching purposes.

Current Catalog Information
AFM 112 (0.50) LEC, TST, TUT Analytic Methods for Business
This course introduces analytical methods commonly used in business for accounting and finance professionals. The course introduces students to the cross-industry standard process for data mining as an approach to business problem recognition and solving. Students also apply emerging technologies as a means to understand concepts such as variables, data types, subsets, formulas for creating derived variables, and simple models.
No Special Consent Required
Requisites: Prereq: Accounting and Financial Management students
Effective 01-SEP-2021
Title Change: Analytic Methods for Business 1
Requisite Change: Prereq: Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students
Rationale: To change course title and prerequisites. The title is being updated to reflect that the course is the first in a series of business analytics courses offered by the School of Accounting and Finance. The prerequisites are being updated to make the course available to Biotech/Chartered Professional Accountancy students.

Current Catalog Information
AFM 113 (0.50) LEC, TST, TUT Analytic Methods 2 for Business
This is the second in a two-course sequence that introduces analytical and statistical methods commonly used in business for accounting and finance professionals.
No Special Consent Required
Requisites: Prereq: AFM 112; Accounting and Financial Management students. Antireq: AMATH 350, MATH 218, MATH 228, STAT 211
Effective 01-SEP-2021
Title Change: Analytic Methods for Business 2
Requisite Change: Prereq: AFM 112, Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students. Antireq: AMATH 350, MATH 128, MATH 228, STAT 211
Rationale: To change title and prerequisites. The title is being updated to reflect that it is the second in a series of business analytics courses offered by the School of Accounting and Finance. The prerequisite is being updated to make the course available to Biotech/Chartered Professional Accountancy students.

**Current Catalog Information**

AFM 121 (0.50) LEC, TST, TUT Introduction to Global Financial Markets

This course describes the role of finance in the modern global economy and introduces some basic principles of financial decision-making.

No Special Consent Required

Requisites: Prereq: Accounting and Financial Management or Computing and Financial Management students

Effective 01-SEP-2021

Description Change: This course is the first in a two-course sequence which offers an overview of global capital markets. The course describes the role of finance in the modern global economy, introduces the major classes of financial assets and presents some basic foundational principles of financial decision-making.

Requisite Change: Prereq: Accounting and Financial Management, Computing and Financial Management, or Biotechnology/Chartered Professional Accountancy students

Rationale: To change description and prerequisites. The course description is updated to reflect revised learning outcomes for the finance curriculum taught within the School of Accounting and Finance. The addition of Biotechnology/Chartered Professional Accountancy students as being eligible to take the course as AFM 121 is going to be a pre-requisite to AFM 273 (Financial Instruments and Capital Markets [new title]). AFM 273 is the second course in the sequence referred to in the description which is taken by Biotechnology/Chartered Professional Accountancy students.

**Current Catalog Information**

AFM 132 (0.50) LEC, TST, TUT Introduction to Business Stages

This course introduces key business concepts required to provide a solid foundation for accounting and finance majors. Topics include business life cycle stages, business models, and types of business decisions.

No Special Consent Required


Effective 01-SEP-2021

Component Change: LEC, SEM, TST, TUT

Rationale: To change components. Adding a SEM component to increase flexibility for how the course is structured for teaching purposes

**Current Catalog Information**

AFM 205 (0.25) LEC, TST Introduction to Financial Services
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. The course covers topics such as an overview of the financial services industry, professional ethics, and problem-solving skills that are applicable to financial decisions. No Special Consent Required

Requisites:

Effective 01-SEP-2021

Description Change:
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first or second co-op work term. The course covers topics such as an overview of the financial services industry, professional ethics, and problem-solving skills that are applicable to financial decisions.

Requisite Change:
Prereq: AFM 121 or AFM 272/ACTSC 291; Level at least 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 204

Rationale:
To change description, prerequisites, and corequisites. Changes have been made to the introductory course in finance (AFM 272 Corporate Finance 1) that make it suitable to be added as a prerequisite so students enrolling in the course have a foundational understanding of the role of finance in the modern global economy. To remove corequisites. The corequisite requirements are removed as MATH/CPA and BioTech/CPA students can only take 2 of the 4 co-op preparatory courses (AFM 205 [Introduction to Financial Services], 206 [Introduction to Tax], 207 [Introduction to Analytics], 208 [Introduction to Assurance]) in the 2A term. Expansion of the level requirement to state at least level 2A to allow Math/CPA and BioTech/CPA students to take the course as an elective later in each program.

Current Catalog Information
AFM 206 (0.25) LEC, TST Introduction to Tax
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this course include tax law, professional ethics, and leveraging technology for taxation competencies. No Special Consent Required

Requisites:

Effective 01-SEP-2021

Requisite Change:
Prereq: AFM 191; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered

Rationale: To change prerequisites. The prerequisites are being updated to reflect replacement of AFM 101 (Introduction to Financial Accounting) with AFM 191 in the Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Accountancy plans.

Current Catalog Information
AFM 207 (0.25) LEC, TST Introduction to Analytics
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this course include performance measurement, professional ethics, and leveraging technology for performance analytics.
No Special Consent Required

Effective 01-SEP-2021
Title Change: Introduction to Performance Analytics
Description Change: This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first or second co-op work term. Topic areas for this course include performance measurement, professional ethics, and leveraging technology for performance analytics.
Requisite Change: Prereq: One of AFM 113, ECON 221, STAT 211, 231, 241; Level at least 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students.
Rationale: To change title, description, prerequisites, and remove corequisites. An introductory course in statistics or analytics is added as a more suitable prerequisite so students enrolling in the course have a foundational understanding of statistical concepts. The corequisite requirements are removed as MATH/CPA and BioTech/CPA students can only take 2 of the 4 co-op preparatory courses (AFM 205 [Introduction to Financial Services], 206 [Introduction to Tax], 207 [Introduction to Analytics], 208 [Introduction to Assurance]) in the 2A term. The year level requirement has been expanded to allow MATH/CPA and BioTech/CPA students to take the course as an elective later in each program.

Current Catalog Information
AFM 208 (0.25) LEC, TST Introduction to Assurance
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this course include assurance, professional ethics, and leveraging technology for assurance competencies.
No Special Consent Required
Requisites: Prereq: AFM 101; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered

Effective 01-SEP-2021
Requisite Change :

Rationale :
To change prerequisites. The prerequisites are being updated to reflect replacement of AFM 101 (Introduction to Financial Accounting) with AFM 191 (Foundations for Financial Reporting) in the Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy plans.

Current Catalog Information
AFM 212 (0.50) LEC, TST, TUT Financial Analysis and Planning
This course develops an in-depth understanding of financial statements as a system for analysis and planning as a foundation for upper-year accounting and finance courses.
No Special Consent Required
Requisites :
Prereq: AFM 101; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 211

Effective 01-SEP-2021
Requisite Change :
Prereq: AFM 101 or AFM 191; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 211

Rationale :
To change prerequisites. Update of prerequisites due to proposed changes in introductory financial reporting curriculum in the Accounting and Financial Management program.

Current Catalog Information
AFM 231 (0.50) LEC, TST Business Law
Particular attention is given to the law relating to contracts and business organizations. Other areas of study include sources of law, the judicial process, real and personal property, torts, agency, credit, and negotiable instruments.
No Special Consent Required
Requisites :
Antireq: MTHEL 100/COMM 231, BUS 231W, CIVE 491, GENE 411, ME 401; (Faculty of Mathematics) ENVS 201
Cross-listed as: LS 283

Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Requisite Change :
Antireq: AFM 335, MTHEL 100/COMM 231, ENVS 201, BUS 231W, ME 401, GENE 411, CIVE 491; Not open to Accounting and Financial Management Students
Rationale :
To add component and change antirequisites. The TUT component is being added to offer flexibility in teaching. ENVS 201 (Introduction to Canadian University of Waterloo
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Environmental Law) should be an antirequisite for all students, not just Math students as currently listed, so this has been removed. AFM 335 (Business Law for Financial Managers) is being added as an antirequisite because of the similarity in content. Law curriculum in the AFM plan has been moved to third year when students have more Co-op experience and can apply the curriculum more fully in the business context so will take AFM 335. The School of Accounting and Finance will continue to offer AFM 231 (cross listed with LS 283) as a service course, with content appropriate to the different audience.

Current Catalog Information
AFM 241 (0.50) LEC, OLN, SEM, TST  Introduction to Business Information Technology
This course considers various aspects of information from a business and problem-solving perspective. It is intended to provide a basic foundation for understanding the potential benefits and problems in utilizing information technology to improve business performance, and an appreciation for a wide range of technology choices available, rather than a detailed understanding of any particular hardware or software technology.
No Special Consent Required
Requisites: Prereq: AFM 102; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy students. Antireq: CS 330, 480/490
Effective 01-SEP-2021
Title Change: Impact of Technology on Business
Description Change: This is an introductory course focusing both on foundational concepts and emerging trends in the impacts and usage of technology in accounting and finance. Potential topics include strategic investment, planning and spending for technology in businesses, and current disruptive technologies impacting global business processes.
Rationale: To change title, description, and prerequisites. The title, course description, and prerequisites are updated to reflect an evolution in the curriculum to address business applications and the increasingly important role that technology plays in the accounting and finance professions. Students benefit from at least one work term and therefore the course should be taken in 2B term or later.

Current Catalog Information
AFM 244 (0.50) LEC, TST, TUT  Foundations of Data Mining
This course introduces students to the foundations needed for data mining and more advanced upper-year business analytics electives. Topics include regression analysis, classification analysis (e.g., logistic regression, decision trees), and clustering analysis.
No Special Consent Required

Requisites:
Antireq: AFM 415 (LEC 001) taken fall 2017, fall 2018

Effective 01-SEP-2021

Title Change:
Analytic Methods for Business 3

Requisite Change:
Prereq: One of AFM 113, ECON 221, STAT 211, STAT 231, STAT 241; Level at least 2B Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 415 (LEC 001) taken fall 2017, fall 2018, fall 2019

Rationale:
To change title and prerequisites to reflect that it is the third in a series of business analytics courses offered by the School of Accounting and Finance. An introductory course in statistics as a prerequisite is being added so students enrolling in the course have a foundational understanding of statistics concepts.

Current Catalog Information

AFM 272 (0.50) LEC, TST, TUT Corporate Finance 1

This is the first in a two-course sequence that deals with corporate financial decision-making. Topics may include time value of money, capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, short term finance, and risk management. Where suitable, topics are treated from a mathematical and quantitative perspective.

Requisites:
Prereq: One of MATH 128, 138, 148; MATH 136 or 146; Accounting & Fin Mgmt, Computing & Fin Mgmt, Math/CPA or Biotech/CPA students. Coreq: STAT 231 or 241. Antireq: AFM 273, ACTSC 371, ECON 371

Cross-listed as:
ACTSC 291

Effective 01-SEP-2021

Title Change:
Global Capital Markets

Description Change:
This course offers an overview of global capital markets and asset valuation. Topics may include an overview of financial markets and instruments, time value of money, valuation of financial assets, and financial risk and portfolio management. Where suitable, topics are treated from a mathematical and quantitative perspective

Requisite Change:
Prereq: One of MATH 128, 138, 148; MATH 136 or 146; Computing and Financial Management or Mathematics/Chartered Professional Accountancy students.
Coreq: STAT 230 or 240. Antireq: AFM 273, ACTSC 372, ECON 371

Rationale:
To change title, description, prerequisites, and corequisites to better reflect learning outcomes achieved and more accurately reflect the alignment between AFM 272 and AFM 273. Accounting and Financial Management and Biotech/Chartered Professional Accountancy are being removed as eligible to take AFM 273 instead.

Current Catalog Information

AFM 273 (0.50) LEC, TST Managerial Finance 1

This is the first in a two-course sequence that introduces the theory of financial
decision-making within firms. Topics include capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, short term finance, and risk management, among others.

Requisites: No Special Consent Required

Effective 01-SEP-2021

Component Change: LEC, TST, TUT
Title Change: Financial Instruments and Capital Markets
Description Change: This course is the second in a two-course sequence which offers an overview of global capital markets. The course focuses on valuation of financial instruments and the theories of financial risk and diversification.

Requisite Change:
Prereq: AFM 121; AFM 113 or STAT 211; Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 272/ACTSC 291, ECON 371

Rationale: To change title, description, components, and prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The outcome of this process is the division of finance curriculum into two primary focuses: Capital Markets and Corporate Finance. The course descriptions and title have been updated to reflect these primary focuses. Listing AFM 121 (Introduction to Global Financial Markets) as a prerequisite for AFM 273 aligns the two courses focused on capital markets taught in the School of Accounting and Finance. STAT 211 (Introductory Statistics and Sampling for Accounting) was replaced with AFM 113 (Analytic Methods 2 for Business) as a prerequisite in the Accounting and Financial Management degree requirement (effective Sept 2020). STAT 211 is being left temporarily as a prerequisite as we transition from the old to the new calendar.

Adding a TUT notation to increase flexibility for how course is structured for teaching purposes.

Current Catalog Information

AFM 274 (0.50) LEC, TST Managerial Finance 2
This course is a continuation of AFM 273. Topics to be explored are covered under the listing for AFM 273.
No Special Consent Required

Effective 01-SEP-2021

Component Change: LEC, TST, TUT
Title Change: Introduction to Corporate Finance
Description Change: This course is the first in a two-course sequence that deals with corporate financial decision-making. Topics may include capital budgeting, cost of
capital, security issuance, capital structure, payout policy and dividends, and short-term finance.

Requisite Change:

Rationale:
To change title, description, components, and prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The outcome of this process is the division of finance curriculum into two primary focuses: Capital Markets and Corporate Finance. The course description and title have been updated to reflect these primary focuses. Math/Chartered Professional Accountancy students have been removed as eligible for the course as they are required to take AFM 372 (Corporate Finance) which is an antirequisite for AFM 274. A tutorial is being added for flexibility in teaching.

Current Catalog Information
AFM 372 (0.50) LEC, TST, TUT Corporate Finance 2
This course is a continuation of AFM 272/ACTSC 291. Topics to be explored are covered under the listing for AFM 272/ACTSC 291.
No Special Consent Required
Cross-listed as: ACTSC 391
Effective 01-SEP-2021

Subject/Catalog Nbr Change: AFM 275
Title Change: Corporate Finance
Description Change:
This is the first in a two-course sequence that deals with corporate financial decision making. Topics may include capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, and short-term finance. Where suitable, topics are treated from a mathematical and quantitative perspective.

Rationale:
To change number (AFM offering), title, description, and antirequisites and add description note. The title is being revised to better reflect learning outcomes achieved and more accurately reflect the alignment between AFM 275 and AFM 274. Course number revised to reflect year course is typically taken. Former course number added to antireq list. The description note is added to identify the previous course number. The difference in level reflects the different timing of the course in the Math/CPA and CFM program relative to the actuary science program.

Current Catalog Information
AFM 321 (0.50) LEC, TST Personal Financial Planning
This course covers financial planning for individual investors, with particular emphasis on taxation and other institutional aspects governing decisions such as retirement savings, education savings, and estate planning.
No Special Consent Required
Requisites:
Coreq: One of AFM 274, AFM 372/ACTSC 391, ACTSC 372, ECON 371
Effective 01-SEP-2021
Requisite Change: Coreq: One of AFM 273 (Biotech/CPA students only), AFM 274, AFM 275/AFM 372/ACTSC 391, ACTSC 372, ECON 371

Rationale: To change corequisites to include the course taken concurrently by Biotech/CPA students and reflect course number change of AFM 372 to AFM 275.

Current Catalog Information
AFM 322 (0.50) LEC, TST Derivative Securities
Introduction to valuation and applications of financial derivatives such as options, futures, forwards, and swaps.
No Special Consent Required
Requisites: Prereq: AFM 274/371 or AFM 372/ACTSC 391. Antireq: ACTSC 446, ECON 372, MATBUS 470, STAT 446
Effective 01-SEP-2021

Requisite Change: Prereq: AFM 272/ACTSC 291 or AFM 273. Antireq: ACTSC 446, ECON 372, MATBUS 470, STAT 446
Rationale: To change requisites. Removal of redundant pre-req as AFM 272 is a pre-req of AFM 372.

Current Catalog Information
AFM 323 (0.50) LEC, TST Quantitative Foundations for Finance
This course introduces analytical and statistical methods commonly used in finance, with applications to investment management and corporate finance.
No Special Consent Required
Requisites: Prereq: AFM 274/371. Antireq: ECON 321, STAT 373
Effective 01-SEP-2021

Requisite Change: Prereq: AFM 272/ACTSC 291 or AFM 273. Antireq: ECON 321, STAT 373
Rationale: To change prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. Introductory capital markets material needed for AFM 323 is now presented in AFM 272/273 (Corporate Finance 1/Managerial Finance 1) as opposed to AFM 274/372 (Managerial Finance 2/Corporate Finance 2).

Current Catalog Information
AFM 324 (0.50) LEC, TST, TUT Wealth Management
In this course students will learn core wealth management concepts that will give them a greater understanding of the wealth management industry. The content will focus on key areas of wealth management including portfolio management, asset allocation, risk management, performance evaluation, manager selection, tax efficient strategies as well as the use of new technologies in the wealth management industry.
No Special Consent Required

Effective 01-SEP-2021

Rationale: To change prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. Introductory capital markets material needed for AFM 324 is now presented in AFM 272/273 (Corporate Finance 1/Managerial Finance 1) as opposed to AFM 274/372 (Managerial Finance 2/Corporate Finance 2).

Current Catalog Information
AFM 326 (0.25) PRJ Student Venture Fund - Analyst
This course provides students hands-on training in early-stage (angel and venture capital) investing with guidance from industry experts and supervision by faculty. This will generally be the first course that students take when they join the Student Venture Fund team. Analysts will attend investor meetings, assist in market research and specific deal due diligence, and prepare investment proposals. [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.]
Department Consent Required

Effective 01-SEP-2021
Rationale: To change corequisites to reflect the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 328 (0.25) PRJ Investment Management - Junior Analyst
This course provides students hands-on training in equity valuation and enables students to follow one industry sector. As a junior analyst, a student will understand why funds management is broken into different sectors, monitor existing equity holdings in a particular sector, make new equity selections in the sector, prepare equity research reports, and present trading recommendations to an investment team in a student-run investment portfolio.
Instructor Consent Required

Effective 01-SEP-2021
Consent Change: Department Consent Required  
Rationale: To change consent and corequisites to reflect the consistency in courses requiring consent within the Faculty of Arts and the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 329 (0.25) PRJ Investment Management - Senior Analyst  
This course provides students hands-on training in equity valuation and enables students to follow more than one industry sector. As a senior analyst, a student will monitor existing equity holdings in different sectors, make new equity selections in the sectors, prepare equity research reports, and present trading recommendations to an investment team in a student-run investment portfolio.  
Instructor Consent Required  
Requisites: Prereq: AFM 274 or AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students  
Effective 01-SEP-2021  
Consent Change: Instructor Consent Required  
Requisite Change: Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students  
Rationale: To change consent and prerequisites to reflect the consistency in courses requiring consent within the Faculty of Arts and the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 333 (0.50) LEC, TST International Business  
This course examines the opportunities, risks, and challenges faced by businesses in international markets, as well as the preparation required to operate them.  
No Special Consent Required  
Requisites: Prereq: AFM 131/ARBUS 101; Level at least 3A  
Cross-listed as: ARBUS 301  
Effective 01-SEP-2021  
Requisite Change: Prereq: AFM 131/ARBUS 101 or AFM 132; Level at least 3A  
Rationale: To change prerequisites. There are two reasons for the change. First, the prerequisite for ARBUS 301 was ARBUS 101 (Introduction to Business in North America), which is cross-listed with AFM 131. In the past, students transferring from Accounting and Finance to Arts and Business had the prerequisite for ARBUS 301 since AFM 131 was a required course for the AFM program. Since AFM 132 (Introduction to Business Stages) and not AFM 131 is
now a required course for the AFM program, we need to add AFM 132 as a prerequisite for ARBUS 301 to allow transfer students (from AFM to ARBUS) to be able to take ARBUS 301. Second, since AFM 333 is cross-listed with ARBUS 301 and thus the same course, we want to have the same prerequisite as AFM 333.

Current Catalog Information
AFM 344 (0.50) LEC, TST, TUT Introduction to Business Analytics
This course introduces students to business analytics with a focus on problems that accounting and finance professionals face in the real world.
No Special Consent Required
Requisites: Prereq: One of ECON 221, STAT 211, 231, 241; AFM 241 or CS 330; Accounting and Financial Management, Mathematics/CPA, or Biotechnology/CPA students.
Antireq: AFM 417 taken S14, S15, S16, W16
Effective 01-SEP-2021
Title Change: Analytic Methods in Business 4
Rationale: To change title to reflect that the course is the fourth in a series of business analytics courses offered by the School of Accounting and Finance.

Current Catalog Information
AFM 362 (0.50) LEC, TST, TUT Taxation 1 - Foundations
This course is an introduction to the foundational concepts in the taxation of individuals and corporations.
No Special Consent Required
Requisites: Prereq: Level at least 3A; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students
Effective 01-SEP-2021
Title Change: Corporate Taxation
Description Change: This course examines the foundational concepts in the calculation of different sources of income and their taxation in Canadian corporations.
Requisite Change: Prereq: AFM 321; Level at least 3A Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students
Rationale: To change title, description, and prerequisites. The School of Accounting and Finance has undertaken a review of the tax course learning outcomes for the tax course sequence which now span AFM 321, AFM 362 and AFM 462 from the former sequence of AFM 362, AFM 363 and AFM 462. The amended course description and prerequisite reflect this.

Current Catalog Information
AFM 373 (0.50) LEC, TST Cases and Applications in Corporate Finance
This course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions.
No Special Consent Required
Requisites: Prereq: AFM 274 or AFM 372/ACTSC 391; Accounting and Financial Management,
Effective 01-SEP-2021
Requisite Change:
Rationale:
To change prerequisites to reflect the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 377 (0.50) LEC, TST Private Equity and Venture Capital
This course explores the fundamentals of the private equity industry. Topics include raising capital, structuring deals, creating a leveraged buyout model (LBO), and unlocking value through various strategies.
No Special Consent Required
Requisites:
Prereq: AFM 274 or AFM 372. Antireq: AFM 416 taken spring 2015, spring 2016, or spring 2017

Effective 01-SEP-2021
Requisite Change:
Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391. Antireq: AFM 416 taken spring 2015, spring 2016, or spring 2017
Rationale:
To change prerequisites to reflect the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 481 (0.50) LEC, TST, TUT Cost Management Systems
Consideration of more complex topics in management planning and control. Emphasis is on traditional and contemporary cost accumulation systems and their application in modern day organizations. Cases, simulations, projects and presentations are the key instructional methods used to understand and integrate the course material. At the end of the course, students will have a solid understanding of how the correct choice of a costing model adds value to the organization.
No Special Consent Required

Effective 01-SEP-2021
Subject/Catalog Nbr Change: AFM 481
Description Change:
Consideration of more complex topics in management planning and control. Emphasis is on traditional and contemporary cost accumulation systems and their application in modern day organizations. Cases, simulations, projects, and presentations are the key instructional methods used to understand and integrate the course material. At the end of the course, students will have a solid understanding of how the correct choice of a costing model adds value to the organization. [Note: Formerly AFM 481.]

Requisite Change:
Antireq: AFM 481
Rationale:
To change number and prerequisites and add antirequisites and description
note. AFM 481 is one of six elective courses included in the Professional Accountant specialization taken by students pursuing the Chartered Professional Accountant designation. Introduction of multiple specialization in the Accounting and Financial Management program required that specialization courses be spread out across third and fourth year. This course is sometimes taken in third year by AFM students now and has a 100 level prerequisite, thus it made sense to schedule this course in third year going forward and offer AFM 482 (Performance Measurement and Organization Control) in fourth year, spreading the two performance measurement courses across two years. The previous number is added as an antirequisite. The description note is added to identify the previous course number.

**Current Catalog Information**

**AFM 422 (0.50) LEC, TUT**

Management of Financial Institutions

This course studies the measurement and control of market, credit, and operational risks faced by financial institutions, with particular emphasis on the international regulatory framework.
No Special Consent Required

**Requisites:**
Prereq: AFM 322/474; AFM 323 or STAT 373. Antireq: ACTSC 445, MATBUS 472

**Effective 01-SEP-2021**

**Description Change:**
This course focuses on the economics of financial institutions, particularly commercial banks. Issues related to commercial and investment banking and other financial intermediaries as well as financial markets and regulatory entities are examined.

**Requisite Change:**

**Rationale:**
To change description and prerequisites to better reflect learning outcomes and necessary prerequisite competencies which are now taught earlier in the Accounting and Financial Management curriculum.

**Current Catalog Information**

**AFM 424 (0.50) LEC, TST**

Equity Investments

This course addresses principles of equity investments, including risk and return relationships, fundamental analysis of equities based on macroeconomic, industry and company-specific factors, financial statement analysis, and technical analysis. Portfolio allocation, performance measurement, and ethical and professional standards in the investment profession are also covered.
No Special Consent Required

**Requisites:**

**Effective 01-SEP-2021**

**Requisite Change:**

**Rationale:**
To change prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The change in prerequisites reflects prerequisite content
that is now appropriate to access the course.

**Current Catalog Information**

**AFM 425 (0.50) LEC, TST**  
**Fixed Income Securities**  
Introduction to various aspects of fixed income investments, including valuation, risk management, portfolio management, interest rate models, interest rate derivatives, and institutional features of bond markets.  
No Special Consent Required  
Requisites: Prereq: AFM 274. Antireq: MATBUS 471

**Effective 01-SEP-2021**

Requisite Change: Prereq: AFM 272/ACTSC 291 or AFM 273. Antireq: MATBUS 471
Rationale: To change prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The change in prerequisites reflects prerequisite content that is now appropriate to access the course.

**Current Catalog Information**

**AFM 426 (0.25) PRJ**  
**Student Venture Fund-Associate**  
This course provides students hands-on training in early-stage (angel and venture capital) investing with guidance from industry experts and supervision by faculty. Associates will attend investment meetings, organize due diligence, supervise analysts, make investment recommendations, be involved in deal terms, and manage portfolio holdings. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times. Course is graded on a CR/NCR basis.]
Requisites: Prereq: AFM 274 or AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students

**Effective 01-SEP-2021**

Rationale: To change prerequisites to reflect the course number change for AFM 372 to AFM 275 (Corporate Finance).

**Current Catalog Information**

**AFM 428 (0.25) PRJ**  
**Investment Management - Junior Portfolio Manager**  
This course provides students hands-on training in equity valuation and portfolio management. As a junior portfolio manager, a student will make allocations in two sectors, monitor the performance of the existing equity holdings in these two sectors, mentor two analysts, make equity trading decisions for these two sectors, and present portfolio performance reports to the investment team and the advisory board. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]
Instructor Consent Required
Requisites: Prereq: AFM 274 or AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2021
Consent Change: Department Consent Required
Requisite Change: Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students
Rationale: To change consent and prerequisites to reflect the consistency in courses requiring consent within the Faculty of Arts and the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 429 (0.25) PRJ Investment Management - Senior Portfolio Manager
This course provides students hands-on training in equity valuation and portfolio management. As a senior portfolio manager, a student will make allocations in different industry sectors, monitor the performance of the existing equity holdings in these sectors, mentor analysts, make equity trading decisions for these sectors, and present portfolio performance reports to the investment team and the advisory board.
Instructor Consent Required
Requisites: Prereq: AFM 274 or AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2021
Consent Change: Department Consent Required
Requisite Change: Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students
Rationale: To change consent and prerequisites to reflect the consistency in courses requiring consent within the Faculty of Arts and the course number change for AFM 372 to AFM 275 (Corporate Finance).

Current Catalog Information
AFM 433 (0.50) LEC, TST, TUT Business Strategy
This course focuses on strategic management of the total enterprise. Managers contribute to the organization through their analytical and leadership capabilities as well as their technical expertise. The course provides a framework for developing and implementing strategy that fits the firm's environment, managerial values, and organization.
No Special Consent Required
Requisites: Prereq: (AFM 274/371 or AFM 272/ACTSC 291) and AFM 291; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy,
Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

**Effective 01-SEP-2021**

**Requisite Change:**
Prereq: (AFM 274 or AFM 272/ACTSC 291) and AFM 291; Accounting and Financial Management, Computing and Financial Management, Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered Professional Accountancy students. Antireq: ENBUS 302

**Rationale:** To change prerequisites and antirequisites to reflect the replacement of AFM 371 by AFM 274 (Managerial Finance 2) in the Accounting and Financial Management plan several years ago and update the antirequisites.

**Current Catalog Information**

AFM 434 (0.50) LEC, TST Governance and Enterprise Risk Management for Global Organizations

This course is an introduction to governance and enterprise risk management challenges faced by global organizations. Topic areas include governance, organization and management systems, and enterprise risk management approaches and techniques.

No Special Consent Required

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

**Effective 01-SEP-2021**

**Title Change:** Corporate Governance and Risk Management

**Description Change:** 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.

**Rationale:** To change title and description to reflect the increased sustainability perspective of the course.

**Current Catalog Information**

AFM 444 (0.50) LEC, TST, TUT Intermediate Business Analytics

This course is a continuation of the introductory course with focus on project management and implementation of business analytics initiatives.

No Special Consent Required

**Requisites:**

**Effective 01-SEP-2021**

**Title Change:** Business Analytics Project Management

**Description Change:** This course focuses on the development of project management and implementation capabilities required for the success of business analytics initiatives.

**Requisite Change:**
Prereq: AFM 244; Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 417 taken fall 2015 or fall 2016
Rationale: To change title, description, and prerequisites. The business analytics curriculum in first and second year of the Accounting and Financial Management program has been revised, moving business analytics competencies earlier in the program.

**Current Catalog Information**

AFM 351 (0.50) LEC, TST, TUT Audit Strategy
An examination of elements of audit strategy and their interrelationships, including financial assertions, types and sources of audit assurance, and evidence-gathering procedures within a framework of professional judgment.

No Special Consent Required

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: AFM 451
Description Change: An examination of elements of audit strategy and their interrelationships, including financial assertions, types and sources of audit assurance, and evidence-gathering procedures within a framework of professional judgment.
[Note: Formerly AFM 351.]


Rationale: To change number and add description note and antirequisite. The number change is to reflect the year the course is normally taken by students. The description note and antirequisite are added to identify the previous course number.

**Current Catalog Information**

AFM 462 (0.50) LEC, TST, TUT Taxation 3 - Tax Planning Topics
This course focuses on the more specialized topics in introductory taxation, with an emphasis on basic planning for owner-managers and the use of corporate reorganizations, partnerships, and trusts.

No Special Consent Required

Requisites: Prereq: AFM 363; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

**Effective 01-SEP-2021**

Title Change: Specialized Topics in Taxation

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

Rationale: To change title, description, and prerequisites. The School of Accounting and Finance has reviewed and updated the learning outcomes for its tax course sequence which now span AFM 321, AFM 362 and AFM 462 from the former sequence of AFM 362, AFM 363 and AFM 462. The revised course title, course, description, and prerequisite amendment all reflect changes from this review.
Current Catalog Information
AFM 473 (0.50) LEC, TST Advanced Topics in Corporate Finance
Topics include items such as corporate governance, mergers and acquisitions, spinoffs and divestitures, security issuance, and capital budgeting.
No Special Consent Required
Requisites:
Prereq: AFM 274/371 or AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2021
Requisite Change:
Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students
Rationale:
To change prerequisites to reflect the replacement of AFM 371 by AFM 274 in the AFM plan several years ago and renumbering of AFM 372 to AFM 275.

Current Catalog Information
AFM 476 (0.50) LEC, TST, TUT Advanced Corporate Finance
This course covers various advanced topics in corporate finance, with emphasis on theories of corporate incentives and asymmetric information. Illustrative applications using cases are provided.
No Special Consent Required
Requisites:
Cross-listed as: ACTSC 471

Effective 01-SEP-2021
Title Change: Corporate Financial Decision Making
Description Change: This is the second course of a two-course sequence that deals with corporate financial decision making. The course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions. Where suitable, topics are treated from a mathematical and quantitative perspective.
Requisite Change:
Rationale:
To change title, description, and prerequisites. The title and description are being updated to reflect the larger curriculum update. The change in prerequisites reflects the renumbering of AFM 372 to AFM 275 (Corporate Finance). Name change will also be reflected in ACTSC/Finance Specialization plan.
AFM 477 (0.50) LEC, TST Mergers and Acquisitions
This course develops understanding of the strategic acquisition and divestiture process, particularly as it relates to corporations in Canada. The course focuses on integrating key analytical skills in the interpretation of financial statements and valuation methodologies in the context of mergers and acquisitions of existing firms, as well as spin-offs, restructurings, buyouts and divestitures of existing assets. The course concentrates on value creation and institutional, strategic, ethical, governance, and control issues.
No Special Consent Required
Requisites: Prereq: AFM 274/371 or AFM 372/ACTSC 391
Effective 01-SEP-2021
Requisite Change: Prereq: AFM 274 or AFM 372/ACTSC 391/AFM 275
Rationale: To change prerequisites to reflect the replacement of AFM 371 by AFM 274 in the AFM plan several years ago and renumbering of AFM 372 to AFM 275.

Current Catalog Information
AFM 478 (0.50) LEC, TST International Financial Management
This course examines various aspects of corporate decision-making in a global firm, such as cross-border investments and financing, international risk management, multinational working capital management, and the impact of the international regulatory environment.
No Special Consent Required
Requisites: Prereq: AFM 274/371 or AFM 372/ACTSC 391
Effective 01-SEP-2021
Requisite Change: Prereq: AFM 274 or AFM 275/AFM 372/ACTSC 391
Rationale: To change prerequisites to reflect the replacement of AFM 371 by AFM 274 in the AFM plan several years ago and renumbering of AFM 372 to AFM 275.

Current Catalog Information
AFM 482 (0.50) LEC, TST Performance Measurement and Organization Control
This course will trace the evolution of the role of performance measurement systems in supporting areas of organization control. Topics will include the role of both financial and nonfinancial performance measures in: the DuPont method of control, the Harvard model of control, internal control, contemporary approaches to governance, and strategic management systems. After completing this course students will be able to evaluate the nature and suitability of a proposed performance measurement system given its design and purpose.
No Special Consent Required
Requisites: Prereq: AFM 433, 481; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students
Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Management, or Mathematics/Chartered Professional Accountancy students

Rationale: To add component and change prerequisites. The TUT component is being added to offer flexibility. The prerequisites are being updated to reflect the change in course number of AFM 481 to 382 (Cost Management Systems)

Current Catalog Information
AFM  492  ( 0.50 )  LEC, TST Financial Statement Analysis
This course introduces fundamental tools of analysis and valuation that are widely used in a variety of financial careers.
No Special Consent Required
Prerequisites: Prereq: AFM 291, 391 and (AFM 274/371 or AFM 372/ACTSC 391); Accounting and Financial Management, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students

Effective 01-SEP-2021
Requisite Change: Prereq: AFM 291, 391, and (AFM 274 or AFM 275/AFM 372/ACTSC 391); Accounting and Financial Management, Computing and Financial Management, or Mathematics/Chartered Professional Accountancy students
Rationale: To change prerequisites to reflect the replacement of AFM 371 by AFM 274 in the AFM plan several years ago and renumbering of AFM 372 to AFM 275.

Dean of Arts

Current Catalog Information
ARBUS  301  ( 0.50 )  LEC, TST International Business
This course examines the opportunities, risks, and challenges faced by businesses in international markets, as well as the preparation required to operate them.
No Special Consent Required
Prerequisites: Prereq: ARBUS 101; Level at least 3A Arts and Business students
Cross-listed as: AFM 333

Effective 01-SEP-2021
Requisite Change: Prereq: ARBUS 101 or AFM 132; Level at least 3A Arts and Business students
Rationale: To change prerequisites. There are two reasons for the change. First, the prerequisite for ARBUS 301 was ARBUS 101 (Introduction to Business in North America), which is cross-listed with AFM 131. In the past, students transferring from Accounting and Finance to Arts and Business had the prerequisite for ARBUS 301 since AFM 131 was a required course for the AFM program. Since AFM 132 (Introduction to Business Stages) and not AFM 131 is now a required course for the AFM program, we need to add AFM 132 as a prerequisite for ARBUS 301 to allow transfer students (from AFM to ARBUS) to be able to take ARBUS 301. Second, since AFM 333 is cross-listed with ARBUS 301 and thus the same course, we want to have the same prerequisite as AFM 333.

Current Catalog Information
GBDA  302  ( 0.50 )  LAB, LEC, PRJ, TUT Global Digital Project 2
In this course students will design, prototype, and evaluate interactive digital
media projects, focusing on ideation and the design process. They will engage in the advanced study of digital culture, with an emphasis on different ways pleasure and play are leveraged as communication tools. [Note: Offered at Stratford campus.]

No Special Consent Required

Requisites:
Prereq: GBDA 301; Level at least 3A Global Business and Digital Arts students

Effective 01-SEP-2021
Requisite Change:
Prereq: GBDA 301 or GBDA 365; Level at least 3A Global Business and Digital Arts students

Rationale:
To change prerequisites. Many of our students study abroad in 3A, therefore physically cannot take GBDA 301 (Global Digital Project 1). According to our guidelines, if they have received credit for GBDA 365 (Study Abroad) they do not need to take GBDA 301 but are permitted to take GBDA 302. Since that qualification is not listed, administrators have had to override the existing prerequisite, which is tedious as up to 100 might be required. This change will make that superfluous.

Classical Studies

Current Catalog Information
CLAS 201 (0.50) LEC Ancient Greek Society
A survey of the civilization of Classical Greece, featuring such topics as the individual, political institutions, art, religion, philosophy, literature, social life and leisure activities.
No Special Consent Required

Effective 01-SEP-2021
Title Change: Love, Life, and Death in Greece
Description Change: This course surveys how different people gave meaning to their lives in ancient Greece. It will cover topics ranging from personal identities, culture wars, sports, art, myth, and history, to sex, slavery, and social justice.

Rationale:
To change title and description to more accurately reflect the content of the course.

Current Catalog Information
CLAS 202 (0.50) LEC Ancient Roman Society
A survey of the civilization of the Roman Republic and Empire, featuring such topics as the individual, political institutions, art, religion, philosophy, literature, social life and leisure activities.
No Special Consent Required

Effective 01-SEP-2021
Title Change: Love, Life, and Death in Rome
Description Change: This course surveys how different people gave meaning to their lives in ancient Roman world. It will cover topics ranging from personal identities, family roles, myth, and history, to sex scandals, slavery, gladiatorial games, and mystery cults.
Rationale: To change title and description to more accurately reflect the content of the course.

Current Catalog Information

Effective 01-SEP-2021
Subject/Catalog Nbr Change: CLAS 225
Unit Change: (0.50)
Component Change: DIS, LEC
Title Change: Classics in Political Thought
Description Change: Where do the core tenets of Western political philosophy come from? In this course students will trace the development of political philosophy by examining Ancient Greek plays (e.g., Antigone, Medea) and foundational political texts (e.g., Plato's Republic, Aristotle's Politics) which set the stage for modern Western political thought (Machiavelli and after).
Consent Change: No Special Consent Required
Requisite Change: Prereq: At least 0.50 unit in CLAS
New Cross Listing: PSCI 225
Rationale: To add cross-listing. This course has more than enough Classical content to warrant a cross-listing.

Economics

Current Catalog Information
ECON 211 (0.50) LEC, TUT Introduction to Mathematical Economics
An introduction to mathematical techniques of particular use in economics. Topics include matrix algebra, differentiation, partial derivatives, optimization techniques including constrained optimization - all developed within the context of economic problems.
No Special Consent Required
Requisites:
Prereq: ECON 101 or ECON 100/COMM103; one of MATH 104, 4U Advanced Functions, 4U Calculus and Vectors; Not open to students in the Faculty of Mathematics

Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Rationale: To change components. When two sections of this course are offered in the same term, a TST will ensure that students have similar (or the same) testing.

Current Catalog Information
ECON 221 (0.50) LEC, TUT Statistics for Economists
This course introduces students to describing economic data and drawing inferences from features of economic data. Starting from fundamental axioms of probability,
students will learn about the calculation of probabilities of basic events and the features of random variables, the most important tool for representing the outcomes of complex economic phenomena. Students will describe discrete and continuous random variables via their probability distributions and summary statistics such as means and standard deviations, as well as the relationships between two random variables in terms of covariance, correlation, and simple regression models. The concepts of hypothesis testing and confidence intervals, and the fundamentals of statistical inference are discussed for basic features of random variables and for comparing the features of more than one random variable.

No Special Consent Required

Requisites:
Prereq: ECON 101 or ECON 100/COMM 103; Not open to Math students. Coreq: ECON 211 or Science and Business students or Biotech/Chartered Professional Accountancy students.

Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Rationale:
To change components. When two sections of this course are offered in the same term, a TST will ensure that students have similar (or the same) testing.

Current Catalog Information
ECON 322 (0.50) LEC, TUT Econometric Analysis I
This course covers the core topics needed to estimate linear models using ordinary least squares and to interpret estimates for cross-sectional data. Students will learn to interpret the coefficients of linear models for continuous and discrete regressors, to conduct reliable inference for different specifications of the error term, and to determine which model is the most suitable among the class of linear models. It concludes with an introduction to the method of instrumental variables. Students will be introduced to a statistical software package and will be required to complete regular computer-based assignments throughout the course that either: (i) simulate the statistical distribution of the least squares estimator under an assumed model; or (ii) estimate the parameters of an assumed model using a sample of data from the real world.
No Special Consent Required
Requisites:
Prereq: ECON 221; or for Mathematics students ECON 101, 102 or ECON 100/COMM 103 and one of STAT 220, 230, 240; or for Accounting students ECON 101, 102, STAT 211. Antireq: ECON 321

Effective 01-SEP-2021
Description Change:
This course covers the core topics needed to estimate linear models using ordinary least squares and to interpret estimates for cross-sectional data. Students will learn to interpret the coefficients of linear models for continuous and discrete regressors, to conduct reliable inference for different specifications of the error term, and to determine which model is the most suitable among the class of linear models. Students will be introduced to a statistical software package and will be required to complete regular computer-based assignments throughout the course using economic data.
Rationale: To change description. This description change is to make it clear that using real data should be the focus of the course. We have omitted sentences from the previous description that describe instrumental variable methods and using assumed models/sample data.

**Current Catalog Information**

**ECON 406 (0.50) LEC** Money and Banking 2

This course examines the monetary and financial aspects of the macro-economy. It prepares students to conduct analyses of problems and policies in monetary economics. Topics may include analyses of the banking system, financial crises, and monetary policy.

No Special Consent Required

**Requisites:**

**Effective 01-SEP-2021**

**Requisite Change:**

Prereq: ECON 306, ECON 322 or one of STAT 221, STAT 231, STAT 241

**Rationale:**

To change prerequisites. The current prerequisite is ECON 306. Given the varying content of ECON 406, 407, 408, and 409 some instructors may use some level of econometrics. Most instructors need the students to have covered ECON 393 (Market Failures) which covers market failures.

**Current Catalog Information**

**ECON 407 (0.50) LEC** Economic Growth and Development 2

The goal of this course is to understand the enormous differences in living standards across countries and over time. It uses economic analysis to understand the sources of investment and innovation, and the role of economic, social, and political institutions in economic growth and development.

No Special Consent Required

**Requisites:**

**Effective 01-SEP-2021**

**Requisite Change:**

Prereq: ECON 306, ECON 322 or one of STAT 221, STAT 231, STAT 241

**Rationale:**

To change prerequisites. The current prerequisite is ECON 306. Given the varying content of ECON 406, 407, 408, and 409 some instructors may use some level of econometrics. Most instructors need the students to have covered ECON 393 (Market Failures) which covers market failures.

**Current Catalog Information**

**ECON 408 (0.50) LEC** Business Cycles

This course prepares students to conduct analyses of problems and policies associated with macroeconomic fluctuations. It examines the empirical features of business cycles, and discusses how macroeconomic models help to understand business cycles and to assess the consequences of alternative macroeconomic policies.

No Special Consent Required

**Requisites:**

**Effective 01-SEP-2021**

**Requisite Change:**

Prereq: ECON 306, ECON 322 or one of STAT 221, STAT 231, STAT 241
Rationale: To change prerequisites. The current prerequisite is ECON 306. Given the varying content of ECON 406, 407, 408, and 409 some instructors may use some level of econometrics. Most instructors need the students to have covered ECON 393 (Market Failures) which covers market failures.

Current Catalog Information
ECON 409 (0.50) LEC Workers, Jobs, and Wages
This course examines the role of labour markets in the macro-economy. It focuses on the analysis of aggregate employment, unemployment, labour force participation, and earnings inequality. The main goal of the course is to understand current labour-market outcomes both in Canada and around the world.
No Special Consent Required
Requisites: Prereq: ECON 306
Effective 01-SEP-2021
Requisite Change: Prereq: ECON 306, ECON 393; ECON 322 or one of STAT 221, STAT 231, STAT 241
Rationale: To change prerequisites. The current prerequisite is ECON 306. Given the varying content of ECON 406, 407, 408, and 409 some instructors may use some level of econometrics. Most instructors need the students to have covered ECON 393 (Market Failures) which covers market failures.

Current Catalog Information
ECON 357 (0.50) LEC Environmental Economics
Application of economic theory to problems of the environment, in particular, air, water, and land pollution. Emphasis is on the theory of the management of common property resources.
No Special Consent Required
Effective 01-SEP-2021
Subject/Catalog Nbr Change: ECON 457
Requisite Change: Prereq: ECON 102, ECON 391; One of ECON 322, STAT 221, STAT 231, STAT 241. Antireq: ECON 357
Rationale: To change catalog number, prerequisites, and antirequisites. ECON 357 has few students in it, possibly because it only counts as one of the "any level" electives and competes with other second year (i.e., potentially easier in the eyes of students) electives. These changes make the course count as a fourth year elective (Economics students need two of those) and still count as an "any level" elective (Economics students need three of those). Adding ECON 322 (Econometric Analysis 1) as a prerequisite means the instructor will be able to give assignments and assign papers in which data analysis is required. Lastly, Edgeworth boxes are used in this course, hence why ECON 391 (Equilibrium in Market Economies) is required. The antirequisites are being updated to reflect the change in course number. The current requisites are "Prereq: ECON 102; ECON 201 or ECON 290".

Current Catalog Information
ECON 491 (0.50) LEC Advanced Microeconomics
This course prepares students for graduate-level theory courses. Students will be exposed to a selection of topics treated with the mathematical rigour required for graduate work.

No Special Consent Required

Requisites :

**Effective 01-SEP-2021**

Prereq: ECON 392, 393; Level at least 4A

Rationale :

To change prerequisites. This course is meant for strong students, to help them prepare to apply for graduate school. There recently has been an influx of students trying to take it to increase their average for admission into Honours Economics programs. This course will not help them achieve this.

**Current Catalog Information**

ECON 496 (0.50) LEC Advanced Macroeconomics

This course provides students with the methodological principles that underlie modern analyses of the macro-economy, and to prepare students for graduate-level macroeconomic theory courses.

No Special Consent Required

Requisites :

**Effective 01-SEP-2021**

Prereq: ECON 306; Level at least 4A

Rationale :

To change prerequisites. This course is meant for strong students, to help them prepare to apply for graduate school. There recently has been an influx of students trying to take it to increase their average for admission into Honours Economics programs. Adding an "Honours student" prerequisite will deter inappropriate students from taking this course. Some instructors may use some level of econometrics in this course. Most instructors need their students to have covered ECON 393 (Market Failures) which covers market failures.

**English Language & Literature**

**Current Catalog Information**

ENGL 205R (0.50) LEC The Canadian Short Story

Exploration of the Canadian short story, from its beginnings - in the bush, in the north, on the land, in the small towns - through the struggles of an urbanizing society to the present. Students will be expected to work in some depth with individual authors.

No Special Consent Required

**Effective 01-SEP-2021**

Prereq: ECON 306, ECON 393; One of ECON 322, STAT 221, STAT 231, STAT 241; Level at least 4A Honours students.

Rationale :

To change prerequisites. This course is meant for strong students, to help them prepare to apply for graduate school. There recently has been an influx of students trying to take it to increase their average for admission into Honours Economics programs. Adding an "Honours student" prerequisite will deter inappropriate students from taking this course. Some instructors may use some level of econometrics in this course. Most instructors need their students to have covered ECON 393 (Market Failures) which covers market failures.

The short story is Canada's most vibrant literary form. Students will examine short stories from the 19th century to the present. Topics to be covered may include national, regional and Indigenous identity, mythology,
multiculturalism and cosmopolitanism, as well as explorations of contemporary social justice issues.

Rationale: The course description is being modernized.

**Current Catalog Information**

**ENGL 260 (0.50) LEC**

Irish Literature and the "Troubles"

A study of Irish literature written during and about the "Troubles" (1916-1923; 1968-present), focusing on the relationship between literature and its social, historical, and cultural contexts.

No Special Consent Required

**Effective 01-SEP-2021**

Title Change: Irish Literature

Description Change: A study of modern and contemporary Irish literature in English. This course will introduce students to a range of Irish writing in its often turbulent historical and cultural context. The international dimensions of Irish writers and their work will be explored.

Rationale: The title and description are being modernized.

**Current Catalog Information**

**ENGL 319 (0.50) LEC**

History and Theory of Media 1

This course explores the development of media technologies such as writing and print (including the book) from their beginnings to the twentieth century. Emphasis will be placed on the social, political, and cultural contexts and consequences of these developing technologies.

No Special Consent Required

Requisites: Prereq: Level at least 2A

**Effective 01-SEP-2021**

Title Change: History and Theory of Writing and Print Media

Description Change: This course explores the social, political, and cultural contexts and consequences of the media technologies of writing and print (including the book) from their beginnings to the 20th century.

Rationale: To change title and description. The titles and descriptions of ENGL 319 and 320 (changing at this meeting to "History and Theory of Pre-Internet Media") are being revised to clarify that they are standalone courses rather than a sequence. The use of a number in the title has given students the wrong impression that ENGL 319 is a prerequisite for ENGL 320.

**Current Catalog Information**

**ENGL 320 (0.50) LEC**

History and Theory of Media 2

This course explores the social, political, and cultural contexts and consequences of contemporary technologies of representation such as print and visual media, photography and film, audio recordings, computer-mediated communications, and interactive digital media. [Note: Formerly ENGL 392C]

No Special Consent Required

Requisites: Prereq: Level at least 2A

**Effective 01-SEP-2021**
Title Change: History and Theory of Pre-Internet Media
Description Change: This course explores the social, political, and cultural contexts and consequences of media technologies such as newspapers, photography and film, radio, recorded music, television and early computing.
Rationale: To change title and description and remove description note. The titles and descriptions of ENGL 319 (changing at this meeting to "History and Theory of Writing and Print Media") and 320 are being revised to clarify that they are standalone courses rather than a sequence. The use of a number in the title has given students the wrong impression that ENGL 319 is a prerequisite for ENGL 320. The formerly note is removed as it is no longer required.

Current Catalog Information
ENGL  361  ( 0.50 )  LEC  English Drama to 1642
  The Middle Ages, the Elizabethans and Jacobean (excluding Shakespeare), and the Spanish Golden Age.
  No Special Consent Required
  Prereq: Level at least 2A
Effective  01-SEP-2021
Title Change: Early Modern Worlds on Stage
Description Change: This course explores plays from the English Renaissance in their historical and theatrical contexts. Topics may include playhouses and staging, censorship, and collaboration.
Rationale: The course title and description are being modernized.

French Studies

Current Catalog Information
FR  101  ( 0.50 )  LAB, LEC, TUT  Beginner French
  An intensive beginner course for students with no prior knowledge of French. Emphasizes listening, reading, writing, and oral communication skills. [Note: Not open to students who have completed some elementary or high school French, or FR 151. Not open to students with advanced, near-native, or native ability in French.]
  No Special Consent Required
Effective  01-SEP-2021
Description Change: An intensive beginner course for students with no prior knowledge of French. Emphasizes listening, reading, writing, and oral communication skills. [Note: Not open to students who have previously taken a French course.]
Requisite Change: Antireq: FR 151, FR 152, FR 192A, FR 192B; advanced, near-native, or native ability in French.
Rationale: To change description note and antirequisites to ensure students choose the right level French course.

Current Catalog Information
FR 151 (0.50) LAB, LEC, TUT Basic French 1
For students with some elementary or secondary school French not exceeding Year Two
(Grade 10 in Ontario) or equivalent. Emphasizes comprehension, grammar, and basic
speaking skills. [Note: Not open to students who have completed high school French
immersion program or FR 152. Not open to students with advanced, near-native, or
native ability in French.]
No Special Consent Required
Requisites: Prereq: FR 101 or Ontario Grade 9 or 10 French. Antireq: Ontario Grade 11
French or 4U Core French or Immersion French or Extended French

Effective 01-SEP-2021
Description Change: For students with some elementary or secondary school French not exceeding
Year Two (Grade 10 in Ontario) or equivalent. Emphasizes comprehension,
grammar, and basic speaking skills.
Requisite Change: Prereq: One of FR 101, Ontario Grade 9 or 10 French. Antireq: FR 152, FR
192A, FR 192B; Ontario Grade 11 French, Ontario Grade 12 French, 4U Core
French, high school Immersion or Extended French; advanced, near-native, or
native ability in French
Rationale: To remove description note and change antirequisites to ensure students
choose the right level French course.

Current Catalog Information
FR 152 (0.50) LAB, LEC, TUT Basic French 2
For students with some elementary or secondary school French, not exceeding Year
Three (Grade 11 in Ontario) or equivalent. Emphasizes comprehension, grammar, and
basic speaking skills. [Note: Not open to students who have completed high school
French immersion program. Not open to students with advanced, near-native, or native
ability in French.]
No Special Consent Required
Requisites: Prereq: FR 151 or Ontario Grade 11 French. Antireq: Ontario Grade 12 French
or 4U Core French or Immersion French or Extended French.

Effective 01-SEP-2021
Description Change: For students with some elementary or secondary school French, not exceeding
Year Three (Grade 11 in Ontario) or equivalent. Emphasizes comprehension,
grammar, and basic speaking skills.
Ontario Grade 12 French, 4U Core French, high school Immersion or Extended
French; advanced, near-native, or native ability in French
Rationale: To remove description note and change antirequisites to ensure students
choose the right level French course.

Current Catalog Information
FR 192A (0.50) LAB, LEC, ORL French Language 1: Module 1
An intensive French Language course. Vocabulary enrichment and development of
reading, writing, and oral expression.
No Special Consent Required
Requisites: Prereq: 4U Core French or FR 152. Antireq: High school Immersion French, Extended French, near-native, or native ability in French; FR 192B

**Effective 01-SEP-2021**

Requisite Change: Prereq: One of FR 152, Ontario Grade 12 French, 4U Core French. Antireq: FR 192B; High school Immersion or Extended French; near-native, or native ability in French

Rationale: To change prerequisites to ensure students choose the right level French course.

**Current Catalog Information**

FR 403 (0.50) LEC Topics in Linguistics
A study of selected topics in Linguistics. Topics will be chosen by the professor according to their area of specialization. [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: FR 303

**Effective 01-SEP-2021**

Requisite Change: Prereq: FR 203 or FR 303

Rationale: To change prerequisites. Students can succeed in FR 403 with either prerequisite course. Both FR 203 (Introduction to Phonetics of French) and FR 303 (Introduction to Linguistics) give them sufficient introduction to the study of linguistics.

**Current Catalog Information**

FR 491 (0.50) RDG Senior Tutorials
A small group of students follows a course of study under the supervision of a faculty member. For details, inquire with the department. [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: FR 197/296, 297

**Effective 01-SEP-2021**

Rationale: To change repeat rules. Currently the course is coded to allow multiple enrols in a term. This is being changed to no longer allow that. This coding does not appear in this report.

**Current Catalog Information**

FR 492 (0.50) RDG Senior Tutorials
A small group of students follows a course of study under the supervision of a faculty member. For details, inquire with the department.
No Special Consent Required

Requisites: Prereq: FR 197/296, 297

**Effective 01-SEP-2021**

Description Change: A small group of students follows a course of study under the supervision of a faculty member. For details, inquire with the department. [Note: This is a repeatable course, subject to different content; it may be completed a
Rationale: To change repeat rules and add description note. The course is the same as all other senior tutorials so the repeat rules are being changed to reflect that the course is repeatable three times, but a student may not enrol in more than one section in one term.

Current Catalog Information
FR  493  (0.50)  RDG  Senior Tutorials
A small group of students follows a course of study under the supervision of a faculty member. For details, inquire of the Department. [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: FR 197/296, 297
Effective 01-SEP-2021
Rationale: To change repeat rules. Currently the course is coded to allow multiple enrols in a term. This is being changed to no longer allow that. This coding does not appear in this report.

Current Catalog Information
FR  494  (0.50)  RDG  Senior Tutorials
A small group of students follows a course of study under the supervision of a faculty member. For details, inquire of the Department. [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: FR 197/296, 297
Effective 01-SEP-2021
Rationale: To change repeat rules. Currently the course is coded to allow multiple enrols in a term. This is being changed to no longer allow that. This coding does not appear in this report.

History

Current Catalog Information
HIST  225  (0.50)  LEC  History of Education in Canada
This course considers the development of education as an institution within Canadian society and provides an understanding of significant educational issues and policies from a historical perspective.
No Special Consent Required
Requisites:  Prereq: Level at least 2A. Antireq: ISS/SDS 205R
Cross-listed as:  SDS  205R
Effective 01-SEP-2021
Rationale: To change prerequisites (SDS offering only). A review of the course indicated SDS 131R (Social Ideas, Social Policy and Political Practice) is not necessary to have as a prerequisite. Consultation with the history department confirmed that the HIST offering will retain its prerequisite of "Level at least 2A".
Current Catalog Information

HIST 450 (1.00) SEM The History Capstone

The capstone challenges students with an opportunity to synthesize and showcase, at a high level of achievement, the disciplinary skills and knowledge they have gained during the course of their studies in History. It encourages students to pursue individual research interests and presentation formats as limited only by historical methodology, academic rigour, and the consent of the instructor. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

No Special Consent Required

Requisites:

Prereq: Level at least 3B; at least three HIST courses, one at the 300-level or above

Effective 01-SEP-2021

Unit Change: (0.50)

Title Change: Making History

Description Change:

This course challenges students with an opportunity to synthesize and showcase, at a high level of achievement, the disciplinary skills and knowledge they have gained during the course of their studies in History. It encourages students to pursue individual research interests and presentation formats as limited only by historical methodology, academic rigour, and the consent of the instructor. Course focus may be shaped by instructor expertise. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Rationale:

The department is bringing this course in line with plan standardization. Under the new system, having a full unit course was crowding out student opportunities to take other fourth year offerings. This was approved at the 25/10/2019 department meeting.

Philosophy

Current Catalog Information

PHIL 252 (0.50) LEC Quantum Mechanics for Everyone

Quantum mechanics is driving a technological revolution. This course offers an introduction to the basic concepts of quantum mechanics from a historical and philosophical perspective. The course will supply the background needed to understand the controversies surrounding the interpretation of quantum mechanics as well as the principles behind the cutting-edge research being carried out at the Perimeter Institute and the University of Waterloo.

No Special Consent Required

Requisites:

Antireq: PHIL 271 taken Winter 2016, Winter 2017

Effective 01-SEP-2021

Subject/Catalog Nbr Change: PHIL 252

Unit Change: (0.50)

Component Change: LEC
Title Change: Quantum Mechanics for Everyone
Description Change: Quantum mechanics is driving a technological revolution. This course offers an introduction to the basic concepts of quantum mechanics from a historical and philosophical perspective. The course will supply the background needed to understand the controversies surrounding the interpretation of quantum mechanics as well as the principles behind the cutting-edge research being carried out at the Perimeter Institute and the University of Waterloo.

Consent Change: No Special Consent Required
New Cross Listing: SCI 252
Rationale: To add cross-listing. Many of the other SCI courses share the same aim of introducing topics in science to non-majors. PHIL 252 has significant shared content with the cross-listed discipline making it a suitable cross-listing with a SCI course. Both the Departments of Philosophy and Physics and Astronomy consulted with each other regarding this cross-listing. Other quantum mechanics PHYS courses will not be listed as anti-requisites to SCI 252 because this cross-listed course has a different perspective from other quantum mechanics courses in Physics, and, can likely add value to the student who has taken a whole sequence of PHYS courses in quantum mechanics.

Political Science

Current Catalog Information
PSCI 225 (0.50) DIS, LEC Classics in Political Thought
Where do the core tenets of Western political philosophy come from? In this course students will trace the development of political philosophy by examining Ancient Greek plays (e.g., Antigone, Medea) and foundational political texts (e.g., Plato's Republic, Aristotle's Politics) which set the stage for modern Western political thought (Machiavelli and after).

No Special Consent Required

Requisites: Prereq: One of PSCI 100, 101, 150

Effective 01-SEP-2021
Subject/Catalog Nbr Change: PSCI 225
Unit Change: (0.50)
Component Change: DIS, LEC
Title Change: Classics in Political Thought
Description Change: Where do the core tenets of Western political philosophy come from? In this course students will trace the development of political philosophy by examining Ancient Greek plays (e.g., Antigone, Medea) and foundational political texts (e.g., Plato's Republic, Aristotle's Politics) which set the stage for modern Western political thought (Machiavelli and after).

Consent Change: No Special Consent Required
Requisite Change: Prereq: One of PSCI 100, 101, 150
New Cross Listing: CLAS 225
Rationale: To add cross-listing. This course has more than enough Classical content to warrant a cross listing.

Psychology

Current Catalog Information
PSYCH 490R (0.50) ESS Special Studies
An independent, in-depth study, based on empirical research and/or extensive reading in psychology under the direction of individual instructors in psychology at Renison University College. Available to individuals or small groups of fourth-year Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may only take two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS 490R, SDS 499A and SDS 499B.]
Department Consent Required
Requisites:
Effective 01-SEP-2021
Description Change:
An independent, in-depth study, based on empirical research and/or extensive reading in psychology under the direction of individual instructors in psychology. Available to individuals or small groups of Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may only take two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS 490R, SDS 499A and SDS 499B.]
Requisite Change:
Rationale:
To change description and prerequisites. Despite the descriptions of SOC 490R, SOCWK 490R, and PSYCH 490R noting the courses are geared towards Social Development Studies majors, the department consistently has non-SDS students register for these courses during course selection without approval or awareness that it is not in lecture format (requiring manual removal). Expanding the prerequisite will encourage more accurate course selection. As it also indicates access for students in level 3A - 4B, "fourth year" was removed from the description.

Renison University College

Current Catalog Information
SDS 205R (0.50) LEC History of Education in Canada
This course considers the development of education as an institution within Canadian society and provides an understanding of significant educational issues and policies from a historical perspective.
No Special Consent Required
Requisites:
Prereq: SDS/ISS 131R. Antireq: ISS 205R
Cross-listed as: HIST 225

Effective 01-SEP-2021
Requisite Change: Antireq: ISS 205R
Rationale: To change prerequisites (SDS offering only). A review of the course indicated SDS 131R (Social Ideas, Social Policy and Political Practice) is not necessary to have as a prerequisite. Consultation with the history department confirmed that the HIST offering will retain its prerequisite of "Level at least 2A".

Current Catalog Information
SDS 215R (0.50) LEC Education and Social Development from a Global Perspective
This course explores education and social development from a critical global perspective. Students learn the connections between educational practices and global conditions by focusing on themes such as citizenship, human rights, peace, and environment. [Note: Formerly ISS 215R]
No Special Consent Required
Requisites: Prereq: SDS/ISS 131R

Effective 01-SEP-2021
Requisite Change: To remove prerequisite. A review of the course indicated SDS 131R (Social Ideas, Social Policy and Political Practice) is not necessary to have as a prerequisite.

Current Catalog Information
SDS 240R (0.50) LEC Art and Society
Social issues and themes explored through the arts. Topics include art and social change, war and peace, propaganda, art of conscience, and the response of artists to poverty, hunger and catastrophic events. Specific applications include art as cross-cultural awareness and art as therapy. [Note: Formerly ISS 240R]
No Special Consent Required
Requisites: Prereq: Minimum 1.0 unit from ANTH, PSYCH, SDS/ISS, SOC, SOCWK

Effective 01-SEP-2021
Requisite Change: To remove prerequisite. To help standardize Social Development Studies course offerings in the calendar, the department is removing the "Minimum 1.0 unit from ANTH, PSYCH, SDS/ISS, SOC, SOCWK" prerequisite from all courses. Having completed 1.0 units across these subjects does not guarantee a strong measure of preparedness for the associated courses.

Current Catalog Information
SDS 250R (0.50) LEC Social Statistics
This introductory level statistics course will emphasize the collection, manipulation, descriptive presentation, and statistical analysis of social research data. [Note: SWREN 250R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first
undergraduate degree.

No Special Consent Required

Requisites:

Prereq: Min. 1.0 unit from ANTH, SDS/ISS, PSYCH, SOC, SOCWK; Level at least 2A; Not open to Math. Antireq: ARTS 280, ECON 221, ENVS 278, GBDA 205, ISS 250A/B, ISS 250R, KIN 232, LS/SOC 280, PSYCH 292, REC 371, SMF 230, STAT 202, 206, 211, 221, 231, 241.

Cross-listed as:

SWREN 250R

Effective 01-SEP-2021

Requisite Change:


Rationale:

To change prerequisites (both offerings). To help standardize Social Development Studies course offerings in the calendar, the department is removing the "Min. 1.0 unit from ANTH, SDS/ISS, PSYCH, SOC, SOCWK" prerequisite from all courses. Having completed 1.0 units across these subjects does not guarantee a strong measure of preparedness for the associated courses. This change will also make the math-specific prerequisite match what is listed in its cross-listing (SWREN 250R) and it's subsequent course SDS/SWREN 251R (Social Research). The School of Social Work has been consulted; prerequisites should match for both codes.

Current Catalog Information

SDS 260R (0.50) LEC

Ecology, Society, and Justice: Social Development and the Environment

This course introduces theory and concepts of social ecology, an interdisciplinary approach to understanding the interrelationship of social and environmental well-being. Students critically examine the implications of environment and environmentalism for human society, as well as explore ideas for community action and social institutions that reflect a social-ecological ethic.

No Special Consent Required

Requisites:

Prereq: One of SDS 131R, PSCI 150, SOC 101R/101, EARTH 122, ERS 110, ENVS 105; Level at least 2B

Effective 01-SEP-2021

Requisite Change:

Prereq: One of SDS 131R, PSCI 150, SOC 101R/101, EARTH 122, ERS 100, ENVS 105, ENV 205

Rationale:

To change prerequisites. A review of the course with the instructor indicated that level 2B is no longer a necessary prerequisite. The course now has fall or winter availability, and the department wishes it to be available for any student who has one of its current prerequisite courses. ENVS 205 (Sustainability: The Future We Want) was added as a prerequisite on the request of the Faculty of Environment, to improve accessibility of their new Diploma in Sustainability (i.e. SDS 260R is an elective option).

Current Catalog Information

SDS 311R (0.50) LEC

Indigenous Peoples and Canadian Public Policy

Framed within the Truth and Reconciliation process underway in Canada, this course
examines the historical and ongoing colonial processes and impacts of government policies targeting First Nations, Inuit, and Métis peoples. Particular analysis will be given to government policy as a cause of (and response to) social, political, and economic problems experienced by Indigenous peoples in Canada. [Note: SWREN 311R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required

Requisites :
Prereq: Level at least 2B. Antireq: ISS 311R
Cross-listed as: SWREN 311R LS 373

Effective 01-SEP-2021
Requisite Change :
Prereq: Level at least 2A. Antireq: ISS 311R
Rationale :
To change prerequisites (SDS and SWREN offerings only). Some 300-level courses in Social Development Studies require students to be a specific term level; however these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enroll.

Current Catalog Information
SDS 312R (0.50) LEC Homelessness & Public Policy
This course provides students with a basic overview of homelessness in modern society. Its goal is to familiarize students with the human, social, political and economic aspects of homelessness. Throughout, the emphasis will be on understanding homelessness from a public policy framework - its incidence and prevalence, etiology, consequences, and strategies for its prevention and amelioration. [Note: SWREN 312R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required
Requisites :
Prereq: Level at least 2B. Antireq: ISS 312R
Cross-listed as: SWREN 312R

Effective 01-SEP-2021
Requisite Change :
Prereq: Level at least 2A. Antireq: ISS 312R
Rationale :
To change prerequisites (both offerings). Some 300-level courses in Social Development Studies require students to be a specific term level; however these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enroll.

Current Catalog Information
SDS 322R (0.50) LEC Community Engagement and Social Development
This course highlights the importance of community engagement for individual, community, and societal well-being and introduces theory and methods related to social inclusion and participation in community. Through case examples and hands-on experience, this course explores approaches to research and professional practice designed to stimulate social development through community engagement.

No Special Consent Required
Requisites :
Prereq: Level at least 3A. Antireq: ISS 450R taken Spring 2010, Winter 2011
Effective 01-SEP-2021
Requisite Change:
Prereq: Level at least 2A.
Rationale: To change prerequisites and remove antirequisites. Some 300-level courses in Social Development Studies require students to be a specific term level; however these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enrol. The antirequisite courses are being removed as they are no longer required.

Current Catalog Information
SDS 330R (0.50) LEC, SEM International Public Policy
This course introduces students to major international public policies, including macroeconomic and fiscal policies, public transport and infrastructure policies, health care and social welfare policies, educational policies, and energy and environmental policies. Through a comparative and cross-cultural examination of major public policies, students will acquire better understanding of the major policy issues that affect the everyday lives of citizens.
No Special Consent Required
Requisites:

Effective 01-SEP-2021
Component Change: LEC
Rationale: To change components. To help standardize social development course offerings in the calendar, the department wishes to remove the SEM component from SDS 330R. It was initially added to provide flexibility in teaching style, but upon further discussion, the department wants it to match all other similar 300-level courses as LEC only.

Current Catalog Information
SDS 354R (0.50) LEC Values and the Contemporary Family
An exploration of how religious, economic, political and other social institutions shape values in our society, and what impact society's changing values are having upon marriage and the family. [Note: Formerly ISS 350H]
No Special Consent Required
Requisites:

Effective 01-SEP-2021
Title Change: Values and Contemporary Families
Description Change: An exploration of how religious, economic, political, and other social institutions shape values in our society, and what impact society's changing values are having upon families. [Note: Formerly ISS 350H]
Requisite Change: Prereq: Level at least 2A
Rationale: To change title, description, and prerequisites. The suggested title and description change remedies the original's implied heteronormativity. Consultation with the course's instructor confirms these changes accurately describe the content and approach. To help standardize Social Development Studies course offerings in the calendar, the department is removing the
"Minimum 1.0 unit from ANTH, PSYCH, SDS/ISS, SOC, SOCWK" prerequisite from all courses. Having completed 1.0 units across these subjects is no longer determined a necessary requirement to do well in this. A new prerequisite of "Level at least 2A" has been added to further standardize 300-level offerings.

**Current Catalog Information**

**SDS 370R (0.50) FLD, LEC**  
International Learning Experience  
This course examines sociocultural realities of a country other than Canada through on site experience and academic study. [Note: Field trip fee will be required.  
Formerly ISS 370R]  
No Special Consent Required  
Requisites : Prereq: Level at least 2A; Minimum of 1.0 unit from ANTH, PSCI, PSYCH, SDS/ISS, SOC, SOCWK  
**Effective 01-SEP-2021**  
Consent Change: Department Consent Required  
Requisite Change : Prereq: Level at least 2A  
Rationale : To change prerequisites and add department consent. This course applies to an international learning experience and is often connected with the School of Social Work's Canada Mexico International Learning Experience (CMILE) trip to Mexico. Each time the course is put forward for term scheduling, some students add themselves without having completed the trip's formal application process. This results in additional administrative tracking and manual de-registration of students. Discussion between Social Development Studies and the School of Social Work has clarified the application process and both departments agree that adding department consent will help deter accidental course selection. To help standardize Social Development Studies course offerings in the calendar, the department is removing the "Minimum of 1.0 unit from ANTH, PSCI, PSYCH, SDS/ISS, SOC, SOCWK" pre-requisite from all courses. Having completed 1.0 units across these subjects does not guarantee a strong measure of preparedness for the associated courses.

**Current Catalog Information**

**SDS 405R (0.50) SEM**  
Cosmopolitanism and Social Development  
What does it mean to be a "citizen of the world"? Cosmopolitanism is a social and political philosophy that views all human beings as members of a moral, political, relational, or cultural community. From a critical and comparative perspective, students in this course explore the philosophy of cosmopolitanism and its implications for social development in diverse social, political, and cultural contexts.  
No Special Consent Required  
Requisites : Prereq: SDS/ISS 131R; Level at least 3A  
**Effective 01-SEP-2021**  
Requisite Change : Prereq: Level at least 3A  
Rationale : To change prerequisites. Review of course with instructor indicated SDS 131R (Social Ideas, Social Policy and Political Practice) is not a
necessary prerequisite. Removal of 131R also helps standardize 405R with similar departmental 400-level offerings.

**Current Catalog Information**

**SDS 440R (0.50) SEM**

Optimal Living

This course takes an interdisciplinary perspective to consider what conditions foster optimal living. Topics may include the mind-body connection, spirituality, simplicity, healthy relationships, work-life balance, community engagement, leadership, generativity, and meaning. [Note: Formerly ISS 440R]

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: ISS/SDS 450R taken Winter 2011

Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A

Rationale : To remove antirequisite. To help standardize social development course offerings in the calendar, the department aims to remove any appropriate antirequisites dated at least five years ago. The course will not be offered as ISS/SDS 450R again and already has a "formerly" note towards its old ISS code (Interdisciplinary Social Science).

**Current Catalog Information**

**SDS 449R (0.50) SEM**

Race and Gender Equality

This course examines stereotypes and prejudices from a social sciences perspective, focusing on understanding and applying the research in schools, the workplace, and the home. Topics include overt and subtle prejudice, situational barriers to stigmatized groups' success, and interventions that promote equality by reducing prejudice and its negative effects. [Note: Formerly PSYCH 449R]

No Special Consent Required

Requisites : Prereq: PSYCH 253/253R or 220R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A. Antireq: PSYCH 449R; PSYCH 450R taken Winter 2012

Effective 01-SEP-2021

Title Change: Prejudice and Discrimination

Description Change: This course takes an interdisciplinary approach in examining causes of, impacts of, and ways to overcome stereotyping, prejudice, and discrimination. The experience and behaviour of both the target and the purveyor of discrimination will be studied from individual, interpersonal, and structural perspectives. Topics may include overt and subtle forms of prejudice, intersectionality, and situational barriers to stigmatized groups' success. [Note: Formerly PSYCH 449R]

Requisite Change : Prereq: Level at least 3A

Rationale : To change title, description, and prerequisites and remove antirequisites. This course was originally developed with a substantial psychology foundation before transitioning into the interdisciplinary approach common to SDS-coded courses. The updates better reflect the current topics and framework, align its prerequisites with similar 400-level seminar courses, and will make it more available for instructors without a psychology
background to teach. The antirequisites are being removed because they are no longer required.

**Current Catalog Information**

**SDS 490R (0.50) ESS Special Studies**

An independent, in-depth study, based on empirical research and/or extensive reading from multiple disciplines on a contemporary social issue under the direction of individual instructors in Social Development Studies. Available to individuals or small groups of fourth-year Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Formerly ISS 490R. Normally, a student may take only two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS/ISS 490R, SDS/ISS 499A and SDS/ISS 499B.]

Department Consent Required

**Effective 01-SEP-2021**

**Rationale:** To change description. Removed text that stated students must be in their fourth year as it is not a requirement. The course has department consent and so students will be assessed when they choose this course during course selection.

**Current Catalog Information**

**SI 230R (0.50) LEC Islamic Visual Culture: Art, Architecture, and Aesthetics**

This course explores Islamic visual culture by focusing on three main design elements in Islamic art and architecture: calligraphy, arabesque, and geometry. The course emphasizes the aesthetic, visual, and cultural importance of ornamentation in Islamic art and examines its manifestation in the work of contemporary Muslim artists.

No Special Consent Required

**Effective 01-SEP-2021**

**Rationale:** To remove prerequisite. The 1B prerequisite is unnecessary and this change aligns the course with most other 200 level SI courses.

**Current Catalog Information**

**SOCWK 222R (0.50) LEC Community Organization 1**

An examination of social work practice as it relates to functional and geographical
communities. The course will explore the theoretical foundations of organization practice as well as a variety of models. [Note: SWREN 222R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required

Requisites : Prereq: SOCWK 120R

Cross-listed as: SWREN 222R

Effective 01-SEP-2021

Title Change: Community Organization

Rationale : To change title. The department would like to remove the "1" from SOCWK 222R's title to avoid confusion (i.e. Community Organization 2 changed into SOCWK 322: International Perspectives in Community Organization well-over five years ago).

Current Catalog Information

SOCWK 301R (0.50) LEC Understanding Diversity in Canada

This course explores culture; its components, characteristics, processes, theories, issues; and the history of diversity in Canadian social systems. It also examines the implications of diversity for social work practice and fosters culturally competent practice with micro and macro social systems. [Note: SWREN 301R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required

Requisites : Prereq: SOCWK 120R

Cross-listed as: SWREN 301R

Effective 01-SEP-2021

Description Change: This course explores the meaning of diversity in contemporary Canadian society through social work and social justice perspectives. Students will critically analyze the ideas of "self" and "others" across micro, mezzo, and macro levels of practice. Concepts of power, privilege, oppression, discrimination, stereotypes, prejudice, multidimensionality, and intersectionality will be explored. [Note: SWREN 301R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

Rationale : To change description to better reflect the content covered in SOCWK 301R and keep its description current. Approved for relevancy by its core instructor.

Current Catalog Information

SOCWK 490R (0.50) ESS Special Studies

An independent, in-depth study, based on empirical research and/or extensive reading in social work under the direction of individual instructors in social work. Available to individuals or small groups of fourth-year Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may take only two of the following: PSYCH 490R, SOC 490R, SOCWK
490R, SDS/ISS 490R, SDS/ISS 499A and SDS/ISS 499B.

Department Consent Required

Requisites:

Effective 01-SEP-2021

Prereq: Level at least 3A

Description Change: An independent, in-depth study, based on empirical research and/or extensive reading in social work under the direction of individual instructors in social work. Available to individuals or small groups of Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may take only two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS/ISS 490R, SDS/ISS 499A and SDS/ISS 499B.]

Requisite Change: Prereq: Level at least 3A Social Development Studies majors

Rationale: To change description and prerequisites. Despite the descriptions of SOC 490R, SOCWK 490R and PSYCH 490R noting the courses are geared towards Social Development Studies majors, the department consistently has non-SDS students register for these courses during course selection without approval or awareness that it is not in lecture format (requiring manual removal). Expanding the pre-requisite will encourage more accurate course selection. As it also indicates access for students in level 3A - 4B, “fourth year” was removed from the description.

Current Catalog Information

SWREN 222R (0.50) LEC Community Organization 1
An examination of social work practice as it relates to functional and geographical communities. The course will explore the theoretical foundations of organization practice as well as a variety of models. [Note: SWREN 222R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required

Requisites: Prereq: SWREN 120R

Cross-listed as: SOCWK 222R

Effective 01-SEP-2021

Title Change: Community Organization

Rationale: To change title. The department would like to remove the "1" from SOCWK 222R's title to avoid confusion (i.e. Community Organization 2 changed into SOCWK 322: International Perspectives in Community Organization well-over five years ago).

Current Catalog Information

SWREN 224R (0.50) LEC Poverty in Canada and its Social Consequences
A sociological analysis of poverty in contemporary Canada as it underlies a multiplicity of interlocking social problems. [Note: SWREN 224R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required
Requisites: Prereq: SOC 101/101R or 120R
Cross-listed as: SOC 224R
Effective 01-SEP-2021

Rationale: To remove online attribute. This course was last taught online in winter 2017 and is not planned to be offered again in that modality. It has been over 10 years since the last large-scale redevelopment of course content and structure with no plans to revisit. It serves as a Bachelor of Social Work prerequisite, but the department offers multiple online sections each year of SDS 331R (Social Inequality, Social Justice, and Social Action) in its replacement, to ensure online students have access to the associated prereq-block. The Centre for Extended Learning agreed to the removal of this course from online offerings.

Current Catalog Information
SWREN 250R (0.50) LEC Social Statistics
This introductory level statistics course will emphasize the collection, manipulation, descriptive presentation, and statistical analysis of social research data. [Note: SWREN 250R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]
No Special Consent Required
Requisites: Prereq: Level at least 2A; two courses from ANTH, SDS/ISS, PSYCH, SOC, SOCWK; Not open to students in the Faculty of Mathematics. Antireq: ARTS 280, ECON 221, ENV 278, GDAB 205, ISS 250R, KIN 232, LS/SOC 280, PSYCH 292, REC 371, SMF 230, STAT 202, 206, 211, 221, 231, 241.
Cross-listed as: SDS 250R
Effective 01-SEP-2021
Requisite Change: Prereq: Level at least 2A; Not open to students in the Faculty of Mathematics.

Rationale: To change prerequisites (both offerings). To help standardize Social Development Studies course offerings in the calendar, the department is removing the "Min. 1.0 unit from ANTH, SDS/ISS, PSYCH, SOC, SOCWK" prerequisite from all courses. Having completed 1.0 units across these subjects does not guarantee a strong measure of preparedness for the associated courses. This change will also make the math-specific prerequisite match what is listed in its cross-listing (SWREN 250R) and its subsequent course SDS/SWREN 251R (Social Research). The School of Social Work has been consulted; prerequisites should match for both codes.

Current Catalog Information
SWREN 301R (0.50) LEC Understanding Diversity in Canada
This course explores culture; its components, characteristics, processes, theories, issues; and the history of diversity in Canadian social systems. It also examines the implications of diversity for social work practice and fosters culturally competent practice with micro and macro social systems. [Note: SWREN 301R is available only to
students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.

No Special Consent Required

Requisites: Prereq: SWREN 120R

Cross-listed as: SOCWK 301R

Effective 01-SEP-2021

Description Change: This course explores the meaning of diversity in contemporary Canadian society through social work and social justice perspectives. Students will critically analyze the ideas of "self" and "others" across micro, mezzo, and macro levels of practice. Concepts of power, privilege, oppression, discrimination, stereotypes, prejudice, multidimensionality, and intersectionality will be explored. [Note: SWREN 301R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

Rationale: To change description to better reflect the content covered in SOCWK 301R and keep its description current. Approved for relevancy by its core instructor.

Current Catalog Information

SWREN 311R (0.50) LEC Indigenous Peoples and Canadian Public Policy

Framed within the Truth and Reconciliation process underway in Canada, this course examines the historical and ongoing colonial processes and impacts of government policies targeting First Nations, Inuit, and Métis peoples. Particular analysis will be given to government policy as a cause of (and response to) social, political, and economic problems experienced by Indigenous peoples in Canada. [Note: SWREN 311R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

No Special Consent Required

Requisites: Prereq: Level at least 2B

Cross-listed as: SDS 311R LS 373

Effective 01-SEP-2021

Requisite Change: Prereq: Level at least 2A

Rationale: To change prerequisites (SDS and SWREN offerings only). Some 300-level courses in Social Development Studies require students to be a specific term level; however these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enroll.

Current Catalog Information

SWREN 312R (0.50) LEC Homelessness & Public Policy

This course provides students with a basic overview of homelessness in modern society. Its goal is to familiarize students with the human, social, political and economic aspects of homelessness. Throughout, the emphasis will be on understanding homelessness from a public policy framework - its incidence and prevalence, etiology, consequences, and strategies for its prevention and amelioration. [Note: SWREN 312R is available only to students who have been given conditional admission to the BSW
program; such students must have already completed their first undergraduate degree.

No Special Consent Required

Requisites:

Prereq: Level at least 2B

Cross-listed as:

SDS 312R

Effective 01-SEP-2021

Requisite Change:

Prereq: Level at least 2A

Rationale:

To change prerequisites (both offerings). Some 300-level courses in Social Development Studies require students to be a specific term level; however, these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enroll.

Sociology and Legal Studies

Current Catalog Information

LS 283 (0.50) LEC, TST Business Law

Particular attention is given to the law relating to contracts and business organizations. Other areas of study include sources of law, the judicial process, real and personal property, torts, agency, credit, and negotiable instruments.

No Special Consent Required

Requisites:

Antireq: MTHEL 100/COMM 231, BUS 231W, CIVE 491, GENE 411, ME 401; (Faculty of Mathematics) ENVS 201

Cross-listed as:

AFM 231

Effective 01-SEP-2021

Component Change: LEC, TST, TUT

Requisite Change:

Antireq: AFM 335, MTHEL 100/COMM 231, BUS 231W, CIVE 491, GENE 411, ME 401, ENVS 201

Rationale:

To add component and change antirequisites. The TUT component is being added to offer flexibility in teaching. ENVS 201 (Introduction to Canadian Environmental Law) should be an antirequisite for all students, not just Math students as currently listed, so this has been removed. AFM 335 (Business Law for Financial Managers) is being added as an antirequisite because of the similarity in content. Law curriculum in the AFM plan has been moved to third year when students have more Co-op experience and can apply the curriculum more fully in the business context so will take AFM 335. The School of Accounting and Finance will continue to offer AFM 231 (cross listed with LS 283) as a service course, with content appropriate to the different audience.

Current Catalog Information

LS 373 (0.50) LEC Indigenous Peoples and Canadian Public Policy

Framed within the Truth and Reconciliation process underway in Canada, this course examines the historical and ongoing colonial processes and impacts of government policies targeting First Nations, Inuit, and Métis peoples. Particular analysis will be given to government policy as a cause of (and response to) social, political, and economic problems experienced by Indigenous peoples in Canada. [Note: SWREN 311R is
available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.

No Special Consent Required

**Effective 01-SEP-2021**

**Rationale:**
To change prerequisites (SDS and SWREN offerings only). Some 300-level courses in Social Development Studies require students to be a specific term level; however these levels vary across 2A, 2B, and 3A. This change will help standardize those courses, allowing students at any stage of their second year onward to enroll.

**Current Catalog Information**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Requisites</th>
<th>Cross-listed as</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 224R</td>
<td>Poverty in Canada and its Social Consequences</td>
<td>A sociological analysis of poverty in contemporary Canada as it underlies a multiplicity of interlocking social problems. [Note: SWREN 224R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]</td>
<td>Prereq: SOC 101/101R or 120R</td>
<td>SWREN 224R</td>
</tr>
</tbody>
</table>

**Effective 01-SEP-2021**

**Rationale:**
To remove online attribute. This course was last taught online in winter 2017 and is not planned to be offered again in that modality. It has been over 10 years since the last large-scale redevelopment of course content and structure with no plans to revisit. It serves as a Bachelor of Social Work prerequisite, but the department offers multiple online sections each year of SDS 331R (Social Inequality, Social Justice, and Social Action) in its replacement, to ensure online students have access to the associated prereq-block. The Centre for Extended Learning agreed to the removal of this course from online offerings.

**Current Catalog Information**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 490R</td>
<td>Special Studies</td>
<td>An independent, in-depth study, based on empirical research and/or extensive reading in sociology under the direction of individual instructors in sociology. Available to individuals or small groups of fourth-year Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may take only two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS/ISS 490R, SDS/ISS 499A and SDS/ISS 499B.]</td>
<td>Prereq: Level at least 3A</td>
</tr>
</tbody>
</table>

**Effective 01-SEP-2021**

**Description Change:**
An independent, in-depth study, based on empirical research and/or extensive reading in sociology under the direction of individual instructors in sociology. Available to individuals or small groups of
Social Development Studies majors and arranged with one of the faculty members from the plan. The project must be approved by the academic supervisor of the course prior to registration. [Note: Normally, a student may take only two of the following: PSYCH 490R, SOC 490R, SOCWK 490R, SDS/ISS 490R, SDS/ISS 499A and SDS/ISS 499B.]

Requisite Change:
Prereq: Level at least 3A Social Development Studies majors

Rationale:
To change description and prerequisites and add department consent. Despite the descriptions of SOC 490R, SOCWK 490R and PSYCH 490R noting the courses are geared towards Social Development Studies majors, the department consistently has non-SDS students register for these courses during course selection without approval or awareness that it is not in lecture format (requiring manual removal). Expanding the pre-requisite will encourage more accurate course selection. As it also indicates access for students in level 3A - 4B, "fourth year" was removed from the description. Department consent is added to aid students in enrolling in the correct courses.

COURSE INACTIVATIONS (for approval)

French Studies

Effective 01-SEP-2021
FR  332A (0.50)  17th-Century French Literature
Rationale:
The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR  332B (0.50)  17th-Century French Literature
Rationale:
The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR  343A (0.50)  18th-Century French Literature
Rationale:
The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR  343B (0.50)  18th-Century French Literature
Rationale:
The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR  354A (0.50)  19th-Century French Literature
Rationale:
The course was offered in Nantes, France and the Nantes exchange has been cancelled.
Effective 01-SEP-2021
FR 354B (0.50) 19th-Century French Literature
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 363A (0.50) 20th-Century French Literature
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 363B (0.50) 20th-Century French Literature
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 392A (0.50) French Language Practice
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 392B (0.50) French Language Practice
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 393A (0.50) French Civilization, 20th-Century French History
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 393B (0.50) French Civilization, 20th-Century French History
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 395A (0.50) French Thought
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR 395B (0.50) French Thought
Rationale: The course was offered in Nantes, France and the Nantes exchange has been cancelled.
Effective 01-SEP-2021
FR  424A ( 0.50 ) 16th-Century French Literature
Rationale : The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Effective 01-SEP-2021
FR  424B ( 0.50 ) 16th-Century French Literature
Rationale : The course was offered in Nantes, France and the Nantes exchange has been cancelled.

Germanic & Slavic Studies

Effective 01-SEP-2021
DUTCH  201 ( 0.50 ) Intermediate Dutch I
Rationale : Due to lower enrolment numbers over the past years, changes to minimum enrolment numbers required for undergraduate courses and to resources available to hire instructors (Germanic and Slavic Studies does not have full-time faculty in Dutch), we will no longer be able to offer second-year courses taught in Dutch. We will advise students at higher levels to take courses abroad.
Note: We regularly have students coming back from study/work abroad in The Netherlands with second-year language credits, and we wish to keep the Diploma in Dutch language.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

Effective 01-SEP-2021
DUTCH  202 ( 0.50 ) Intermediate Dutch II
Rationale : Due to lower enrolment numbers over the past years, changes to minimum enrolment numbers required for undergraduate courses and to resources available to hire instructors (Germanic and Slavic Studies does not have full-time faculty in Dutch), we will no longer be able to offer second-year courses taught in Dutch. We will advise students at higher levels to take courses abroad.
Note: We regularly have students coming back from study/work abroad in The Netherlands with second-year language credits, and we wish to keep the Diploma in Dutch language.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

Effective 01-SEP-2021
GER  309 ( 0.50 ) The Structure of German
Rationale : We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.
This course has not been taught in some time, because we lost a faculty member in Applied Linguistics. Some of the content of this course has in the meantime been folded into another course (GER 331 Exploring the German Language).

Effective 01-SEP-2021
GER 334 (0.50)
Rationale :
Exploring German Literature
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. This course is not sustainable due to low enrolment numbers. We are in the process of creating a 300-level topics course in German that will be more attractive to students, is repeatable, and teaches foundations in literary analysis.

Effective 01-SEP-2021
GER 420 (0.50)
Rationale :
Topics in Language Pedagogy
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies and can no longer offer courses in REES on this level. We are also inactivating GER 420, with which REES 420 is cross-listed, because special topics in language pedagogy are now typically taught as GER 431 (Senior Seminar) or in APPLS courses at Renison.

Effective 01-SEP-2021
REES 100 (0.50)
Rationale :
Legendary Past: Russian Myths and Heroes
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. This course has not been taught in a number of years; there is no longer faculty to teach it. Some of its content has been moved to other courses in REES.
Effective 01-SEP-2021
REES 260 ( 0.50 ) Special Topics
Rationale: Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

Effective 01-SEP-2021
REES 271 ( 0.50 ) Russian Thought and Culture
Rationale: Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.
We have two courses on Russian Thought and Culture in the calendar: REES 271 and REES 272; the latter being the more modern course (Russian culture from the 19th c. onward). When REES 272 was redeveloped (as an online) course, material from the two courses was combined. We no longer teach REES 271.

Effective 01-SEP-2021
REES 310 ( 0.50 ) Russian Folklore
Rationale: Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor.
We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.
This course has not been taught in a number of years; there is no longer faculty to teach it.
Effective 01-SEP-2021  
REES 341 (0.50)  
Rationale:  
Russian Drama before 1905  
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. This course has not been taught in a number of years, and we no longer have the faculty expertise to offer it.

Effective 01-SEP-2021  
REES 342 (0.50)  
Rationale:  
Russian Drama after 1905  
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. This course has not been taught in a number of years, and we no longer have the faculty expertise to offer it.

Effective 01-SEP-2021  
REES 360 (0.50)  
Rationale:  
Special Topics  
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad a range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. There is no longer full-time faculty in REES to teach Special Topics courses.

Effective 01-SEP-2021  
REES 420 (0.50)  
Topics in Language Pedagogy
Rationale: Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies and can no longer offer courses in REES on this level. We are also inactivating GER 420, with which REES 420 is cross-listed, because special topics in language pedagogy are now typically taught as GER 431 (Senior Seminar) or in APPLS courses at Renison.

Effective 01-SEP-2021
REES 460  ( 0.50 ) Special Topics
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. There is no longer full-time faculty in REES to teach Special Topics courses.

Effective 01-SEP-2021
REES 495  ( 0.50 ) Reading Course in Approved Topics
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian and East European Studies, we will no longer be able to offer this broad range of courses. We are instead focusing our efforts on high-enrolment courses in REES that reliably attract student interest. The REES minor will not be affected by this change; students still have enough flexibility in choosing courses in REES, RUSS, and CROAT, and from an additional list of approved courses, to pursue the minor. We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students. There is no longer full-time faculty in REES to teach Reading Courses.

Effective 01-SEP-2021
RUSS 201  ( 0.50 ) Intermediate Russian I
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in
Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities’ study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

**Effective 01-SEP-2021**

RUSS 202 (0.50) Intermediate Russian II
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities’ study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

**Effective 01-SEP-2021**

RUSS 203 (0.50) Integrative Language Studies I
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities’ study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

**Effective 01-SEP-2021**

RUSS 204 (0.50) Russian for Heritage Speakers
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities’ study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

**Effective 01-SEP-2021**

RUSS 301 (0.50) Advanced Russian I
Rationale:

Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian
culture and literature in Russian. We will advise students at higher levels to take courses through other universities' study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

Effective 01-SEP-2021
RUSS 302 (0.50)
Rationale:
Advanced Russian II
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities' study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

Effective 01-SEP-2021
RUSS 303 (0.50)
Rationale:
Integrative Language Studies II
Because Germanic and Slavic Studies no longer has any full-time faculty in Russian, we will no longer be able to offer second-year and upper-level courses in Russian language beyond the first year and courses in Russian culture and literature in Russian. We will advise students at higher levels to take courses through other universities' study abroad programs in Russia.

We are currently reviewing all of our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.
ARTS UNDERGRADUATE AFFAIRS GROUP REPORTS OF
December 12, 2019
February 06, 2020
March 05, 2020

REPORT TO SENATE UNDERGRADUATE COUNCIL
May 12, 2020

Legend
Bolding = new text being added
Strikeout = text being removed

4. NEW ACADEMIC PLANS [for approval]

4.1 Communication Arts and Design Practice Program Proposal
4.2 \textit{School of Accounting and Finance}

\textbf{Effective date:} 01 September 2021
\textit{Approved at UGAG \#5: 05 March, 2020}

The following specializations are open to students in the Accounting and Financial Management program.

4.2.1. \textit{Professional Accountant Specialization}

\textbf{Rationale:} This specialization includes courses, beyond AFM degree required courses which are endorsed by CPA Canada and allow students to pursue the CPA designation.

... 

The Professional Accountant Specialization requires successful completion of the following 3.0 academic course units:

- AFM 362, AFM 382, AFM 451, AFM 462, AFM 482, AFM 491

4.2.2. \textit{Business Analytics Specialization}

\textbf{Rationale:} Some of the most significant drivers of disruption in the business community is big data, increasing computer processing power, and access to mobile/cloud communication and storage. Strong understanding of business analytics has become a necessity for financial managers and this need is growing. This specialization is designed to develop strong business analytics competencies in financial managers. The courses are focused on data users and interpreters of model output in the business setting as opposed to programmers or analysts which are commonly the focus of data science, computer science, and data analytics courses offered in the Faculty of Mathematics. For this reason, a new sequence of courses was needed building on the sequence of business analytics courses already introduced in the first two years of the AFM program (AFM 112, AFM 113, AFM 207, and AFM 244).

... 

The Business Analytics Specialization requires successful completion of 2.5 academic course units:

- AFM 345 or AFM 346

\textbf{Notes}

1. Students may complete both AFM 345 and AFM 346 and would then be required to complete three additional courses to complete the Business Analytics Specialization.

4.2.3. \textit{Entrepreneurial Mindset Specialization}
**Rationale:** The specialization mirrors the Entrepreneurship Minor but allows AFM students to obtain a credential completing five additional courses as opposed to seven required by the minor, thus allowing greater utilization of elective credits. Students wanting exposure to entrepreneurship can complete the minor in place of the requirement to complete one of six AFM specializations. Departments offering the non-AFM courses have been consulted.

... 

The Entrepreneurial Mindset Specialization requires successful completion of 2.5 academic course units:

- BET 320 and BET 340
- 1.5 academic course units from the following:
  - AFM 326 (0.25 units), AFM 377, AFM 426 (0.25 units), AFM 470, BET 350, BET 400, BET 420, BET 430, BET 450, BET 460, BET 470, BET 580, ENBUS 203, MGMT 220

**Notes**

1. Students are not eligible to complete both the Entrepreneurial Mindset Specialization and the Entrepreneurship Minor. Completion of the Entrepreneurship Minor can be substituted for the Entrepreneurial Mindset Specialization in fulfilment of the AFM degree requirement to complete one AFM specialization.

**4.2.4. Sustainability Specialization**

**Rationale:** Beyond big data and business analytics, the second major need in the business environment is to recognize and manage the impacts of business practices on natural systems and society. Financial managers must develop practices to identify, measure, and manage sustainability of business activities, extending the measure of success beyond fiscal measures. This specialization exposes students to the concepts of sustainability and the measurement of intangible aspects of business practices. Departments offering the non-AFM courses have been consulted.

... 

The Sustainability Specialization requires successful completion of 3.0 academic course units:

- ENBUS 102, ENVS 195, ENVS 220
- One of the following sets of three courses:
  - ENBUS 310, ENBUS 408, ENBUS 410
  - AFM 485, ENBUS 202, ENBUS 407

**4.2.5. Financial Leadership Specialization**

**Rationale:** This specialization is designed to development leadership expertise and competencies beyond degree-required courses. Students are required to take corporate governance and risk management (AFM 434) and international financial management (AFM 478). Students then select one of
3 additional business courses focused on financial institutions (AFM 422), Mergers and Acquisitions (AFM 477) or management of fast growing firms (AFM 470). BET 450 and BET 460 develop leadership and negotiation skills. The final “one of” requirement gives students exposure to sustainability concepts in the business setting. Departments offering the non-AFM courses have been consulted.

The Financial Leadership Specialization requires successful completion of 3.0 academic course units:

- AFM 434, AFM 478
- BET 450, BET 460
- One of AFM 422, AFM 470, AFM 477
- One of AFM 485, ENBUS 310, ENBUS 407, or ENVS 220

4.2.6. **Financial Markets Specialization**

**Rationale:** This specialization allows students to build their own sequence in a series of finance career pathways which will be described on the SAF website. The specialization includes courses which cover the CFA body of knowledge for students seeking the CFA designation.

The Financial Markets Specialization requires successful completion of 3.0 academic course units from the following:

- AFM 322, AFM 324, AFM 326 (0.25 units), AFM 328 (0.25 units), AFM 329 (0.25 units), AFM 377, AFM 422, AFM 423, AFM 425, AFM 426 (0.25 units), AFM 427, AFM 428 (0.25 units), AFM 429 (0.25 units), AFM 434, AFM 470, AFM 477, AFM 478

4.3. **English Language and Literature [Department]**

**Effective date:** 01 September 2021

*Approved at UGAG #3: 12 December 2019*

4.3.1. **Communication Design Specialization**

**Rationale:** Communication design, which teaches design as it enables, prevents, and augments the effective transmission of ideas and arguments, has long been a component in our Rhetoric, Media, and Professional Communication Plans. These courses are popular with RMPC students, who often take more than the required one CD course. In addition, specializations are increasingly popular with both RMPC and Literature students because they enable students to customize their degree according to their interests and career goals. Employers will more easily recognize that students have these skills when students are able to earn a Communication Design credential as part of their degree. A CD specialization will also provide students with a clear path into our Master’s program in Rhetoric and Communication Design. The CD specialization is open to all English majors. The following units have been consulted about this specialization: Communication Arts, Fine Arts, GBDA.
Course Titles:
ENGL 392A - Information Design
ENGL 392B - Visual Rhetoric
ENGL 408C - The Rhetoric of Digital Design: Theory and Practice
ENGL 210J - Technical Editing
ENGL 295 - Social Media
ENGL 408B - The Discourse of Advertising
ENGL 493 - Topics in Professional Writing and Communication Design

Communication Design Specialization

The Communication Design Specialization requires successful completion of four courses:

- ENGL 392A, ENGL 392B, ENGL 408C
- one of ENGL 210J, ENGL 295, ENGL 408B, ENGL 493
UNDERGRADUATE PROGRAM PROPOSAL
OF
BACHELOR OF ARTS
IN
COMMUNICATION ARTS AND DESIGN PRACTICE
Submitted to the
Ontario Universities Council on Quality Assurance

VOLUME I - PROPOSED BRIEF

NOVEMBER 2019
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1. INTRODUCTION

The Department of Communication Arts at the University of Waterloo offers an ideal site for the analysis, investigation, and interrogation of the relationship between theories of embodied communication and critical design practices. Our faculty pursue distinct and overlapping areas of research and creative activity in digital arts communication, performance theory and practice, and communication as the process by which people make meaning in communities. As a leader in higher education innovation, particularly in the area of outward-facing experiential education, the University of Waterloo is ideally placed to support this undergraduate program’s commitment to shared research, community, and professional projects concerned with knowledge-production for social change and experiential learning for students. These values are also central to Faculty of Arts programs, and thus the proposed new program aligns strongly with Faculty of Arts commitments. The proposed undergraduate program will be unique in Canada because of the ways in which it combines theory and practice and combines three distinct intellectual areas of inquiry: performance, communication, and digital arts.

1.1 Brief Listing of the Program

The Bachelor of Arts in Communication Arts & Design Practice will be a major plan available through the entry programs, Honours Arts (HA) and Honours Arts and Business (HARBUS). HA and HARBUS require a 60% overall cumulative average, 20.0 academic course units, and breadth requirements. All Major plans in HA and HARBUS require 8.0 units of required courses and a 70% major average in addition to the program requirements. Admissions requirements for HA and HARBUS are established by the University and, within that framework, by the Faculty of Arts for its programs. Admission to the major plan normally occurs at the end of the second term. Admission to an Honours major plan normally requires a 70% average in two courses in the disciplines. For the Communication Arts and Design Practice plan, admission will require a minimum overall average from 5.0 academic units taken in the first two terms of 60%, and 70% in the required first-year disciplinary courses. Both HA and HARBUS are available in co-op options.

1.2 Method Used for Preparation of the Brief

The Department struck a “Department-level Undergraduate Plan Committee” in Winter, 2017. This committee was chaired by Robert Danisch, and included: Jennifer Roberts-Smith, Glenn Stillar, Kim Nguyen, Shana MacDonald, and Andy Houston (at various points several of these faculty members were on leave and while on leave did not participate in committee meetings). This committee has been responsible for drafting this brief and reporting back to the Department. After a year of consultation on the design and rationale for this program, the Department (in December, 2017) recommended that the committee prepare the brief and submit the program to the Ontario Universities Council on Quality Assurance.
1.3 Objectives of the Program (QAF 2.1.1)

The aim of this plan is to integrate theoretical reflection on how multimodal forms of representation make meaning with critical practices of design and production. Students will learn to: 1) understand the production of meaning, and the implications of meaning-making, in a variety of contexts; 2) investigate the multimodality of representation; and 3) produce effective performative and communicative phenomena for the public good.

Existing faculty expertise, research, creative work, and pedagogical practices in the Department support this program by attending to the demands and possibilities of embodied and mediated performance, communication, and representation in a variety of public settings. The program focuses on theoretically-informed practice; project-based, interdisciplinary and collaborative pedagogy; and experiential learning. Its combination of interests and commitments make the program unique within the Faculty of Arts and give it the potential to recruit students interested in attending other Ontario universities. This new program uses the resources of the Department to their fullest potential; brings complementary and symmetrical interests together; and supports the broader movement toward interdisciplinary studies that facilitates innovative research opportunities and appeals to students.

This plan aligns with the University of Waterloo’s mission and Strategic Plan in the following ways:

First, the Communication Arts & Design Practice plan aligns with the foundational strengths of the University outlined in the strategic plan. Communication Arts & Design Practice furthers the University’s commitment to outstanding academic programming by melding the strengths of the three distinct units in the Department of Communication Arts in ways that complement student interest in interdisciplinarity and that promote experiential learning outside of the classroom. Through course offerings that explore embodied and mediated performance, communication, and representation in a variety of public settings, students in Communication Arts & Design Practice will have an enhanced understanding of the multimodal applications, uses, and frameworks of communication both as a field of study and as a tool for meaning-making. As such, students will be uniquely prepared to address the challenges and opportunities of new communicative technologies, networks, and forms. While students already learn to speak and write in a wide array of public settings within the departmental units, students will learn how to speak and write in innovative ways that transform disciplinarity and that explore the changing embodied and mediated conditions of the 21st century.

Second, the Communication Arts & Design Practice plan enables students to produce a global outlook by promoting scholarly inquiry between three different units as well as across student cohorts. Student interaction across the different units will enrich their learning as well as expand occasions for intercultural and intellectual exchange for and about the public good. Inquiry about critical practices of design and production and its implications for the public good across the departmental units will help students situate, create, and analyze performance, communication, and representation for an increasingly
The Communication Arts & Design Practice program is committed to the pursuit and discovery of knowledge that enables communicative literacy for the global context and integrates theoretical reflection on how students engaged in multimodal forms of representation may improve the world.

Third, we believe the Communication Arts & Design Practice plan will produce a vibrant student experience by enriching student engagement and skill development in teamwork, leadership, conflict management, cross-cultural communication, workplace communication, and relationship building. Through project-based, interdisciplinary, and collaborative pedagogy, students across the three academic units will be positioned in an environment where their intellectual potential and success can thrive in partnership with their peers and in connection with our faculty as they pursue scholarly inquiry about how to contribute to society and lead change.

Fourth, the Communication Arts & Design Practice plan will deepen the Faculty of Arts’ (and the broader University’s) robust commitment and success in innovation and engaging industry outlined in their Strategic Plan. Already, our Department’s unique design and practice-based approach to the field of communication, theatre and performance, and digital arts is one-of-a-kind in the country, and establishing the Communication Arts & Design Practice program is a product of our collective commitment and insight to achieve our fullest potential.

In addition to the ways in which this program broadly aligns with the University’s strategic directions, Communication Arts & Design Practice will also clearly deliver the Undergraduate Degree Level Expectations (UDLEs). The UDLEs will be met by having students develop an understanding of theories of communication, performance, and design. This will include detailed knowledge of these three broad academic fields of inquiry, the cultivation of analytical skills inside and outside these fields, the development and practice of methodologies from each of these three fields, and the use of experiential learning. A summary of the ways in which the program will meet the UDLEs can be found in Appendix A.

The name “Communication Arts & Design Practice” is consistent with similar degree programs in the U.S. and highlights the fact that this program will include hands-on, experiential, project-based learning.

1.4 Admission Requirements (QAF 2.1.2)

The admission requirements of the Faculty of Arts are the same as the General Admission Requirements of the University. Admission requirements for part-time students are the same as for full-time students. Once in Honours Arts or Honours Arts & Business, students can declare a Communication Arts & Design Practice major at the end of their 1B term if they have completed at least one course required by the program.
1.5 **Structure (QAF 2.1.3)**

Continuation in this academic program requires a cumulative overall average of 60% and a cumulative minimum Honours Communication Arts & Design Practice major average of 70%.

Eligibility for graduation in the Honours Communication Arts & Design Practice academic program includes successful completion of the following requirements:

1. Appropriate Program-level requirements. See [Bachelor of Arts Degree Requirements](#).

2. Communication Arts & Design Practice Program-level requirements:
   - a minimum major average of 70%
   - at least eight academic course units (16 courses) including:

   **Two Required Courses:**
   - SPCOM 101 – Theories of Communication
   - SPCOM/THPERF 149 - Introduction to Critical Design Practices

   **Foundational Courses - Four of:**
   - DAC 201/ENGL 203, DAC 202/ENGL 204, DAC 203/ENGL 304, DAC 204, SPCOM 100, SPCOM 223, SPCOM 227, THPERF 102, THPERF 200, THPERF 220/SPCOM 220

   **Intermediate Courses - Five of:**
   - DAC 302, DAC 305, DAC 308, DAC 309, SPCOM 226, SPCOM 228, SPCOM 323/ENGL 309E, SPCOM 335, SPCOM 339, THPERF 246, THPERF 282, THPERF 300, THPERF 301, THPERF 366

   **Advanced Courses - Five of:**
   - DAC 300/ENGL 303/SPCOM 300, DAC 329/SPCOM 329, DAC 400/ENGL 403, SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430/LS 492, SPCOM 433, SPCOM 440/THPERF 440, SPCOM 475, SPCOM 490, SPCOM 491, THPERF 331, THPERF 374, THPERF 376, THPERF 378, THPERF 379, THPERF 490, THPERF 491

   **Note:** Students are expected to complete at least four DAC courses, four THPERF courses, and four SPCOM courses.

**Arts and Business (Co-op and Regular)**

Students may combine the Honours Communication Arts & Design Practice academic program with Arts and Business. In addition to the Communication Arts & Design Practice requirements, students must also complete the Arts and Business requirements.

**Honours Double Majors**

Honours Communication Arts & Design Practice may be taken in combination with most Arts majors in which an Honours major is offered or with many Honours majors in other...
faculties. This academic program cannot be taken in combination with any programs in Digital Arts Communication, Speech Communication, or Theatre and Performance.

The structure of the Communication Arts & Design Practice program is designed to meet the following three main learning outcomes:

1. **Understanding the production of meaning, and the implications of meaning-making, in a variety of contexts by:** Bringing a variety of disciplinary perspectives to bear on the interpretation of meaning, negotiating the relationships among agency, constraint, and implication in the production of meaning; and analyzing the collaborative processes of meaning-making in specific communities. This learning outcome meets UDLEs 1, 2, 4, 5, and 8 from above.

2. **Investigate the multimodality of representation by:** Exploring intersectionality in identity construction, understanding the mutually constitutive relationships among embodied, mediated, and conceptual representations, interrogating how a range of mediated channels and forms impact the interpretative process. This learning outcome meets UDLEs #1, #4, #5, and #8 from above.

3. **Produce effective performative and communicative phenomena for the public good by:** Developing expertise in practice-based methods for generating knowledge; collaborating effectively with diverse student teams and other stakeholders; developing a language and imagination for the public good; creating communication practices capable of generating change given existing conditions of possibility. This learning outcome meets UDLEs 2, 3, 6, 7, and 8 from above.

### 1.6 Program Content (QAF 2.1.4)

The Communication Arts & Design Practice program is unique in Canada due to its emphases on the connection between communication and embodied performance; on critical and creative competencies in terms of both face-to-face communication and digital media; and on the public good and engagement with social issues. Our program focuses on the production of mediated forms of representation to intervene in the larger social and political world. We are a unique Department in Canada because of the combination of interests in Communication, Performance, and Digital Design. That combination of interests has influenced the development of this plan, and has been guided by the following three broad departmental objectives:

In relation to exploring the significance of making meaning, the program (and the Department) pursues three primary objectives that offer interdisciplinary approaches to the learning outcomes described above: 1) to examine agency and implication; 2) to support the development of critical and creative competencies; and 3) to encourage a language and imagination for the public good. Pursuing these three objectives makes this program unique in Canada.
Agency refers to the ways in which individuals, situated in communities and social structures, use power to sustain, resist, and alter the contexts in which they live. Implication points to the ways we are all embedded within structures; we are always situated in relationship to a variety of individuals, communities, and publics. An examination of agency and implication reveals the ways in which discursively constructed conditions constrain and produce possibilities for action within systems of power. Understanding the significance of meaning making through attention to agency and implication foregrounds the ability of students to make a difference in the world in which they live; and the ways in which human interests, desires, and actions are necessarily bound up with the lives of others. A degree in Communication Arts & Design Practice will allow students to see themselves as agents implicated within structures. Critical competencies allow for the recognition and interrogation of the power and politics that underlie all forms of discursive and material production. Creative competencies recognize the open-ended and indeterminate character of the future, and encourage the development of communication practices capable of generating change given existing conditions of possibility. An awareness of implicated agency, paired with creative and critical competencies, leads to an ethical and creative praxis. A degree in Communication Arts & Design Practice aims to study, practice, and teach communication as a set of critical and creative competencies that form the foundation for ethical leadership; that show how discursive practices hold the potential for living with difference; that allow individuals to effectively negotiate power; and that open up possibilities for dialogue, understanding, and social change. The public good refers to practices through which institutions value engagement; quality of life (in regard to families and communities, education, employment, meaningful work, health care, aesthetic expression, etc.); and the well-being of, and reduction of suffering among, social groups. A language for the public good supports the identification of the components and communicative practices central to these values. An imagination for the public good will ensure that students can envision a different articulation of social relationships and power, and move from critique to reconstitution of public and communicative practices. Communication Arts & Design Practice will allow students to intervene in their world in new ways and change the conditions of their existence.

Following these three broad objectives is a way of imagining interdisciplinarity and constructing a program that is intentionally interdisciplinary in its structure and outcomes. This is consistent with how this Department has approached work. For example, the following was highlighted within the Faculty of Arts responses to the 2016-17 strategic program: “Drama and Speech Communication offered three fall courses with the shared theme “arresting rape culture;” the courses resulted in the winter term performance Unconscious Curriculum, an expert panel Gendered Violence on Campus: Institutional Policy and Practice, and an interactive art installation.” This is characteristic of the kind of interdisciplinary work that our Department is capable of and that this program will foster. This is also an example of the ways the three broad objectives outlined above are materialized.
1.7 Mode of Delivery (QAF 2.1.5)
Courses in the Communication Arts & Design Practice program are structured as seminars and/or workshops at all levels (with one exception: SPCOM 101, which is a lecture course). Assignments are typically project-oriented, frequently requiring collaboration among students to articulate and execute a design concept, and frequently including public presentations of student work. Student learning is normally scaffolded in the following ways, often used in combination:
- Explicit instruction and/or demonstration, in which an instructor shows and explains to students how to do a learning task;
- Guided discovery, in which an instructor responds to student learning needs as they arise in the completion of a project;
- Implicit instructor modeling of the competencies and behaviours that students are expected to develop, including as collaborator-mentors;
- Organizing student activities in progressively challenging sequences;
- Engaging students in iterative activities, in which they deepen their engagement with each iteration;
- Active, instructor-guided, self- and peer analysis.

The approach to instruction in the Communication Arts & Design Practice program is student-centred, in that it focuses on the development of students’ agency to continue to learn independently after the end of any course and after graduation.

1.8 Assessment of Teaching and Learning (QAF 2.1.6)
Since students will be producing academic work in both traditional and creative modes, we will use the following major approaches to student assessment:
- Qualitative, instructor-led, rubric-centred approaches (well-suited to individual traditional and creative work), in which students receive qualitative formative rubrics along with assignment instructions, and summative, qualitative feedback accompanied by numerical grades, based on expectations outlined in the formative rubric
- Blended qualitative, instructor-led rubric/critique approaches (well-suited individual and collaborative creative work), in which students receive formative rubrics along with assignment instructions, as well as qualitative, verbal feedback from one or more instructors at milestone moments during assignment development; summative, qualitative feedback on final presentations accompanied by letter grades
- Qualitative, instructor-led, examination-based approach, in which students complete summative examinations based on course material; these may be written (normally short answer and essay but not multiple choice) or oral (in structured conversation with an instructor)
- Guided, formative, qualitative self- and peer-assessment approaches (well-suited to the development of independent student learning strategies both individually and
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as groups), in which students respond to prompts to reflect on their learning process.

A detailed breakdown of the UDLES to courses and associated evaluation methods can be found in Appendix A.

We will collect and archive examples of the best, average, and poor student work at all levels of the program. These examples will serve as guidelines for future students and can be used by external reviewers as necessary. We will also collect and report on indicators of student achievement (such as awards, creative projects, publications, graduation rates, and professional affiliations). The examples of student work that we will collect will be matched to the UDLES, and the Department will develop a rubric for evaluating the level of performance of students related to the UDLES. The combination of the sample pieces of student work and the rubric for evaluation will allow the Department to demonstrate student achievement.

2. **HUMAN RESOURCES (QAF 2.1.7)**

The Department currently has 18 tenure-track faculty and lecturers that will support the design and delivery of this program (information on the quality of these faculty members follows below). This proposal does not contain any requests for new resources. The courses that will support the undergraduate program are already being offered within the Department (with the exception of one new course that has been designed and will be created). In addition, the Department currently has studio space, classroom space, and performance space that will be used for student work.

2.1 **Resources for Undergraduate Programs (QAF 2.1.9)**

The Department of Communication Arts currently has 2 Full Professors, 9 Associate Professors, 8 Assistant Professors, and 7 Lecturers (with 2 Associate Professors set to retire in 2019). All of these faculty members would contribute to the delivery of this academic program. Adjunct faculty may play a role in the delivery of the program to the extent that some adjunct faculty currently teach existing courses and students in this program may take some of those existing courses to complete the program. We anticipate class sizes to remain consistent with current departmental practices – classes in the Department are generally around 20-30 students, which makes project-based, experiential learning possible.

CVs of all faculty members in the Department are included with this brief in Volume II.

In addition to those CVs, the following qualitative description of faculty interests as teachers/scholars/artists provides a summative assessment of the faculty in the Department that will participate in the design and delivery of this program:

**Robert Danisch**, Department Chair, has a PhD in Communication from the University of Pittsburgh (2004). He also holds a BA in History and Philosophy from the University of
Virginia, where he was an Echols Scholar. His research interests concern rhetorical theory and public communication within democratic societies. He has written extensively about the relationship between American Pragmatism and rhetoric. He is currently finishing a SSHRC-funded project titled “Sociologies of Rhetoric” which describes how to build effective deliberative cultures.

**Anders Bergstrom**, Lecturer, is a film and media scholar, with a background in literature, composition, and critical theory. He completed his PhD in Film Studies in 2016. He has an MA an BA in English literature. Anders spent two years in Thailand teaching high school and exploring South East Asia. His research and teaching interests have involved communications and writing, continental philosophy and spirituality, transnational and Asian cinemas, and film genres including science fiction and horror.

**Kevin Carey** is an interdisciplinary teacher-scholar (English/Rhetoric PhD, Russian Literature MA, Philosophy BA) whose work focuses on higher education and its discontents. Drawing on rhetorical theory, institutional histories, critical pedagogy, and philosophy, his research examines tensions between progressive aims and conservative functions of higher education. He has written about critical thinking discourses as constitutive rhetoric, and he is currently investigating the materialist underpinnings of liberal arts discourses.

**Paul Cegys** has an MSc in Sustainability Science and Environmental Studies, a BA in Drama, and significant expertise in theatre design with a specialty in lighting design. He has worked abroad in India, Sweden, Denmark, Belgium and Poland, and for such theatre companies as the Canadian Stage Company, Soulpepper, Theatre Aquarius, and La Monnaie (Royal Opera House, Brussels). Paul also has a rich knowledge related to design aesthetics and new lighting and projection technologies. His research interests focus on sustainable practices in the performing arts and sustainable design for the theatre.

**Bill Chesney** has worked in the professional theatre as a set and costume designer and scenic artist for more than thirty years. Recent work includes set and costume designs for Theatre & Co. in Kitchener, Theatre Aquarius in Hamilton, Lighthouse Theatre Festival in Port Dover, Victoria Playhouse Petrolia, Carousel Players on tour, as well as productions for the Drayton Theatre Festival, the Centaur Theatre and Just for Laughs Theatre in Montreal and 20+ year creative association with the Manitoba Theatre for Young People (MTYP) in Winnipeg. A master scenic artist, Bill was the Head Scenic Painter for the Pantages Theatre and touring Canadian productions of The Phantom of the Opera, repainted the interior scenic murals in the restored Capitol Theatre in Port Hope, ON, and designed and executed an interior mural entitled Change is Gradual for the Guelph Community Health Centre.

**Karen Collins** was Canada Research Chair in Interactive Audio and Chair of the Advisory Board of the Games Institute at the University of Waterloo. She is cross-appointed to English Language and Literature and adjunct in Computer Science at the University Ontario Institute of Technology for the purposes of graduate supervision. Her work focuses
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primarily on sound and music in games, and explores how new technologies impact our audio experience. This research has included studies of sound on smart tables (horizontal computers), mobile phones, video games, and how sound is used in slot machines to manipulate players.

**Jordana Cox’s** scholarship bridges communication studies, performance history, and the public humanities. Her current focus is the relationship between news and theatrical performance in American public culture; she is at work on a book project called Staged News. In conjunction with her research on political performance, Jordana has a keen interest in community-engaged teaching and public programming. Prior to joining Waterloo in 2017, she was the Postdoctoral Fellow in Public Humanities at the University of Richmond (2016-17), and the Postdoctoral Associate at the University of Florida's Center for the Humanities and the Public Sphere (2015-16). Jordana earned an Interdisciplinary Ph.D. in Theatre and Drama with a Graduate Certificate in Rhetoric and Public Culture from Northwestern University (2015).

**Shannon Hartling** has a PhD in English (2003) and an MA and BA in English from the University of Waterloo. Her interests include the history and theory of rhetoric, cultural studies, aesthetic theory, moral philosophy, and the eighteenth-century novel. She has written about the moral implications of polite language in depictions of death in sermons and novels, and she has delivered several conference papers reflecting her research into the social functions and abuses of polite language. She is interested in public and interpersonal communication and the function of language in creating community, particularly in difficult contexts.

**Andy Houston** earned his BA in Drama and Sociology from the University of Guelph (1989), where he was awarded a College of Arts Medal; in 1992 he completed a MA at the University of Alberta, with his thesis focusing on the dramaturgy and theoretical paradigms of playwright Howard Barker. In 1994 he was awarded a Commonwealth Scholarship to pursue a Ph.D. at the University of Kent at Canterbury (UK), where he completed a dissertation on postmodern dramaturgy in the work of three companies, DV8, Forced Entertainment, and Brith Gof in 1999.

**David Janzen** has a PhD in cultural studies from the University of Alberta and an MA from the Centre for the Study of Theory and Criticism at the University of Western Ontario. His research and teaching focus on environmental communication.

**Naila Keleta-Mae** holds a PhD in Theatre Studies from York University (2012), an MFA in Theatre from York University (2005) and a BA with Distinction from Concordia University (2001). Her research interests are in performance, gender studies, critical race theory and autoethnography. Prior to her appointment at the University of Waterloo she was a Faculty Advisor in the MFA in Interdisciplinary Arts program at Goddard College.
Sarah Klein’s research centers on how methods travel across time and space. Her current research is on experimental practice in cognitive science. She brings together approaches from Communication, Science Studies, and Performance Studies to describe how experiments are designed, performed, and understood by their subjects and researchers. She takes an ethnographic and ethnomethodological approach to everyday practice and multi-modal interaction. Her work on experimental practice bridges art and science by treating experiments as performances with material, embodied, situated, and aesthetic features indivisible from their empirical structure, and by collaboratively designing experiments/performances with scientists.

Shana MacDonald holds a PhD in Communication and Culture (2013) and an MA in Cinema and Media Studies (2005) from York University. She also completed a BFA in Image Arts (2001) from Ryerson University. Her scholarship focuses on the intersection of feminist politics, performance, experimental media and public art practices. She has published on contemporary intermedial art and the history of feminist experimental film and media. Her research is closely aligned with her art practice. As an artist-scholar Shana explores the community-building potential of practice-based, site-specific art interventions in public space. She is founder and director of the ‘Mobile Art Studio’ (MAS), a transitory creative lab space that brings art out of the gallery and into public participatory spaces. In addition, Shana is an internationally screened filmmaker, curator and installation artist committed to finding new aesthetic forms for abandoned and undervalued materials, experiences and histories.

Sorouja Moll has a PhD in Humanities (Concordia) specializing in the fields of Communication, English, and Art History. She also holds a BA and MA in English from the University of Guelph. Sorouja’s research interests include sovereignty, nation, and memory, which involve, among other areas, indigeneity in Canada, adaptations of Shakespeare, as well as mass and alternative media. She is both a creative and academic writer.

Lennart Nacke is an Associate Professor, the Associate Director Graduate Studies for Stratford campus, and the Director of the HCI Games Group at the University of Waterloo’s Games Institute. Professor Nacke teaches User Experience, Human-Computer Interaction, and Game Design at the University of Waterloo. As part of the Games Institute, he is researching cognitive and emotional elements of player experience in video games, immersive VR environments, and gameful applications, often using physiological measures together with surveys and player interviews. Professor Nacke has served on the steering committee of the International Game Developers Association Games User Research Special Interest Group in the past, is the chair of the CHI PLAY conference steering committee since 2014.

Kim Hong Nguyen has a PhD in Communication Studies from The University of Iowa (2008). She is interested in media and rhetorics that inspire questions about cultural identity and values, memory, and violence. She is currently working on a number of
projects including: ‘mean girl’ ethos in neoliberalism and Laura Bush’s global feminism initiative.

**Tim Paci** holds a bachelor’s degree in English and history and a master’s degree in English from McMaster University; he also completed doctoral coursework and comprehensive examinations in the University of Waterloo’s Department of English Language and Literature before turning to teaching full-time. Among Tim’s primary interests are the democratic classroom and the influence of stories and language on meaning-making.

**Jennifer Roberts-Smith** holds a PhD in English (2007) and an MA in Drama from the University of Toronto. Her research and creative practice focus on performance and digital media, with particular emphasis on theatre, history, archives, and interfaces. Jennifer is Principal Investigator of two multi-institutional research projects: *The Simulated Environment for Theatre (SET)* and *The Stratford Festival Online: Games and Virtual Learning Environments for Education and Audience Engagement*. She also leads the Virtual Reality Development cluster of the *Digital Oral Histories for Reconciliation (DOHR)* research project. Her work has been supported by SSHRC, MITACS, and the Canada Council for the Arts, and recognized by an Ontario Early Researcher Award.

**Glenn Stillar** is an Associate Professor in the Digital Arts Communication program in the Faculty of Arts, University of Waterloo. His research explores both the theory and practice of ‘how we tell stories’ with digital media to entertain, inform, persuade, and involve viewers. He is particularly interested in the constantly evolving role of video in communications, given communicating via video is now as important as, and nearly as widespread as, text-based communications. Analogizing from ‘literacy,’ Professor Stillar researches and teaches new forms of ‘visualacy.’ He has directed and produced a wide range of film, video, and audio productions, ranging from research documentation to feature films to multimedia art installations.

**Henry Adam Svec** holds a PhD and an MA in Media Studies from the University of Western Ontario and a BA in English Literature from Mount Allison University. His research interests include media archeology, popular music, authenticity, and digital culture, and he has published articles in such venues as the Canadian Journal of Communication, Celebrity Studies, and Popular Music & Society. His first book, *American Folk Music as Tactical Media* (Amsterdam UP, 2018), explores the rich diagrams of communication and media littered across the long American folk revival, from Alan Lomax’s digital “Global Jukebox” to Bob Dylan’s noisy typewriter. Before moving to the University of Waterloo in 2018, Henry worked at Millsaps College in Jackson, Mississippi, and at the University of New Brunswick in Fredericton.

**Imre Szeman** holds a PhD in Literature (Duke University), an MA in Theory and Criticism (University of Western Ontario) and a BA in Philosophy (Queen’s University). His main areas of research are in energy and environmental studies, social and political philosophy, and critical theory and cultural studies. From 1999-2009, he taught at McMaster
University, and from 2009 to 2016 he worked the University of Alberta. Szeman is the recipient of the John Polanyi Prize in Literature (2000), the Petro-Canada Young Innovator Award (2003), the Scotiabank-AUCC Award for Excellence in Internationalization (2004), an Alexander von Humboldt Fellowship (2005-7), the President’s Award for Excellence in Graduate Supervision at McMaster (2008), and a Killam Research Professorship (2013). In 2015, he was awarded the J. Gordin Kaplan Award for Excellence in Research, the U of Alberta’s most prestigious award recognizing research excellence in humanities, social sciences, law, education and fine arts.

Gerald Voorhees earned a Ph.D. from The University of Iowa (2008) and holds a B.S. in Speech Communication from the University of Texas at Austin, where he was a Senior Fellow in the Honors Program of the College of Communication. His research focuses on games and new media as sites for the construction and contestation of identity and culture. He is also interested in public discourse pertaining to games and new media, as well as rhetorics of race and ethnicity in mediated public discourse. Gerald is co-editor of Continuum’s Approaches to Game Studies book series, a member of the Executive Board of the Digital Games Research Association, and a former co-chair of the Game Studies area of the Popular Culture Association/American Culture Association Nation Conference.

Vershawn Ashanti Young is a trans-disciplinary scholar and teacher. He often integrates his training in multiple areas of arts and humanities into his published work and instruction. He has been writing about his sociolinguistic concept code-meshing, about African American English, about intercultural communication, about performances of masculinity, and about representations of race in art, film, and literature. He frequently collaborates with his colleagues and students, and has authored or co-authored seven books. He has served as a high school drama/English/speech teacher, an elementary school principal, a supervisor of itinerant theater teachers in Los Angeles, and a school board administrator. He is a solo performance artist and actor. In 2010, he won “best performance in a play” in Cedar Rapids, IA, for his portrayal of the brain-damaged Gabriel in August Wilson’s Fences. He also regularly tours his one-man show, Your Average Nigga, based on his first book of the same name.

3. **PHYSICAL AND FINANCIAL RESOURCES (QAF 2.1.7)**

We plan to use existing Department of Communication Arts space and financial resources. Initially, when the program is launched, we will use space in existing courses to maximize enrollment numbers in those courses. This means that there will be no immediate financial burden to the Faculty of Arts for mounting additional sections of courses. We will also use existing financial resources related to both the Theatre & Performance program and Digital Arts Communication for the resources necessary for student work. This will include existing digital technology used for creating student work, as well as existing studio and design space in the Department.
The Department has been planning to submit a budget request for 2020/21 that includes additional equipment needs. We anticipate that this will be a one-time budget request, and we believe this equipment is essential for both the delivery of our existing curriculum (including our UCOI courses) and this new academic program. In addition, we have already determined a space for storing the equipment in the Modern Languages (ML) Building and a method for loaning it out. The space and loaning process will be managed by our Department's existing co-op student. We presently loan out-dated cameras, tripods, and other equipment to faculty members for their teaching, and we can easily expand this to students that need to work on specific projects for courses. We need the funds to purchase new equipment because so much of our equipment is now out-of-date, the purchase of new equipment is absolutely necessary for the success of this plan. We anticipate a one-time budget request of approximately $50,000-$60,000 to meet our resource needs.

3.1 Library Resources

**Level of support summary:**
The Library provides a high level of support for the existing programs and courses offered through the Department of Communication Arts in the Faculty of Arts and anticipates that this high level of support will extend to the proposed Bachelor of Arts in Communication Arts and Design Practice. Students and faculty members in the proposed program will be encouraged to make use of the teaching, learning and research support services and expertise the Library offers. Current collection strengths would support the new program. No new collections are needed at this time. Should new subject areas emerge or if research intensity develops in subject areas currently outside of collection priorities, the Library is committed to engaging in discussions to articulate collection needs and assess funding implications.

**Strengths of support provided**
The University of Waterloo Library curates a collection encompassing the Department’s three subject areas: Theatre and Performance, Speech Communications, and Digital Arts Communication. This collection includes research databases, full text journals, online videos, and monographs. Some of the research databases of particular interest to these subject areas include MLA International Bibliography, Communication & Mass Media Complete, Asian American Drama, Black Drama, North American Theatre Online, and Theatre in Video. In addition to the local collection, the University of Waterloo Library partners with other Ontario and Canadian universities to further expand access to relevant resources. Such collaborations include the Tri-University Group consortium (University of Waterloo, University of Guelph, Wilfrid Laurier University), the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network (CRKN). Of special note is the LW Conolly Theatre Archives at the University of Guelph. The Communication Arts Liaison Librarian is available to provide research, teaching and learning support for students and faculty. Instructional support includes the development of online modules and research guides as well as the preparation of classroom sessions.
Proposed Program – Bachelor of Arts in Communication Arts and Design Practice

and outcomes-based workshops. The Librarian also offers research consultations with individuals to support coursework, research publications, research data management, meeting open access requirements, and copyright.

*More information*

The Library would be happy to meet with the program reviewers to discuss this report and answer their questions.

For additional information about University of Waterloo Library and the support it provides for programs, please visit [https://uwaterloo.ca/library/about/policies-and-guidelines/support-academic-programs](https://uwaterloo.ca/library/about/policies-and-guidelines/support-academic-programs).

*Report provenance*

Library report written by Sandra Keys, Liaison Librarian for Communication Arts, skeys@uwaterloo.ca

Reviewed by Kathy MacDonald, Department Head, Information Services and Resources, Dana Porter Library, kamacdonald@uwaterloo.ca

Approved by Jennifer Haas, Department Head, Information Services and Resources, j2haas@uwaterloo.ca and Beth Sandore Namachchivaya, University Librarian, bsnamachchivaya@uwaterloo.ca

3.2 **Laboratory Resources**

Students in this program will not require any specialized laboratory resources.

3.3 **Computer Facilities**

Students in this program will have access to computer equipment that is standard for all Faculty of Arts students. In addition, students will use computers in ECH while in some digital arts communication classes. These computers are older, but they will be replaced by the Faculty of Arts along the normal timeline for replacement.

3.4 **Space**

The Department currently has access to several spaces that will be critical to the delivery of this program: We have three rehearsal and performance spaces: The Theatre of the Arts, Arts Lecture (AL) AL6, and Hagey Hall (HH) HH-180. Each of these spaces are used by students engaged in the kinds of experiential learning described here. In addition, we have a sound lab, a video lab, and a fully equipped digital classroom (ML-117) that we presently use for our courses. These spaces will also be critical for the continued delivery of the curriculum. We currently also have video, lighting, and sound equipment, a costume shop, and a construction shop which are all used by faculty, staff, and students.

One additional need for this program would be the conversion of some existing space to a “messy space” that could incorporate a range of design-related projects. A “messy space”
is a classroom or lab space that can be used by students for constructive, hands-on projects including digital sound or film production and other material making practices. We have plans in place to make a one-time budget request for 2020-21 for a small renovation to ML-117 in order to create a "messy space." And a faculty member in the department will be submitting a CFI grant to request a renovation of AL-6.

**ML-117** - This space needs a simple renovation. The existing flooring needs to be removed and the video cameras (which are out-of-date) need to be removed (along with the wiring in the floor). The flooring needs to be replaced with tile so that the space can be used as a "messy" lab for design projects. Existing screens, projectors, computer, and tables/chairs can be retained. ML-117 was designed to be used for our interviewing class (and connected to ML-101 for viewing interviews), but the set-up no longer works for that class. We have a work order that has already been submitted for an estimate on this renovation. We believe a reasonable estimate for a simple renovation of ML-117 so that it is more useful for current teaching will be about $25,000.

**AL-6** - This space is more complicated than ML-117. The major problems include a lack of proper ventilation, asbestos, and improper layout and equipment. In order to renovate properly, asbestos removal would be required. We have one forthcoming CFI grant and this space will be included in that application. The application will request updated equipment for the space (including an editing computer, new display screens, and some other digital equipment). If the grant is successful, the space will serve as both a digital design research lab for faculty projects and a teaching space.

4. CURRICULUM

4.1 The Intellectual Development and the Educational Experience of the Student

Students’ intellectual development in the Communication Arts & Design Practice program is accomplished by engaging them throughout their studies in experiential, reflective knowledge-production. The program meets its goals (understanding the production of meaning and the implications of meaning-making in a variety of contexts; investigating the multi-modality of representation; and producing effective performative and communicative phenomena for the public good) by taking an innovative approach to design pedagogy. In Communication Arts & Design Practice, technical training arises out of and is integrated with conceptual, intellectual, and creative work. Rather than beginning by teaching students a set of decontextualized foundational technical skills, the program’s two required, core first-year courses contextualize reflective practice by introducing students to major theories and methods in communication arts and design. Subsequent courses develop and deepen students’ capacities as thinkers and makers in specific design projects that serve well-articulated objectives for the public good; these often engage stakeholders from outside the Department and the University. Students’ technical skills to execute course projects are developed as need arises, in coursework and extra-curricular workshops. Students also have the opportunity to select courses and workshops that support specialization in particular media or methods of practice, according to their own
interests. In summary, over the duration of the program, students in Communication Arts & Design Practice become dexterous in articulating the intellectual and creative objectives of design projects, and selecting among and engaging a wide range of means to accomplish them effectively. This approach emphasizes students’ agency as learners, and aligns particularly well with Honours-level Undergraduate Degree-level Expectations and Waterloo UDLE 7 (Experiential Learning).

The Department of Communication Arts deploys an experiential pedagogy that blends theory and practice in ways that are intellectually relevant to students and enable student reflection and engagement. The program’s cross-unit interdisciplinarity fosters student learning by providing a range of contexts, tools, and modes for discovering the relationship between their coursework and the public good and for articulating new visions to make a difference for the public good. In addition to the pedagogical approach taken in coursework, students’ learning experiences are enhanced by:

- Regular workshops offered at the departmental level for developing competencies relevant to students’ coursework including, for example, safety certification, research ethics, the use of particular software or other computer technologies, particular design methods, etc.;
- Regular opportunities to engage with extra-departmental stakeholders in public-facing projects including, for example, university or community members expert in areas relevant to project work, university or community organizations who may benefit from students’ project work; audiences for public presentations of student work, etc.;
- The Department of Drama and Speech Communication annual guest speaker series and regular research symposia;
- Semi-annual student orientation and “town hall” events;
- Peer and faculty engagement opportunities in Department events featuring student work from course offerings; and
- The Department’s thriving student intellectual and creative culture, fostered by two strong student societies.

4.2 Program Regulations

This program will follow all of the Honours Arts admissions standards and policies, as well as the basic course requirements, language requirements, milestones, and residence regulations of all other Honours Arts programs.

4.3 Part-time Studies

Students may apply to the Faculty of Arts for part-time study, which means 1-2 courses per academic term. Students that are part-time in the Faculty of Arts are able to pursue this degree program by following the same requirements as full-time students. Additionally, students may switch to part-time status at any point, following standard Faculty of Arts protocols. Some classes are offered in the evenings and are, therefore, conducive to part-
time study (although the whole degree program could not be completed in evenings only). Evening courses are a normal part of Department offerings and fit into the normal workload of faculty and the normal course-load of full-time students. Part-time students would be expected to participate in experiential learning in the same ways as full-time students.

4.4 Curriculum
Students will take two required courses: First, SPCOM 101 our existing “Theories of Communication” course. Second, a new course called “Introduction to Critical Design Practice” which will introduce students to practice-based methods of generating knowledge. Students will then take courses organized into “foundational,” “intermediate,” and “advanced” streams (all from existing course offerings from the three distinct units in the Department). We intend this program to be unique in Canada based on the combination of commitments to practice-based learning and theories of embodied performance, communication, and digital arts.

Students will choose their “foundational,” “intermediate,” and “advanced” courses from the following lists:

Foundational Courses - Four of: SPCOM 100, SPCOM 223, SPCOM 227, DAC 201, DAC 202, DAC 203, DAC 204, THERF 102, TPERF 200, THERF/SPCOM 220

Intermediate Courses - Five of: SPCOM 226, SPCOM 228, SPCOM 323, SPCOM 335, SPCOM 339, DAC 302, DAC 305, DAC 308, DAC 309, THERF 246, THERF 282, THERF 300, THERF 301, THERF 366

Advanced Courses - Five of SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430, SPCOM 433, SPCOM 440, SPCOM 475, SPCOM 490/491, DAC 300, DAC/SPCOM 329, DAC 400, THERF 331, THERF 374, THERF 376, THERF 378, THERF 379, THERF 490/491

A detailed description of each course can be found in Appendix B.

4.5 Collateral and Supporting Departments
This program will not include any involvement or participation with other departments.

4.6 Organizational Structure
The Department of Communication Arts currently has two Associate Chair – Undergraduate Advisor positions. This program will be the responsibility of the Associate Chair – Undergraduate advisor for Speech Communication. The Faculty of Arts will be the sole Faculty responsible for the delivery of the program and all courses will be delivered by the Department of Communication Arts.
5. **PROJECTED ENROLMENT**

Communication Studies is the fastest growing Liberal Arts Undergraduate Major in North America. Communication Studies programs like those at Wilfrid Laurier University and Concordia University admit anywhere from 160-200 students per year. Currently, the Speech Communication program admits about 35 students per academic year. This is relatively small by comparison to other Communication programs in Canada and North America. This is, in part, because of a lack of visibility for the program. Issues related to visibility are currently being addressed within the Department in several ways. The new Department name “Communication Arts” will help communicate more clearly the values and commitments of programs like Speech Communication. In addition, several faculty members are working on public-facing research/creation projects to help improve the Department’s visibility. All of these efforts will help recruit students to both the Speech Communication program and the new Communication Arts & Design Practice program. This is especially true given that the new Communication Arts & Design Practice program will be able to attract new groups of students that frequently look elsewhere for Communication degree programming. Because of the high standards for admission in the Faculty of Arts we anticipate modest growth and enrolments compared to comparable programs. But those comparable programs do clearly show a need for, and interest in, the kinds of programming offered by this program. At the same time, those comparable programs do not emphasize critical design practice and do not give students the kinds of experiential education that this program will provide.
### Table 1

**Projected Student Intake and Enrolment**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FULL-TIME</th>
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<th></th>
<th>PART-TIME</th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Year One Intake</td>
<td>TOTAL FT Enrolment</td>
<td></td>
<td></td>
<td>Year One Intake</td>
<td>TOTAL PT Enrolment</td>
<td></td>
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<tr>
<td>Domestic</td>
<td>International*</td>
<td>Domestic</td>
<td>International</td>
<td>Domestic</td>
<td>International</td>
<td>Domestic</td>
<td>International</td>
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<tr>
<td>2021/22</td>
<td>20-25</td>
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<td>35-45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2022/23</td>
<td>25-30</td>
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<td>70-75</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2023/24</td>
<td>30-35</td>
<td>0</td>
<td>100-110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2024/25</td>
<td>30-35</td>
<td>0</td>
<td>100-110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2025/26</td>
<td>30-35</td>
<td>0</td>
<td>100-110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2026/27</td>
<td>30-35</td>
<td>0</td>
<td>100-110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2027/28</td>
<td>30-35</td>
<td>0</td>
<td>100-110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* International fee-paying students
6. **FINANCIAL PLAN**

Institutional Analysis & Planning (IAP) has reviewed the Bachelor of Arts in Communication Arts and Design Practice new program proposal, and has not identified any significant financial challenges to this proposal proceeding. IAP has completed a Financial Viability Analysis (FVA) for the proposed program, which demonstrated that the expected revenues from the proposed student enrolment will sustain the allocated expenditures in salaries and a proration of indirect support unit costs in the near future. The FVA for this proposed program was approved by Provost Jim Rush on June 25th, 2019.
### Appendix A – Summary of Learning Outcomes Mapped to Courses and Assessment Methods

<table>
<thead>
<tr>
<th>Specific UDLE and Associated Learning Outcomes</th>
<th>Courses</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Depth and Breadth of Knowledge:</strong> Students will develop an understanding of theories of communication, performance, and design. This will include detailed knowledge of these three broad academic fields of inquiry, and the cultivation of analytical skills inside and outside these fields.</td>
<td>SPCOM 101, DAC 201, DAC 204, DRAMA/SPCOM 220, DRAMA 200, DRAMA 300, SPCOM 228, SPCOM 401, SPCOM 402, SPCOM 430, SPCOM 475</td>
<td>Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.</td>
</tr>
<tr>
<td><strong>2. Knowledge of Methodologies:</strong> Students will develop and master methods of inquiry and creative activity as communication experts, performers, and designers.</td>
<td>SPCOM 100, SPCOM 223, SPCOM 323, SPCOM 420, DAC 202, DAC 203, DAC 302, DAC 305, DAC 308, DAC 309, DAC 329, DAC 400, DRAMA 246, DRAMA 301, DRAMA 366, DRAMA 331, DRAMA 374, DRAMA 490/491</td>
<td>Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.</td>
</tr>
<tr>
<td><strong>3. Application of Knowledge:</strong> Students will develop the ability to critically use a range of different communication, performance, and design techniques.</td>
<td>SPCOM 227, SPCOM 323, SPCOM 335, SPCOM 401, SPCOM 402, SPCOM 420, DAC 202, DAC 203, DAC 302, DAC 305, DAC 329 DRAMA 376, DRAMA 378, DRAMA 379</td>
<td>Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.</td>
</tr>
<tr>
<td><strong>4. Communication Skills:</strong> Every course in the curriculum will create opportunities for students to communicate in a variety of settings and through a variety of modes. Courses will emphasize writing and speaking, as well as multi-modal forms of communication.</td>
<td>SPCOM 100, SPCOM 223, SPCOM 227, DAC 201, DAC 202, DAC 203, DAC 204, DRAMA 102, DRAMA 200, DRAMA/SPCOM 220, SPCOM 323, DAC 302, DAC 305, DAC 308, DAC 309, DRAMA 246, DRAMA 282, DRAMA 300, DRAMA 301, DRAMA 366, SPCOM 401,</td>
<td>Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.</td>
</tr>
</tbody>
</table>
### 5. Awareness of Limits of Knowledge

Students will learn about their own limits as designers and as communicators through a focus on audience and the ambiguity of meaning in different contexts. SPCOM 101, which all students will take, centrally addresses why and how communication often fails.

- SPCOM 227, DAC 203, DAC 204, DRAMA 102, DRAMA 200, DRAMA/SPCOM 220, SPCOM 226, SPCOM 228, SPCOM 323, SPCOM 335, SPCOM 339, DAC 302, DAC 305, DAC 308, DAC 309, DRAMA 246, DRAMA 282, DRAMA 300, DRAMA 301, DRAMA 366, SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430, SPCOM 440, SPCOM 475, DAC 300, DAC/SPCOM 329, DAC 400, DRAMA 331, DRAMA 374, DRAMA 376, DRAMA 378, DRAMA 379

- Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.

### 6. Autonomy and Professional Capacity

Students will be expected to develop their skills as communicators, performers, and designers in project-based settings that require initiative, personal responsibility, collaboration, and decision-making. These opportunities will appear in every course in the curriculum given that all of the courses will require project-based work (with little to no emphases on exams).

- SPCOM 100, SPCOM 223, SPCOM 227, DAC 201, DAC 202, DAC 203, DAC 204, DRAMA 102, DRAMA 200, DAC 302, DAC 305, DAC 308, DAC 309, DRAMA 246, DRAMA 282, DRAMA 300, DRAMA 301, DRAMA 366, SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430, SPCOM 440, DAC/SPCOM 329, DAC 400, DRAMA 331, DRAMA 374, DRAMA 376, DRAMA 378, DRAMA 379, DRAMA 490/491

- Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.

### 7. Experiential Learning

Students will have ample opportunities to apply what they are learning in

- SPCOM 100, SPCOM 223, SPCOM 227, DAC 201, DAC 202, DAC 203, DAC 204, DRAMA 102, DRAMA 200

- Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments.
Proposed Program – Bachelor of Arts in Communication Arts and Design Practice

| Assignments that focus on practice-based, experiential learning. This kind of learning will be a central feature of all of the classes in this program (and is already a central feature of all of the classes in our Department). In DAC courses students will be expected to design video, design sound, design interactive games, and design digital presentations. In SPCOM courses, students will be expected to actively engage in decision-making as groups or teams, construct projects that intervene in real social or political problems, and practice forms of communication learned in class. In Theatre and Performance courses, students will be expected to make all aspects of performance art. |
| DRAMA/SPCOM 220, SPCOM 226, SPCOM 228, SPCOM 323, SPCOM 335, SPCOM 339, DAC 302, DAC 305, DAC 308, DAC 309, DRAMA 246, DRAMA 282, DRAMA 300, DRAMA 301, DRAMA 366, SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430, SPCOM 440, SPCOM 475, SPCOM 490/491, DAC 300, DAC/SPCOM 329, DAC 400, DRAMA 331, DRAMA 374, DRAMA 376, DRAMA 378, DRAMA 379, DRAMA 490/491 |
| Production work, public speaking and presentation assignments. |

8. Diversity: Students will be expected demonstrate an understanding of the intellectual, social, cultural, and political diversity of the world in which we live through the ways in which the curriculum will attend to and intervene in questions about the public good. The public good refers to practices through which institutions value engagement; quality of life (in regard to families and communities, education, employment, meaningful work, health care, aesthetic expression, etc.); and the well- |
| SPCOM 100, SPCOM 223, SPCOM 227, DAC 201, DAC 202, DAC 203, DAC 204, DRAMA 102, DRAMA 200, DRAMA/SPCOM 220, SPCOM 226, SPCOM 228, SPCOM 323, SPCOM 335, SPCOM 339, DAC 302, DAC 305, DAC 308, DAC 309, DRAMA 246, DRAMA 282, DRAMA 300, DRAMA 301, DRAMA 366, SPCOM 401, SPCOM 402, SPCOM 420, SPCOM 430, SPCOM 440, SPCOM 475, SPCOM 490/491, DAC 300, DAC/SPCOM 329, DAC 400, DRAMA 331, DRAMA 374, |
| Written assignments, exams, peer feedback, collaborative creative work, digital design production work, public speaking and presentation assignments. |
being of, and reduction of suffering among, social groups. A language for the public good supports the identification of the components and communicative practices central to these values. An imagination for the public good will ensure that students can envision a different articulation of social relationships and power, and move from critique to reconstitution of public and communicative practices. This is one of the central goals of all of the programming and curriculum within the Department of Drama and Speech Communication.

<table>
<thead>
<tr>
<th>DRAMA 376, DRAMA 378, DRAMA 379, DRAMA 490/491</th>
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### Appendix B - Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCOM 100</td>
<td>004666</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Focuses on the one-to-one, face-to-face communication in both the personal and professional realms. Such topics as verbal and non-verbal interactions, listening, and the better management of interpersonal communication will be studied.</td>
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</tr>
<tr>
<td>SPCOM 101</td>
<td>014532</td>
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<tr>
<td>Theories of Communication</td>
<td></td>
</tr>
<tr>
<td>This is an introductory course addressing the major theoretical issues in, approaches to, and applications of communication. Theories from various branches of communication, including interpersonal, group/organizational, rhetorical, mass and cultural, will be explored in-depth. Historical, current, and practical critiques of each theory will be conducted. Coursework is designed to encourage students to give critical consideration to the place of theory within the field of Speech Communication and within everyday life.</td>
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<tr>
<td>SPCOM 220</td>
<td>012417</td>
</tr>
<tr>
<td>Performance Studies</td>
<td></td>
</tr>
<tr>
<td>This workshop course in performance studies explores performance as a way of knowing. It investigates performance as artistic practice and as a means of understanding historical, social and cultural practices, including drama/theatre texts, poetry, narratives and texts of everyday life.</td>
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</tr>
<tr>
<td>SPCOM 223</td>
<td>004665</td>
</tr>
<tr>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Theory and practice of public speaking. A workshop course involving design and delivery of various kinds of speeches, and the development of organizational, vocal, listening and critical skills. Students will be videotaped.</td>
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<tr>
<td>SPCOM 226</td>
<td>012411</td>
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<tr>
<td>Introduction to Intercultural Communication</td>
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</tr>
<tr>
<td>This course introduces the basic theories and practices for communicating among people of different racial, ethnic and cultural backgrounds. This class provides an opportunity for discussion of variations within and among cultures and encourages students to examine their cultural heritage.</td>
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<tr>
<td>SPCOM 227</td>
<td>010342</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
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<tr>
<td>A workshop course in leadership combining theoretical and experiential perspectives. Students will develop and apply knowledge, skills and attitudes necessary to be effective and perceptive communicators in a leadership position.</td>
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<tr>
<td>SPCOM 228</td>
<td>012410</td>
</tr>
<tr>
<td>Public Communication</td>
<td></td>
</tr>
<tr>
<td>This course introduces a theoretical framework for understanding the nature and significance of public communication. Strategies and techniques typically employed</td>
<td></td>
</tr>
</tbody>
</table>
in political and commercial contexts are examined.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCOM 323</td>
<td>Speech Writing</td>
<td>005137</td>
</tr>
<tr>
<td>SPCOM 335</td>
<td>Power, Agency, Community</td>
<td>015100</td>
</tr>
<tr>
<td>SPCOM 339</td>
<td>Media, Images and Communication</td>
<td>015099</td>
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<tr>
<td>SPCOM 401</td>
<td>Gender, Communication and Culture</td>
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<td>SPCOM 402</td>
<td>Advanced Intercultural Communication</td>
<td>012413</td>
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<tr>
<td>SPCOM 420</td>
<td>Persuasion</td>
<td>013571</td>
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<tr>
<td>SPCOM 430</td>
<td>Communication and Social Justice</td>
<td>013570</td>
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</tbody>
</table>

**Speech Writing**

The analysis, writing, and editing of speeches. Analysis will focus on the reading and viewing of several famous 20th-century speeches using theories of communication. Writing and editing will focus on implementing oral/aural communication strategies.

**Power, Agency, Community**

This course examines the ways in which individuals and institutions communicate to enact agency and build communities situated within power relations. Students will develop their understanding of what power and agency are, the relationship of each to communication, and how each constitutes community life.

**Media, Images and Communication**

This course investigates how distinct modes of communication impact the creation of messages, dissemination or knowledge and reception of meaning. Students will examine aural, textual, and visual communication in the context of print, electronic, and digital media.

**Gender, Communication and Culture**

In this course students examine multiple relationships between communication and gender. The class emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain and alter social conceptions of gender.

**Advanced Intercultural Communication**

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

**Persuasion**

This course examines the communicative, psychological, and sociological aspects of persuasion and persuasive messages, with attention to interpersonal contexts, the role of images, and persuasion in the media and public discourse. This course will explore the ways in which the sending and receiving of persuasive messages involve cognition, emotions, and social norms in everyday contexts.
Proposed Program – Bachelor of Arts in Communication Arts and Design Practice

Groups, and institutions contributes to fostering justice in social contexts. Areas of focus include communication and justice in interpersonal, workplace, community, and national/international contexts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Course ID</th>
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</thead>
<tbody>
<tr>
<td>SPCOM 433 WSP 0.50</td>
<td>The Organizational Consultant</td>
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<td>SPCOM 440 LEC, SEM, WSP 0.50</td>
<td>Performance Inquiry and Practice</td>
<td></td>
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<td>SPCOM 475 SEM 0.50</td>
<td>Communication Ethics</td>
<td></td>
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<tr>
<td>DAC 201 LEC 0.50</td>
<td>Designing Digital Images and Interaction</td>
<td></td>
<td>011680</td>
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<tr>
<td>DAC 202 LEC 0.50</td>
<td>Designing Digital Video</td>
<td></td>
<td>011681</td>
</tr>
<tr>
<td>DAC 203 LEC 0.50</td>
<td>Designing with Digital Sound</td>
<td></td>
<td>013106</td>
</tr>
<tr>
<td>DAC 204 LEC 0.50</td>
<td>Introduction to Game Design</td>
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<td>015490</td>
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</table>
shared by all games that are fundamental for a game designer working in any medium, from sports to board games to computer and video games. Although the focus of the course is on designing, prototyping, and testing non-digital games, digital games will be discussed in class to provide students with a broad theoretical and conceptual understanding of the field of game design and development along with practical exercises to train for creating a game.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>DAC 302 LEC 0.50</td>
<td>Digital Storytelling</td>
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<td>DAC 305 LEC 0.50</td>
<td>Design and User Experience of Interactive Games</td>
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<td>DAC 307 LEC 0.50</td>
<td>Digital Display Systems</td>
<td>014125</td>
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<td>DAC 308 LEC 0.50</td>
<td>Cinematic Art and Practice</td>
<td>014126</td>
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<tr>
<td>DAC 309 LEC 0.50</td>
<td>User Experience Design</td>
<td>014521</td>
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</table>

This course teaches students the principles and practices of telling stories using Machinima: 2D and 3D computer game engines used to design and produce short movies. Students will learn to develop and present story ideas, create storyboards, write short scripts, and then render their narratives using a variety of digital techniques and tools.

This course introduces fundamental design skills for two-dimensional interactive video games and provides the theoretical knowledge of the emotional and cognitive effects of video game play. Students will understand the importance of user experience assessment for video games as part of iterative design and development. Students will learn to theorize, design, prototype, and test digital games with a special focus on exploring the impact that video games have on human experience.

This course focuses on the creative, technical, and artistic challenges inherent to creating visual content (film, photos, graphics) for the increasingly ubiquitous out-of-home digital displays. The size, configuration, placement, and functions of these public digital displays require new artistic and technical techniques to fully exploit their capabilities. In the course, students will explore the design affordances of several types of public digital display as well as produce dynamic, interactive content for them.

This course explores cinematic representation from an audio-visual production perspective. Students will learn an explicit and replicable theoretical vocabulary for analyzing cinematic technique, as well as engage in practice by creating videographic "essays" that analyze, interrogate, and extend forms of cinematic representation. Students will engage in production workshops and have access to video and audio editing software.
user-centred design, personas, iterative testing, prototyping, information gathering interviews, and contextual inquiry.

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<tr>
<th>Course Code</th>
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<tr>
<td>DAC 329 LEC</td>
<td>Digital Presentations</td>
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<td></td>
<td>In this course, students will be introduced to design and production of digital business presentations. They will develop specialized digital materials and contribute work to their Digital Portfolio.</td>
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<tr>
<td>DAC 400 PRJ</td>
<td>Digital Design Research Project</td>
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<td></td>
<td>Students work in small groups under the supervision of a faculty researcher on an ongoing, large-scale, digital design project.</td>
<td>011683</td>
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<tr>
<td>DRAMA 102 WSP</td>
<td>Introduction to Performance</td>
<td>0.50</td>
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<td></td>
<td>This workshop course introduces students to the creative processes of performance in a range of formal and informal settings. Emphasis is placed on the student's development as a performer. Prior performance experience is not required.</td>
<td>004662</td>
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<tr>
<td>DRAMA 200 LEC</td>
<td>Theatre and Performance in Context</td>
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<td></td>
<td>Students experience, analyze, and interpret a range of works of theatre and performance. Close attention is paid to the original circumstances in which these works were produced, the ways in which they have reflected and influenced the communities that produced them, and their relevance to current performance practice and research.</td>
<td>004660</td>
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<tr>
<td>DRAMA 246 SEM</td>
<td>Design for Performance</td>
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<td></td>
<td>Students explore historical and current perspectives on the principles of design for performance.</td>
<td>014897</td>
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<tr>
<td>DRAMA 282 SEM</td>
<td>Gender and Performance</td>
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<tr>
<td></td>
<td>Students explore representations of gender on stage, in the media, and in politics.</td>
<td>014884</td>
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<tr>
<td>DRAMA 300 SEM</td>
<td>Theories of Theatre and Performance</td>
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<tr>
<td></td>
<td>Students study and critique a range of existing works of theatre and performance in the context of related commentary, paying close attention to concepts of knowledge, experience, and positionality.</td>
<td>014887</td>
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<tr>
<td>DRAMA 301 WSP</td>
<td>Performance Creation</td>
<td>0.50</td>
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<tr>
<td></td>
<td>Students study, apply, and critique a range of processes for making theatre and performance, paying close attention to the relationship between the approach to creation and the significance of works in the communities where they are performed.</td>
<td>004678</td>
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<tr>
<td>Course Code</td>
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<td>DRAMA 366</td>
<td>Writing for Performance</td>
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<td>DRAMA 374</td>
<td>Sustainability in Performance</td>
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<td>DRAMA 376</td>
<td>Political Theatre and Performance</td>
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<td>DRAMA 378</td>
<td>Black Theatre and Performance</td>
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<td>DRAMA 379</td>
<td>Virtual Theatre and Performance</td>
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<td>DRAMA 490</td>
<td>Selected Seminars in Drama &amp; Theatre Arts</td>
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<tr>
<td>DRAMA 491</td>
<td>Selected Seminars in Drama &amp; Theatre Arts</td>
<td>010105</td>
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</table>

Students explore techniques for analyzing, interpreting, and creating texts for theatre and performance.

Students explore the interchange between artistic practice and current topics in sustainability research.

Students explore the relationships among form, political engagement, culture, and agency in theatre and performance.

Students explore the relationship of black theatre and performance to artistic and public life in North America.

Students explore and create theatre and performance in virtual reality.

Seminars in special areas of drama and theatre.

Seminars in special areas of drama and theatre.
NEW UNDERGRADUATE PROGRAM PROPOSAL*

OF

B.A.

COMMUNICATION ARTS AND DESIGN PRACTICE

Submitted to the
Ontario Universities Council on Quality Assurance

VOLUME II – FACULTY CURRICULA VITAE

June 2019
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<td>Roberts-Smith, Jennifer</td>
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<td>Stillar, Glenn</td>
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Voorhees, Gerald .............................................................................................................. 132
Young, Vershawn ............................................................................................................ 140
Anders J. Bergstrom  
Definite Term Lecturer

Degrees

PhD  Wilfrid Laurier University, 2017  
MA  University of Victoria, 2006  
BA  University of Saskatchewan, 2005

Employment History

2018-  Definite Term Lecturer, Department of Communication Arts, University of Waterloo

2016-2018  Contract Academic Faculty, Department of Drama and Speech Communication, University of Waterloo

2017  Sessional Lecturer, Department of Visual Studies, University of Toronto Mississauga

2015-2017  Partial Load Faculty, School of Liberal Studies & School of Language and Communication Studies, Conestoga College Institute of Technology and Advanced Learning

2014-2017  Contract Academic Faculty, Department of English and Film Studies, Wilfrid Laurier University

2015  Sessional Lecturer, Department of Fine Arts and Visual Culture, University of Waterloo

2010-2015  Teaching Assistant, Department of English and Film Studies, Wilfrid Laurier University

Research Outcomes (past 7 years)

Chapters in Books:


Articles in Refereed Journals:


Other Publications:


External Research Funding

2014 Ontario Government Scholarship, $15,000

2012 SSHRC Doctoral Fellowship, $40,000 (over 2 years)

Teaching

Undergraduate Courses:

Communication in the Life Sciences (University of Waterloo), Winter 2019.


Public Speaking (University of Waterloo), Fall 2016, Fall 2018.

Introduction to Communication in Engineering (University of Waterloo), Fall 2017, Fall 2018.

East Asian Film (Wilfrid Laurier University), Fall 2017.
Hong Kong Cinema (Topics in Cinema Studies) (University of Toronto Mississauga), Summer 2017.

Introduction to Science Fiction (Conestoga College), Fall 2016, Winter 2017.

Horror and Gothic Film (Wilfrid Laurier University), Winter 2016.

College Reading and Writing Skills (Conestoga College), Fall 2015.

Academic Communication (Conestoga College), Fall 2015.

Topics in Film Studies: Science Fiction Film (University of Waterloo), Winter 2015.

Film History to 1950 (Wilfrid Laurier University), Winter 2014.

**Scholarly and Professional Activities**

2018  Webmaster for http://www.filmphilosophies.com, the website of the SCMS Film Philosophy SIG.

2016  Co-Chair (Student), Toronto Film & Media Seminar

2014-15 VP-Film, Graduate Students in English and Film Studies Association, Wilfrid Laurier University

2013-15 Graduate Student Representative, Toronto Film & Media Seminar

2012-14 Secretary/Treasurer, Graduate Students in English and Film Studies Association, Wilfrid Laurier University

2011-14 Curator, Free Film Series/Friday Night Films at Laurier, Wilfrid Laurier University
Kevin Carey  
Definite Term Lecturer  

Degrees  

English Studies/Rhetoric PhD  
University of Illinois at Chicago, 2015  

Russian Literature MA  
University of Illinois at Chicago, 2008  

Philosophy BA  
DePaul University, 1999  

Employment History  

2017-Current  
Definite Term Lecturer, Department of Communication Arts, University of Waterloo  

2016-2017  
Adjunct Instructor, School of Humanities and Social Sciences, Reynolds Community College  

2015-2016  
Visiting Professor, Department of English, University of Illinois at Chicago  

Research Outcomes (past 7 years)  

Chapters in Books:  

Other Publications:  
“A Time to Teach: Reflections upon Pedagogy in the Life of a Graduate Student,” Academic Matters, June, 2010  

Teaching  

Undergraduate Courses:  

Current  
SPCOM 223, Introduction to Public Speaking: What Is the Good of Public Speaking?  
ARTS 130, Inquiry and Communication: What Is a Monster?  

2018 Fall  
SPCOM 420, Persuasion: What Is Ideology?  
GENE 199: Communication in the Engineering Profession  

Spring  
SPCOM 223, Introduction to Public Speaking: What Is the Good of Public Speaking?  

Winter  
SPCOM 101 Theories of Communication  

SPCOM 223, Introduction to Public Speaking: What Is the Good of Public Speaking?
SPCOM 420, Persuasion: Identity and Interpellation

2017 Fall
SPCOM 223, Introduction to Public Speaking: What Is the Good of Public Speaking?
SPCOM 227, Leadership: Language, Authority, and Power

OTHER INSTITUTIONS

COMPOSITION AND RHETORIC COURSES
Reynolds Community College, Richmond, Virginia
2017 Spring
College Composition II, What Is a Monster?
College Composition II, What Is a Monster? (Dual-Enrollment Course)
Survey of American Literature I

2016 Fall
College Composition I, Education: Experience and Myth
College Composition I, Education: Experience and Myth (Dual-Enrollment Course)

University of Richmond, Richmond, VA
Rhetoric and Television

University of Illinois at Chicago, Chicago, Illinois

Spring
Writing Tutor, Writing Center
Academic Writing II, What is a Monster

2015 Fall
Academic Writing I, Education: Experience and Myth
Academic Writing II, What is a Monster?

Summer
Introduction to Moving Arts Images, Making Monsters

2014 Fall
Academic Writing II, What is Education?
Understanding Rhetoric, The Rhetoric of Popular Culture

2013
Academic Writing I, Education: Experience and Myth
Introduction to Shakespeare, What is Tragedy?

2012
Understanding Rhetoric, The Rhetoric of Popular Culture

Scholarly Activities

Invited Presentations

2016
“Championing Student Boredom,” University of Illinois at Chicago Writing Center Colloquium, University of Illinois at Chicago, Chicago, Illinois, April.
2011 “The Double-Bind: Teaching Under Contradictory Conditions and What We Can Do About It,” First-Year Writing Program Professional Development Conference, University of Illinois at Chicago, October.

“From Coverage to Mastery Goals: The Importance of Frontloading and Scaffolding in Teaching Literature,” First-Year Writing Program Professional Development Conference, University of Illinois at Chicago, October.

2010 “The Rhetorical Responsibility of Teaching,” First-Year Writing Program Year-Opening Composition Conference, University of Illinois at Chicago, August.

Juried Presentations


“Supporting Writing in the Disciplines through Effective Faculty Development,” Conference on College Composition and Communication: Mid-Atlantic Regional Conference, Richmond, Virginia, June.

“Share Your Work: Cultivating Communities of Labor and Care,” Conference on College Composition and Communication, Portland, Oregon, March.


2015 “The Liberal Arts: A Value in Crisis or a Crisis in Values?” Rhetoric Society of America Summer Institute, Madison, Wisconsin, June.

2013 “Critical Thinking and Critical Subjects,” Rhetoric Society of America Summer Institute, Lawrence, Kansas, June.


Professional Activities

Current Arts First Teaching Fellow, University of Waterloo, Waterloo, ON

• Position includes: working with the Arts First program to provide materials, activities, and discussions regarding effective teaching practice; sharing ideas, anecdotes, and experiences with current and upcoming Arts First instructors at orientation and check-in
meetings; organizing “socials” for AF instructors as a way of building community and collegiality; working one-on-one with instructors to review syllabi, lesson plans, and activities for AF courses; meeting with AF instructors to discuss issues related to students and teaching

2018-2019  Team Member, University Communication Outcomes Initiative (UCOI), Arts 130 Working Group, University of Waterloo, Waterloo, ON
• Position included: collaborating with colleagues in English, Speech Communication, and the Center for Teaching Excellence in articulating best practices for designing and teaching the ARTS 130 course, resulting in the Arts First Best Practices document, a set of informing principles and guidelines for all Arts First instructors; sharing successful writing assignments, class activities, and syllabi from past courses to be used as resources for instructors; submitting a course proposal for an ARTS 130 course, which I am now teaching

2017-2018  Team Member, University Communication Outcomes Initiative (UCOI), Electrical and Computer Engineering/Management Sciences Design Team, University of Waterloo, Waterloo, ON
• Position included: working with colleagues in Electrical and Computer Engineering, Management Sciences, English, and Speech Communication to articulate outcomes, design curriculum, and discuss best practices in teaching the upcoming “Communication in the Engineering Profession” course; producing a detailed outline and full-length syllabus to be used as templates for instructors to use in building their own syllabi for the course

2011-2013  Assistant Director, First-Year Writing Program, University of Illinois at Chicago, Chicago, Illinois
• Position included: evaluating and developing policies and curricula; overseeing syllabus development; observing classes; mentoring and supporting teachers; developing and coordinating the spring 2011 professional development conference

Honours and Awards

Paul J. Cegys

Continuing Lecturer

Degrees:

2017- (anticipated 2024)
PhD Student, School of Arts, Design and Architecture, University of Aalto, Finland
Dissertation (Working) Title: *Hypermedial Scenography within Intermedial Stratigraphy: Scenographic Explorations of Perception, Meaning and Presence*
Supervisor: Dr. Dorita Hannah

2009-2011
MSc., Environmental Studies and Sustainability Science, Lunds University, Sweden
Thesis Title: *Producer Companies and their Partnered Institutions, Owned by Small and Marginal Producers in India*
Supervisor: Dr. Ann Åkerman

2008
B.A. Honours, Drama, University of Toronto, Canada

Employment at Waterloo

- Department of Communication Arts (formerly: Drama and Speech Communication), Theatre and Performance Program
  Definite-Term Lecturer, 2013-Present.

Other relevant biographical information

- 2017 Ontario Arts Council, Multi and Inter-Arts Projects Grant, Collaborator, 15,000CAD
- 2017 Waterloo Region Arts Grant, Collaborator, 8,000CAD.
- 2011 Right Livelihood Grant, 6,000CAD
- 2002 University of Toronto, Drama Program Scholarship, 1,000CAD
- 1998 University of Toronto, Study Scholarship, 1,000CAD

Professional Associations

- 2017-pres. International Society of Intermedial Studies
- 2015 Canadian Society for Digital Humanities
- 2013-pres. Canadian Institute for Theatre Technology (CITT)
- 2005-pres. International Alliance of Theatre Stage Employees, Local 129 (IATSE)
- 2002-pres. Canadian Actors Equity Association (CAEA)
CREATIVE PROJECTS

1. Scenography and Performance Design: Light, Projection and Virtual-Reality

2018 WILL YOU BE MY FRIEND, (Re-design), Green Light Arts, Registry Theatre, Light Design
2017 CONCORD FLORAL, University of Waterloo, Light Design
2017 ENTANGLED, Algorithmyth Collective, Impact Theatre Festival, Digital Scenography
2017 WILL YOU BE MY FRIEND, Green Light Arts, Conrad Centre, Light Design
2017 UNCONSCIOUS CURRICULUM, University of Waterloo, Digital Scenography
2017 DUST, Mannes School of Music, NYC, Digital Scenography
2016 EURYDICE, University of Waterloo, Projection & Light Design
2015 SUNDAY IN THE PARK WITH GEORGE, Workshop, An Artist’s Collective, Projection and Interactive Design
2015 ENTANGLED [ALGORITHMYTH], Workshop 2, Institute of Quantum Computing, Digital Scenography, Projection & Light Design
2015 ENCHANTED SPACES, WOODLAND REFLECTIONS, Glimmerglass Opera Festival, Cooperstown NY, Associate Media Designer
2015 SHE HAUNTS THIS PLACE, Button Factory (Remount & Redesign), Projection & Light Design
2015 RHINOCEROS, University of Waterloo, Production Design & Visual Dramaturge
2015 GIANNI SCHICCHI, Opera Laurier, Projection & Light Design
2015 L’ENFANT ET LES SORTILÈGES, Opera Laurier, Projection & Light Design
2014 THE IMPORTANCE OF BEING EARNEST, University of Waterloo, Light Design
2014 ARCHIVE FEVER! Canadian Clay and Glass Gallery, Installation, Projection & Light Design
2014 ALGORITHMYTH, Workshop 1, Institute of Quantum Computing, Digital Scenography
2014 SHE HAUNTS THIS PLACE, Button Factory (Site Specific Work), Light & Projection Design
2014 SOLIDARITY TO SOLITARY, University of Waterloo, Projection & Light Design
2013 R3, University of Waterloo, Projection Design
2013 FALSTAFF, Opera Hamilton, Lighting Design
2012 LA MONNAIE/DE MUNT, Royal Opera of Belgium, Brussels, Lighting Assistant
2011-13 POPS CONCERTS, Hamilton Philharmonic Orchestra, Hamilton Place, Light Design
2010 SUSTAINABLE INTERVENTIONS, Lund, Sweden, Concept Design
2009 COP15 PROJECTS & PARADE, Copenhagen, Denmark, Concept & Puppet Design
2007 MOTHS (short film), Nuit Blanche Toronto Festival, Light Design
2007 ODE TO MAX, Theatre Aquarius, Light Design
2007 WIGFIELD’S INFERNO, Theatre Aquarius, Light Design
2007  WISH UPON A STAR, Theatre Aquarius, Light Design
2007  PERFORMING ARTS SCHOOL ANNIVERSARY, Theatre Aquarius, Light Design
2007  BIRDS, Prague Quadrennial Scenography Festival, Czech Republic, Light Design
2007  PIED PIPER OF HAMLIN TOWN, Theatre Aquarius, Light Design
2005-07  GOLDEN AGE OF VARIETY, YWCA, Theatre Aquarius, Production & Light Design
2006  TIM HORTONS AGM, Theatre Aquarius, Light Design
2006  CALIGULA, Alluvian Theatre Co., Winchester Street Theatre, Light Design
2006  TREASURE ISLAND, Theatre Aquarius, Light Design
2004  SPLENDIDS, University College Drama Program, Helen Gardiner Playhouse, Production & Light Design
2004  THE LONG VALLEY, Soulpepper Theatre Company, Associate Lighting Design
2001  NIGHT OF THE ASSASSINS, Tarragon Extra Space, Set & Light Design
2000  ROSE, University College Drama Program, Helen Gardiner Playhouse, Associate Light Design
2000  MANGIA CAKE, Theatre Aquarius Studio Theatre, Light Design
1999  NATIONAL ACADEMY ORCHESTRA, Spring and Summer Season, Light Design

II. Stage Direction, Assistant Direction and Dramaturgy

2015-17  ENTANGLED [ALGORITHMYTH], Workshop 2, Institute of Quantum Computing, Co-Director
2015  WEISSE ROSE, European Directing Prize — Semi-Finalist (unrealized), Stage Director and Light & Projection Design

For Opera Laurier, Waterloo:
2015  GIANNI SCHICCHI, Stage Director
2015  L’ENFANT ET LES SORTILÈGES, Stage Director

For Canadian Opera Company, Toronto:
2013  DIALOGUES DES CARMELITES, dir. R. Carsen, Observer Director
2013  LUCIA DI LAMMERMOOR, dir. D. Alden, Observer Director
2012  SEMELE, dir. X. Huan, reprisal dir. Allison Grant, Assistant Director
2012  LES CONTES D’HOFFMANN, dir. L. Blakeley, Assistant Director

For Soulpepper Theatre Company, Toronto:
2005  OLYMPIA, dir. A. Schultz, Assistant Director/Dramaturge
2005  YOUTH OUTREACH SCENES, Director
2004  THE LONG VALLEY, Co-Creator and Associate Designer
2004  WAITING FOR GODOT, dir. A. Schultz, Assistant Director

For University College Drama Program, University of Toronto:
2006  SPLENDIDS, Helen Gardiner Playhouse, Stage Director & Translator
2005  CYMBELINE, K. Lynch, Helen Gardiner Playhouse, Assistant Director & Dramaturge

III. Kathakali Dance-

Drama 2000-11

Kerala, India
I have made several trips to Kerala in South India to watch, study, and perform several Kathakali roles based on stories from the Indian epics - the Mahabharata and the Ramayana. I have studied with the renown artist Kalamandalam Ramachandran Unnithan, known for his depiction of Chuvanna Thaadi (red beard) and Kari Thaadi (black beard) characters. In 2001, I made my debut performance in the role of Nakara Tunde in the story Bakavadham in the birthplace of the art form at Sri Ganapati Temple in Kottakara to critical acclaim. Since then I have gone on to perform and study other roles from the classical repertoire.

CREATIVE PROJECTS IN-DEVELOPMENT (funding secured)

2018  TOMORROW LOVE, University of Waterloo, Light Design
2018  WILL YOU BE MY FRIEND, (Remount) Theatre Passe Muraille, October 2018, Light Design
2019  ECO-SHOW, University of Waterloo, Scenography and Performance Design
2019  ENTANGLED, Middle Eastern Tour (Egypt, Jordan, Tunisia), April 2019, Digital Scenography
2019  MAPPING SCENOGRAPHY 360 VR, Prague Quadrennial, Canadian English-Language Exhibit, Lead Designer
2019  VR/MR Project Design for 36Qº, Prague Quadrennial, Co-Creator and Scenographer

TECHNICAL PRODUCTION AND MANAGEMENT EXPERIENCE

I. Technical Lead Positions

2005-2007  Director of Lighting and Master Electrician
            Theatre Aquarius, Mainstage, Hamilton
2000-2002  Head of the Studio Theatre
            Theatre Aquarius, Studio Theatre, Hamilton
1998-1999  Production Manager and Technical Director
            National Academy Orchestra, Hamilton
2005-2018  Professional Stagehand with IATSE Local 129, Hamilton and Toronto
II. Stage Management Positions

For Soulpepper Theatre Company, Toronto:

2005  DUMB WAITER / THE ZOO STORY, National Arts Centre, Ottawa, ASM
2004  THE LONG VALLEY, STEINBECK STORIES, SM
2004  MIRANDOLINA, dir. L. Marton, ASM
2004  DUMB WAITER, dir. T. Dykstra, ASM
2004  ZOO STORY, dir. D. Leblanc, ASM
2003  SHE STOOPS TO CONQUER, dir. A. Schultz, ASM

For Canadian Stage Company, Toronto:

2004  SYRINGA TREE, dir. L. Moss, ASM
2003  AMADEUS, dir. M. Panych, ASM
2002  SWEENEY TODD, dir. M. Panych, ASM
2002  THE BEARD OF AVON, dir. D. Storch, ASM

For Theatre Aquarius, Hamilton:

2002  PETER PAN, dir. M. Rimer, ASM
2002  FOOTLOOSE, dir. L. Zamprogna, SM
1999  BUGSY MALONE, dir. L. Zamprogna, SM
1998  PIPPIN, dir. L. Zamprogna, SM
1998  ALICE THROUGH THE LOOKING GLASS, Ontario Tour, dir. I. Brovic, SM
1997  EVITA, dir. L. Zamprogna, SM

Other Selected Stage Management Credits:

2002  AGI ANNUAL MEETING, Cancun, Mexico, ASM
2000-02  ELIZABETH’S CONCERTS OF HOPE, Theatre Cares, Bluma Appel Theatre, SM
2000  LEADING LADIES, Ontario Tour, D2 Entertainment, SM
1999  BROADWAY FROM A2 SEUSS, Ontario Tour, Theatre Cares, SM
1998  HAMILTON PHILHARMONIC ORCHESTRA, Hamilton Place, SM
1997-04  GOLDEN AGE OF VARIETY, Theatre Aquarius, SM
1997  SNOW WHITE BALLET, Canadian Ballet Youth Ensemble, Hamilton Place, SM
1996  NUTCRACKER BALLET, Canadian Ballet Youth Ensemble, Hamilton Place, SM
1996  OLIVER, Hamilton Theatre Inc., SM
Other Scholarly Work, Guest Lectures and Conferences

- “Solitary to Solidarity (S2S Project).” Lecture with Dr. Andy Houston. Department of Drama and Speech Communication, University of Waterloo, April 2014.
- “Solitary to Solidarity (S2S Project).” Guest Lecture with Dr. Andy Houston. English Department Graduate Colloquium on (Im)Mobility: Transgression and Control, University of Waterloo, March 2014.
- “How can we rethink how we use and manage our materials to reduce our waste, save money and build community?” Moderator. Staging Sustainability Conference, Toronto, February 2014.
TEACHING

FORMAL CLASSROOM TEACHING

Current  DAC/SPCOM 329: Digital Presentations
2017, 2014  DRAMA 379: Virtual Theatre (Previously New Media for Theatre) (2 times)
2017, 2014  DRAMA 331/FINE 335: Design Theory and Practice (NEW COURSE) (2 times)
2015  DRAMA 374: Sustainability for Performance (NEW COURSE) (1 time)
2015  DRAMA 246: Design for Performance (1 time)
2013-2018  DRAMA 306/316: Special Studies in Theatre Production (5 times)
2014-2018  DRAMA 244: Technical Theatre Production 1 (4 times)
2013-2016  DRAMA 243: Technical Theatre Production 2 (3 times)
2013  DRAMA 343: Stage Management (1 time)

CAPSTONE SUPERVISION AND INDIVIDUAL COURSES OF STUDY

Current  Capstone supervision in Lighting Design - Alex Carruthers (1.5 cr)
2017/18  Capstone supervision in Projection Design - Celena Alcock (1.5 cr)
2016/17  Capstone supervision in Lighting Design - Chelsea Vanoverbeke (1.5 cr)
2016/17  Capstone supervision in Costume Design - Sandy Thi (1.5 cr)
2014/15  Special supervision in Sound and New Media Design - Kara Nagel (0.5 cr)
2014  Special Studies in Opera Stage Management - Kelly Conlan (0.5 cr)
2013  Special Studies in Lighting Design - Hillary Pitman (0.5 cr)
SERVICE

Department Service

2018    Communication Arts Committee (Formerly MA Exploratory Committee)
2015-pres.  Production Models, informal committee on creative production processes for the
            Theatre and Performance Unit
2015-16  Speakers Committee
2015-16  Collaboration Committee
2015    “Pop-Up Art Show” co-organized with Shana MacDonald, Drama 405 and
        SpCom 220 2014-16  Web Committee

Industry Service

Present    Prague Quadrennial 2019, Canadian National Exhibit of Emerging and Student
Artists, Digital Curator
Present    Prague Quadrennial 2019, 36Q VR/MR Co-Curator and VR/MR Workgroup Leader

Community Service

2017    High school teachers all-day lighting workshop. University of Waterloo.
2017    High school students all-day lighting workshop. University of Waterloo.
2014    Consultation to the Canadian Clay and Glass Gallery’s Fall show: “Archive Fever!”

Professional Development and Training

- 2018    Fall Arrest Rescue Training, Acute Environmental & Safety Services, Waterloo
- 2018    Active Learning Workshop: Gamification, CTE, University of Waterloo
- 2018    Active Learning Workshop: Flipped Classroom, CTE, University of Waterloo
- 2018    Active Learning Workshop: Keynote session, CTE, University of Waterloo
- 2017    UW Teaching and Learning Conference, CTE, University of Waterloo
- 2017    Race Seminars, 3 sessions led by Dr. Jennifer Simpson, University of Waterloo
- 2016    Working at Heights, Fall Arrest Training, Acute Environmental & Safety
- 2014    Teaching Fundamentals: CTE, University of Waterloo.
- 2004-13  Lighting Design Mentorship: Renee Brode, Kevin Fraser, Stephen Hawkins,
William Chesney
Associate Professor – Stagecraft
Associate Dean of Arts – Undergraduate Students

Degrees
Bachelor of Fine Arts, Ryerson University, 2003

Employment History
2015-present  Associate Dean – Undergraduate Students
                Faculty of Arts
2007-2015  Associate Dean – Undergraduate Studies
                Faculty of Arts
2003-present  Associate Professor – Stagecraft, tenured

Research Outcomes (past 7 years)

Creative Projects:
2018:
The Birds and the Bees
By Mark Crawford
Director: Matt Gorman
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

Fair and Square
By Derek Ritschel
Director: Ralph Small
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

Comet in Moominland (remount)
By Graham Whitehead, based on Tove Jansson
Director: Leslee Silverman
Puppet and Environmental/Set Design
Manitoba Theatre for Young People, Winnipeg, MB

The House at Pooh Corner (remount)
By Bettye Knapp, adapted by Kim Selody
Director: Pablo Felices-Luna
Set and costume design
Manitoba Theatre for Young People, Winnipeg MB

2017:
The Full Mounty
By Bruce Davies and William Matthews
Director: Ralph Small
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

Baskerville
By Ken Ludwig
Director: Derek Ritschel
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

2016:
Fitz Happens
By Mark Weatherley
Director: Liz Gilroy
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colbourne, ON (transfer)

Something Fishy
By Marcia Kash and Douglas Hughes
Director: Marcia Kash
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colbourne, ON (transfer)

2015:
Stag and Doe
By Mark Crawford
Director: Liza Balkan
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)
Gayety Theatre, Collingwood, ON (transfer)
One Moment
By Norm Foster
Director: Liz Gilroy
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

2014:
The Foursome
By Norm Foster
Director: Robert More
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)
Gayety Theatre, Collingwood, ON (transfer)
Bluewater Summer Playhouse, Kincardine, ON (transfer)

Test Drive
By Dave Carley
Director: Simon Johnston
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

Who’s Under Where?
By Marcia Kash and Doug Hughes
Director: Simon Joynes
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

Trying
By Joanna McClelland Glass
Director: Derek Ritschel
Set design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)
Gayety Theatre, Collingwood, ON (transfer)

2013:
Henry and Alice: Into the Wild
By Michelle Riml
Director: Walter Learning
Set and costume design
Lighthouse Festival Theatre, Port Dover, ON
Showboat Theatre, Port Colborne, ON (transfer)

2012:

**Rum Runners**
By Derek Ritschel and Steve Thomas
Director: Derek Ritschel
Set and costume design
Lighthouse Festival Theatre, Port Dover, ON

**Cariboo Magi**
By Lucia Frangione
Director: Alan Sapp
Set design
Lost & Found Theatre, Kitchener, ON

2011:

**RICK: The Rick Hansen Story** (remount)
By Dennis Foon
Director: Robb Patterson
Set and Costume Design
Schoctor Theatre, Citadel Theatre, Edmonton, AB

**The Leading Ladies**
By Ken Ludwig
Director: Brian McKay
Set design
Victoria Playhouse, Petrolia, ON

**When the Reaper Calls**
By Peter Colley
Director: Derek Ritschel
Set and costume design
Lighthouse Festival Theatre, Port Dover, ON
Remounted Vaughan City Playhouse Theatre, Vaughan, ON

**The House at Pooh Corner** (remount)
By Bettye Knapp, adapted by Kim Selody
Director: Kim Selody
Set and costume design – repertory production (remount)
Manitoba Theatre for Young People, Winnipeg MB
Teaching

Undergraduate Courses:

Since 2011, I have fulfilled my teaching requirement by designing and overseeing production activities for one or more department production, as outlined below:

2018 **UpStart 2018** (S) Directors: Various (students)
2017 **Concord Floral** (S) Director: Vikki Anderson
2014 **The Importance of Being Earnest** (S) Director: Stewart Arnott
2013 **Richard III** (S) Director: Jennifer Roberts-Smith
2012 **On Love** (S) Director: Naila Keleta-Mae
2011 **A Midsummer Night’s Dream** (S) Director: Anne-Marie Donovan

DRAMA 331/FINE 335 Set Design

Scholarly and Professional Activities (selected – these are beyond the considerable service expectations associated with role of Associate Dean)

2018 ACADEMIC LEADERSHIP PROGRAM – Forum presentation on student mental health and wellness
HIRING COMMITTEE – EXPERIENTIAL LEARNING CO-ORDINATOR
ARTS CO-OP NOT-FOR-PROFIT JOB DEVELOPMENT WORKING GROUP – CHAIR
ARTS NOT-FOR-PROFIT SECTOR ALUMNI ROUNDTABLES (2 events)
DACA COMMITTEE MEMBER for ARTS FIRST hiring (3 candidates)

2017 COMMITTEE on STUDENT MENTAL HEALTH AND WELLNESS – MEMBER OF EXECUTIVE COMMITTEE; ARTS REPRESENTATIVE (ongoing to now)
CELEBRATION 2017 SELECTION JURY MEMBER
ARTS ENDOWMENT FUND – CO-CHAIR (ongoing to now)

2016 HIRING COMMITTEE – ARTS SENIOR DEVELOPMENT OFFICER
POLICY 71 WORKING GROUP – MEMBER (ongoing to now)

2015 ARTS OUTREACH WORKING GROUP (ongoing to 2016)
ARTS FIRST REQUIRED COURSES STEERING COMMITTEE – MEMBER (ongoing to 2017)
ARTS DIGITAL MEDIA WORKING GROUP – Steering committee member (ongoing to 2016)
HIRING COMMITTEE – ASSOCIATE DIRECTOR MARKETING – COMMITTEE MEMBER
HIRING COMMITTEE – ARTS RECRUITMENT CO-ORDINATOR – Secondment replacement
HIRING COMMITTEE – MANAGER OF ACADEMIC ADVISING – replacement;

2014 ORIENTATION STEERING COMMITTEE – FACULTY ASSOCIATE DEANS’ REPRESENTATIVE (ongoing to 2016)
POLICY 33 DRAFTING COMMITTEE – PRESIDENT’S APPOINTEE (ongoing to 2016)
HIRING COMMITTEE – UNIVERSITY REGISTRAR – COMMITTEE MEMBER
HIRING COMMITTEE – ASSOCIATE REGISTRAR (SYSTEMS) – COMMITTEE MEMBER
ENGLISH LANGUAGE COMPETENCY INITIATIVE – STEERING COMMITTEE MEMBER
ARTS STRATEGIC ENROLLMENT MANAGEMENT PROJECT – COMMITTEE MEMBER
2013  PROVOST ADVISORY COMMITTEE FOR TIMETABLING – ARTS REPRESENTATIVE (ongoing to 2016)
CONVOCATION REDESIGN COMMITTEE – MEMBER (LEAD; ongoing to 2014)
HIRING COMMITTEE – UNIVERSITY REGISTRAR – COMMITTEE MEMBER
NEW STUDENT TRANSITION STEERING COMMITTEE – MEMBER (on-going)
HIGH SCHOOL ARTICULATION AGREEMENTS WORKING GROUP – CHAIR
2 + 2 AGREEMENTS WORKING GROUP – CHAIR
ARTS SPACE COMMITTEE – HAGEY HALL ATRIUM INFILL INITIATIVE (on-going)

2012  REDESIGN OF HONOURS ARTS RECRUITMENT BROCHURE ADVISORY COMMITTEE – CHAIR
ONTARIO UNIVERSITIES FAIR UWATERLOO BOOTH REDEVELOPMENT – STEERING COMMITTEE MEMBER (ongoing to 2018)
FIRST YEAR TRANSITION STEERING COMMITTEE – MEMBER
ARTS STRATEGIC PLANNING TASK FORCE: PROGRAMS AND ADVANCEMENT (PROFILE) – CO-CHAIR (ongoing to 2014)
ARTS TEACHING FELLOW SELECTION COMMITTEE – CHAIR
ARTS CULTURAL MANAGEMENT SPECIALIZATION REDEVELOPMENT COMMITTEE – MEMBER
REDESIGN OF MARCH BREAK OPEN HOUSE EVENT COLLATERAL AND DISCIPLINE PAGES – LEAD
VISITING INTERNATIONALIZATION EXPERT JANETTE RYAN – LECTURE AND DEPARTMENT CONSULTATIONS – LEAD AND CO-ORDINATOR

2011  PROGRAM REVIEW – SCHOOL OF ARCHITECTURE, UWATERLOO ACCREDITATION AND REVIEW COMMITTEE, INTERNAL MEMBER
REDESIGN OF HONOURS ARTS RECRUITMENT BROCHURE ADVISORY COMMITTEE – MEMBER/LEAD
ONTARIO UNIVERSITIES FAIR UWATERLOO BOOTH REDEVELOPMENT – STEERING COMMITTEE MEMBER
FIRST YEAR TRANSITION STEERING COMMITTEE – MEMBER

Honours and Awards

2011  Waterloo Region Arts Award, recipient: Performing Arts
Karen Collins

Degrees

PhD Liverpool 2002
BA Waterloo, 1997

Employment History

2012-18 Associate Professor, Department of Communication Arts, University of Waterloo
2007-2012 Assistant Professor, Department of Communication Arts, University of Waterloo
2005-2007 Post-Doctoral Research Fellow, Institute for Comparative Studies in Literature, Arts and Culture, Carleton University
2003-2005 Adjunct Professor, School of Music, University of Windsor
2004 Adjunct Professor, Dept of Popular Culture and Film, Brock University
2002-2003 Adjunct Professor, Faculty of Music, Western University

Research Outcomes (past 7 years)

Books:
2016 K. Collins (with Chris Greening). The Beep Book: Documenting the History of Game Sound. 2-volume set of 410K words of interviews. Self-published because I sold advertising in the books to pay for the trips to interviews. 95% of work is mine, and Dr. Greening added a few interviews.


Books edited:

Chapters in Books:
B. Kapralos, F. Moussa, K. Collins and A. Dubrowski. Fidelity and Multi-Modal Interactions. *Techniques to Improve the Effectiveness of Serious Games*. Pieter Wouters and Herre van Oostendorp, (Eds.) Springer Press. DOI 10.1007/978-3-319-39298-1_5


**Articles in Refereed Journals:**


2016  

2015  


2014  


- Used as “exhibit 2” in State of Alabama v. PCI Gaming Authority, 2013.
- Summarized in *Popular Science* 07/02/2013, *Springer Select*, *Daily Mail UK*, *Japan Times*, *Salon*, etc.

2013  


**Peer reviewed (Computer science) conference papers**


- Winner, best presentation award, as voted on by conference attendees


- Won best student paper award.


2013


2012


2011


Other Publications

2014  

2014  
Veemix: software published in Unity Asset Store

2015  

2013  
K. Collins. Game Audio Cultures book review in Designing Sound.

2014  

2013  

2012  

2011  

Creative Projects:

2016  
Director, Editor, Writer: Beep: A Documentary History of Game Sound (feature length film)

2014  
Sound Designer and Sound Editor: The Well. Short film. HP Lovecraft Film Festival, (juried) Los Angeles, CA Sept 2014.
2013 Voice Actor. *Dan of the Dead*. Stop-Motion Animated Short Film. *Viewster online film festival, CoFIlmic Festival, Grimmfest* (all juried)


**External Research Funding**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Name of Grant, total amount in funding: $$$$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-18</td>
<td>“Understanding and Improving Musical User-Generated Content in Video Games” <em>Social Sciences and Humanities Research Council of Canada Insight Grant</em>. $225,000 (PI)</td>
</tr>
<tr>
<td>2014, 2015</td>
<td>Beep: Kickstarter raised c.$75,000 through crowdfunding website to support production of film.</td>
</tr>
<tr>
<td>2014</td>
<td>“A Serious Game for Medical-Based Cultural Competence Education and Training” <em>SIM-One Simulation Development &amp; Implementation</em> $25,000. (Co-I)</td>
</tr>
<tr>
<td>2013</td>
<td>&quot;Guitar Heroes in Music Education? Music-based video-games and their potential for musical and performative creativity.&quot; <em>Arts and Humanities Research Council (AHRC UK) 44000 GBP</em>(collaborator)</td>
</tr>
<tr>
<td>2012-18</td>
<td>IMMERSe: The Interactive and Multi-Modal Experience Research Syndicate. <em>Social Sciences and Humanities Research Council of Canada Partnership Grant</em>. $2.6m from SSHRC: total grant value $5.8m (Co-I).</td>
</tr>
<tr>
<td>2011-17</td>
<td>Multimedia production and analysis studio for interactive research. <em>Canada Foundation for Innovation Leaders Opportunity Fund</em>, matching funds provided by <em>Ontario Research Fund-Research Infrastructure Award</em>. $100,000 (PI) (+$15,000 operating funds grant)</td>
</tr>
<tr>
<td>2012-13</td>
<td>Exploring the Relation Between Erroneous Cognitions and the Structural Characteristics of Slot Machines. <em>Ontario Problem Gambling Research Centre Standard Research Grant</em>, $240,000 (Co-I)</td>
</tr>
<tr>
<td>2011-12</td>
<td>An Investigation of Reinforcement Schedules and Near Misses in Modern Multiline Video Slot Machines. <em>Ontario Problem Gambling Research Centre Level III grant</em>. $210,000 (Co-I).</td>
</tr>
<tr>
<td>2009-12</td>
<td>Multimedia Interaction Interfaces in Collaborative E-Learning Environments. <em>Cooperative Research Projects at Research Institute of Electronics, Shizuoka University</em>. ¥4,000,000. (collaborator).</td>
</tr>
</tbody>
</table>

Teaching

Undergraduate Courses:
DAC 300 Generative Media F 2018
DAC 305 Game Design S 2014 / S 2012

Graduate Courses
ENG 794  S 014 / S 2013

Graduate Supervision
2014- 2017 Supervisor: Ryan Clement, Playing the Story: The Emergence of Narrative through the Interaction between Players, Game Mechanics, and Participatory Fan Communities. Department of English Language and Literature, University of Waterloo

2015  MA Supervisor, Gian Mancuso, The Figural Logic of Procedural Rhetoric. Department of English Language and Literature, University of Waterloo

2011-12  MA supervisor Tracey McKenna, Department of English Language and Literature.

Post-doctoral Supervisions
2011-13  Post-Doctoral Fellow Supervisor, Brian Cullen, Gambling Research Lab and Games Institute

2010-11  Post-Doctoral Fellow Supervisor, Peter Taillon.

Scholarly and Professional Activities
2019-  Music, Sound and Moving Image editorial board
2015-  International Game Developers Choice Awards voting member
2015-  Editorial Board Member, Designing Music Now
2014-  Visiting Faculty and Advisory Board, San Francisco Conservatory of Music
2013-  Editorial Board Member, Popular Communication
2013-  Advisory Board member, International Institute of Popular Culture (IIPC).
2013- Scientific Committee, Game History Annual Symposium

2011- Editorial Board Member, *Game Studies*

2012-2016 Technical Advisory Board, Project Bar-B-Q: The Premiere Interactive Audio Think Tank

2016 Conference organizing committee, *GameSoundCon*

2010-2014 Advisory Board Chair, The Games Institute. University of Waterloo

2013-2015 Research Committee, "Audible Futures: The Ecological and Technological Imagination in Popular Music since the 1960s". University of Turku, Finland

**Juries**

Cine Golden Eagle Awards 2016 Marvin Hamlisch Film Scoring Competition

**Conference chairing**

IEEE Conference on Games (COG) Sound and Music Track Chair (2019), *GameSoundCon* (2016)

**Conference review committees and conference paper reviewing**


**Grant/Award Adjudication**

2019 New Frontiers in Research Fund (NFRF) Review Panel

2018 Royal Society of Canada inductee reviewer—reviewed and ranked 35 applications

2017 Canada Foundation for Innovation Grant reviewer

2016 SSHRC Insight Grant reviewer

NSERC Strategic Partnerships Grant reviewer


2014 National Science Center, Poland. Funding scheme OPUS.
2014  MacArthur Foundation Fellows program.

2013  International Science and Technology Partnerships Canada and Natural Sciences and Engineering Research Council (ISTP-NSERC).

2012  International Science and Technology Partnerships Canada and Natural Sciences and Engineering Research Council (ISTP-NSERC).


Honours and Awards

2018  “One of the Fifty Most Inspirational Women in Technology in Canada”, InspiringFifty.

2015-2022  Member, Royal Society of Canada, Academies of Arts, Humanities and Sciences of Canada, College of New Scholars. (7 year fixed term)

2007–2017  Canada Research Chair (Tier II) held at University of Waterloo. Value of $1,000,000 (10-year fixed term, non-renewable)

2016  Ambassador Award, Game Audio Network Guild, given for service to the game audio community
JORDANA COX  
Assistant Professor  

Degrees  
Interdisciplinary Ph.D. in Theatre and Drama  Northwestern University, 2015  
Honors BA  University of Toronto, 2008  

Employment History  
2017 – Assistant Professor in Speech Communication, Department of Communication Arts, University of Waterloo  
2016-2017 Postdoctoral Fellow in Public Humanities, Department of Rhetoric and Communication Studies, University of Richmond  
2015-2016 Postdoctoral Associate in Public Humanities, Center for the Humanities and the Public Sphere, University of Florida  
2014-2015 Graduate Assistant, Center for Civic Engagement, Northwestern University  

Research Outcomes (past 7 years)  

Chapters in Books:  

Articles in Refereed Journals:  
Published:  

In Press:  

Under Review:  
“The Loudspeaker and the Little Man: democratic participation and mass media in the Federal...
Theatre Project’s One-Third of a Nation.” (Revisions submitted Mar 2019 to Advances in the History of Rhetoric).

Other Publications:


Creative Projects:

Dramaturg and Coordinator, Living Newspapers Festival for The Left Front: Radical Art in the Red Decade,” Block Museum, Northwestern University, 3 and 5 April 2014.

Teaching

Undergraduate Courses:

University of Waterloo:
SPCOM 220 / DRAM 220 Performance Studies
SPCOM 227 Leadership
SPCOM 228 Public Communication
SPCOM 399 Communication Inquiry

University of Richmond:
RHCS103 Introduction to Rhetorical Theory
RHSC279/ AMST309 Humanities, Rhetoric, and Social Change

University of Florida
IDH3931 Humanities and Social Change, Honors Seminar (with Dr. Sophia K. Acord)

Northwestern University
THEA345 History of Western Theatrical Practice 17th C – Modern Era
THEA140-2 20th C. Global Documentary Theatre

Graduate Courses

Northwestern University
MSC530 Communication, Management, Ethics (TA for Dr. Robert Hariman)
Graduate Supervision

Hugh Simmonds (Ph.D. 2018), Department of Recreation and Leisure Studies, University of Waterloo.

Post-doctoral Supervisions

Scholarly and Professional Activities

Invited Presentations and Seminars

2019 Plenary Panelist, “Mentoring, Gender, and the Academy,” W3 Represents, University of Waterloo.


2018 Discussant (funded), “Theater, Media, Publics,” Exploratory Seminar, Radcliffe Institute for Advanced Study at Harvard University.

2016 Presenter, “Living Newspapers as Public Humanities,” Invited Lecture, Center for the Humanities and the Public Sphere, University of Florida.

2014 Panelist “What is experiential learning in the humanities?” Northwestern Public Humanities Colloquium, Northwestern University.

Juried Presentations


2016 Presenter, “Racing the Present: Reimagining the News through Minoritarian Performance,” José Muñoz Working Session on the Transtemporalities of Race, American Society for Theatre Research, Minneapolis, Minnesota.


Presenter, “All the News That’s Fit to Play: The News and the Real in Injunction Granted.” “Upsurges of the Real” Working Session, Canadian Association for Theatre Research, Victoria, British Columbia.

*Juried Institutes and Symposia*

2017 Participant (funded), The Mellon School of Theatre and Performance Research: Research, Pedagogy, Activism, Harvard University.

2014 Participant (funded), A Lived Practice Symposium: An International Conference on Art and Social Practice, School of the Art Institute.

2013 Participant (funded), Summer Institute Cologne: Techniques of Imagination – New Perspectives in Historiography of Art, Media Culture, and Theatre, Cologne, University of Cologne, Germany.

Participant, “Rethinking the Relationship Between Rhetoric and Democracy,” Rhetoric Society of America Summer Institute, University of Kansas.

*Professional and Community Service:*

2018 Presenter, “News on Stage: Living Newspapers in 1930s America,” Extended Learning Opportunities (adult education program), Village of Erin.

Guest Lecturer, Hum101, Renison College and The Working Center, University of Waterloo

Faculty judge and coach for valedictorians, University of Waterloo.
2017  Panelist and Seminar Leader, “Humanities Work,” professional development workshop for graduate students, Northwestern Public Humanities Colloquium, Co-Sponsored by the Kaplan Institute for the Humanities and the Center for Civic Engagement, Northwestern University.

   Member of Planning Committee, “The Practice of Humanities” faculty seminar, Humanities Initiative, University of Richmond, Richmond, Virginia.

2016  Panelist, “Broadening the Job Search: Why Humanities Postdocs Matter,” professional development workshop for graduate students, University of Florida Center for the Humanities and the Public Sphere, Skype, 27 October.

2014  Planning Committee Member, The Scholar in Public, Northwestern University Public Humanities Conference.

2012-15 TA and Guest Lecturer (Lead tutor/ Northwestern Liaison, Fall 2014 – Spring 2015), The Odyssey Project, free liberal arts night school for low-income adults, Illinois Humanities.

2011-12 Chair, Graduate Resources Committee, American Society for Theatre Research Graduate Caucus.

   Referee, Mary Poole Emerging Scholar in Theatre Award, Northwestern University.

Honours and Awards

2013  School of Communication Graduate Research Ignition Grant, Northwestern University

2011-14 Graduate Fellowship, Brady Scholars Program in Ethics and Civic Life, Northwestern University
Robert Danisch  
Associate Professor

Degrees

PhD - Communication – University of Pittsburgh, 2004  
MA - Communication – University of Pittsburgh, 2000  
BA - History & Philosophy – University of Virginia, 1998

Employment History

University of Waterloo:  
Chair, Department of Communication Arts        2017 - Present  
Director, Arts First                                                2016 - Present  
Associate Professor                                                2014 - Present  
Assistant Professor                                                 2011 – 2014  
Associate Chair and Undergraduate                     2012 – 2016  
Advisor for Speech Communication  
Associate Chair and Undergraduate  
Advisor for Theatre & Performance

Concordia University:  
Assistant Professor, General Studies                     2007 – 2011  
Visiting Assistant Professor, Philosophy & Communication Studies 2004 - 2007

Research Outcomes (past 7 years)

Books:


Books edited:


Chapters in Books:


**Articles in Refereed Journals:**


“Risk Assessment as Rhetorical Practice: The Ironic Mathematics of Terrorism, Banking, and Public Policy,” *Public Understanding of Science* 22 (2) 2013: 236-251.


“Stanley Fish is not a Sophist: The Difference Between Skeptical and Prudential Versions of Rhetorical Pragmatism,” *Rhetoric Society Quarterly* 42 (5) 2012: 405-423.


“Plato’s Protagoras and the Process of Definition: Bridging the Distance between Philosophy and Rhetoric,” *Filosofika Analekta* 1 2004: 27-44.

Other Publications:


Review of *Talking with the President: The Pragmatics of Presidential Language* by John Wilson, in *Presidential Studies Quarterly* 46 (3) 2016: 747-748.


External Research Funding

Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant ($140,710), 2015 – 2019. Project Title: “Sociologies of Rhetoric” (Principal Investigator).

LITE (Learning Innovation and Teaching Enhancement) Grant, University of Waterloo ($29,827.24), 2016-2018. Project Title: “Bridging the Articulation of Skills Gap” (co-investigator).

Social Sciences and Humanities Research Council of Canada (SSHRC), Standard Research Grant ($59,000), 2009-2012. Project Title: “Completing the Linguistic Turn: Neopragmatism and Communication Theory” (Principal Investigator).

Concordia University, New Researcher Start-Up Grant ($15,000), 2007-2008. Project Title: “Rhetorical Techné as Innovative Thinking: Historical Theoretical, and Practical Approaches to Technological Deliberation in Democratic Societies” (Principal Investigator).

Andrew Mellon Predoctoral Research Fellowship, 2003-2004 ($18,000 USD).

**Teaching**

**Undergraduate Courses:**

- Theories of Communication, SPCOM 101 (x3)
- Public Communication, SPCOM 228 (x1)
- Speech Writing, SPCOM 323 (x5)
- Small Group Communication, SPCOM 324 (x4)
- Communication Inquiry, SPCOM 399 (x1)
- Persuasion, SPCOM 420 (x4)
- Communication Ethics, SPCOM 475 (x3)
- Community, Power, Politics, SPCOM 491 (x1)
- Advanced Theories of Interpersonal Communication and Deliberation, SPCOM 491
- Rhetorical Leadership, SPCOM 490/491
- How to Talk to Strangers, Enemies, and Friends, ARTS 130 (x1)
- PD 4 – Teamwork (online Professional Development course, taught two sections a year since 2014)

**Scholarly and Professional Activities**

Director, Arts First: September 2016 – August 2018; October 2018 – January 2020. As Director of Arts First, a Faculty-wide position overseeing the development and implementation of two new mandatory first year courses for all Faculty of Arts students (ARTS 130 and ARTS 140), I have the following major responsibilities:

- design and implementation of the program curriculum
- coordination of advisory council
- promotion of the program and its benefits
- management of the budget ($1.7 million)
- scheduling of over 90 sections of courses each academic year
- collaboration with faculty members across Arts regarding policy, scheduling, program objectives, pedagogy and all other issues related to the intellectual substance and management of the program
• managing and running pedagogy workshops and building pedagogical resources for the program
• overseeing two teaching fellows that support the program
• working with Arts Undergraduate Office on student concerns and policies
• delivered a teaching/pedagogy presentation to University Senate
• implementing all policy changes related to new course requirements for approximately 1200 students a year
• served on the “core DACA” responsible for hiring 5 definite term lecturers in different departments in Arts to teach in the Arts First program (this was an enormous and unprecedented undertaking in that it involved the design of a new multi-layered hiring process approved by the University Appointments Relations Committee and collaboration with every department in Arts, as well as the review of over 350 applications with 18 campus interviews).

Chair, Department of Communication Arts: August 2017 – July 2022. As Chair of the Department of Communication Arts I have:
• secured 3 total tenure line positions and 2 definite term lecturer positions for department
• led and completed the department name change process
• chaired the DACA for the hire of 2 tenure line faculty and 2 lecturers in 2018 and 1 tenure line hire in 2019
• chaired our department’s APR committee in 2018 & 2019 (served on the committee in 2017)
• led the design process for a new Undergraduate major (working with both the AVPA and colleagues in the Department) – drafted most of the proposal for the new plan.
• developed a new faculty handbook
• led the committee to review department APR process
• participated in the ongoing design of a new Master’s program (served as department representative in conversations with Dean’s office and AVPA related to this proposal)
• overseen the department budget (including drafting budget requests for all 3 units and managing spending)
• served on the Steering Committee, English Language Competency Initiative (SCELCI)
• chaired the DTPC (1 case for probationary renewal, 1 case for tenure, 2 cases for promotion to continuing lecturer)
• led the department’s commitments to UCOI (the Undergraduate Communication Outcomes Initiative): including managing scheduling process and relationships between outside units and department.
• hired new sessional instructors for expanding numbers of courses
• managed the scheduling of about 200 courses per year

Member, SCELCI (Steering Committee for the English Language and Communication Initiative): August 2017-present


Department Tenure & Promotion Committee: September, 2015 – July, 2016 (one case for promotion to Full Professor, two cases for renewal of tenure track faculty).

Collaboration Committee: June, 2015 – June, 2017

Chair of Ad-hoc Committee on Department-level Undergraduate Plan: September, 2016 – September, 2018.


Speech Communication Undergraduate Program Advisor: September 1, 2012 – January 1, 2017

Speech Communication Program Review Committee: Fall, 2012

Department Advisory Committee on Appointments: Fall, 2012 – June 2014, Spring 2017 (hiring for: 1 senior Associate Professor, 4 tenure track Assistant Professors, 4 full-time Lecturers).

Department Website Committee: Fall, 2012 – June 2014

Department Library Committee: September 2012 – June 2014

UGAG (Undergraduate Affairs Group), member: September 2012 – January 1, 2017

Arts Reunion (Homecoming) Committee: 2013-2014
Dr. Shannon Hartling
Continuing Lecturer

DEGREES:

- M.A., University of Waterloo, English, 1994
- B.A., University of Waterloo, English, 1992

EMPLOYMENT HISTORY:

2011-present  Continuing Lecturer, Department of Drama and Speech Communication, University of Waterloo
2010-2011    Sessional Instructor, Department of Drama and Speech Communication and Department of English, University of Waterloo
2009-2010    Definite-Term Lecturer, Department of Drama and Speech Communication; Sessional Instructor, Department of English, University of Waterloo
2003-2009    Sessional Instructor, Department of Drama and Speech Communication and Department of English, University of Waterloo

TEACHING:
UNDERGRADUATE COURSES:

Winter 2019:  SPCOM 111: Leadership and Communication
              SPCOM 475: Communication Ethics
2017-2018:
SPCOM 100: Interpersonal Communication
SPCOM 111: Leadership and Communication
ARTS 130: The Public Body in the Digital Forum
SPCOM 204: Leadership, Teams, and Communication
SPCOM 223: Introduction to Public Speaking
SPCOM 226: Intercultural Communication
SPCOM 228: Public Communication
SPCOM 324: Small Group Communication
SPCOM 475: Communication Ethics
2016-2017:  SPCOM 100: Interpersonal Communication  
SPCOM 111: Leadership and Communication  
SPCOM 228: Public Communication  
SPCOM 324: Small Group Communication  
SPCOM 475: Communication Ethics  

2015-2016:  SPCOM 100: Interpersonal Communication  
SPCOM 111: Leadership and Communication  
SPCOM 204: Leadership, Teams, and Communication  
SPCOM 228: Public Communication  
SPCOM 324: Small Group Communication  
SPCOM 432: Conflict Management  
SPCOM 491: Culture and Conflict (Reading Course)  

2014-2015:  SPCOM 100: Interpersonal Communication  
SPCOM 111: Leadership and Communication  
SPCOM 223: Public Speaking  
SPCOM 324: Small Group Communication  
SPCOM 432: Conflict Management  

2013-2014:  SPCOM 100: Interpersonal Communication  
SPCOM 111: Leadership and Communication  
 ARBUS 204: Leadership, Teams, and Communication  
SPCOM 228: Public Communication  
SPCOM 324: Small Group Communication  

2012-2013:  SPCOM 100: Interpersonal Communication  
SPCOM 111: Leadership and Communication  
 ARBUS 204: Leadership, Teams, and Communication  
SPCOM 223: Introduction to Public Speaking  
SPCOM 228: Public Communication  
SPCOM 432: Conflict Management  

SCHOLARLY AND PROFESSIONAL ACTIVITIES  
-Coordinator, Speech Communication 111, 2011-present  
-Member of UCOI (Undergraduate Communication Outcomes Initiative) Committee, 2018-present  
-Member of the APR (Annual Performance Report) Process Committee, 2017-2018  
-Member of the Library Committee, 2016-present  
-Faculty Advisor, Speech Communication Society, 2011-2018
-Member of the SPCOM-DIG (Speech Communication Design and Implementation Group) for courses delivered to math students, 2014
-Member of the DSP (directed self-placement) committee for incoming math students taking communication courses, 2013-2014
-Co-op report Evaluator, Department of Speech Communication, 2011-present
-Judge in the Arts Valedictorian competition, University of Waterloo; 2006-2017; 2019
Andrew Houston
Associate Professor and Associate Chair, Theatre and Performance program.

EDUCATION

Ph.D. Theatre Studies. University of Kent at Canterbury, 1999
Thesis: "Postmodern Dramaturgy in Contemporary British Theatre: Three Companies"

M.A. Drama. University of Alberta, 1993
Thesis: "Howard Barker’s Theatre of Catastrophe"


EMPLOYMENT HISTORY

2002 – present University of Waterloo,
Department of Drama and Speech Communication
(Department of Communication Arts since 2018)
Associate Professor (awarded tenure in July 2008)

2000 – 2002 University of Regina,
Theatre Department
Assistant Professor (full-time, limited term appointment)

1997 – 2000 Lakeland College,
Drama Department
Artistic Director (full-time, limited term appointment)

1994 – 1997 University of Kent at Canterbury
Department of Communication and Image Studies
Lecturer (part-time, limited term appointment)

RESEARCH OUTCOMES (past 7 years)

Chapters in Books:

“Collaborating with Audiences in the Creation of Site-Specific Performance, or
Transgression,
Endurance and Collaboration in Windblown / Rafales,” About Directing, Edited by

**Articles in Refereed Journals:**


**Other Publications:**


**Creative Projects:**

*Cruel Summer* (A multi-media interactive performance and installation that welcomes the audience to solve the mystery of a missing teenage girl, and in the process confront bias, gender- and generational assumptions about youth. Produced by Coñoculto (July 2018) for the Playground Festival, Registry Theatre, Kitchener. *(My roles: Co-creator, Dramaturg)*
**The B Party** (An auto-ethnographic, multi-media performance that takes the audience on a journey inside the consumerist culture of Mattel’s Barbie Doll (June 2018). Produced by Cosmic Fishing Theatre at the Registry Theatre, Kitchener. See [https://www.registrytheatre.com/bparty/](https://www.registrytheatre.com/bparty/) (Roles: Director and Dramaturge)


**Survival Mode: i can’t speak it, but i can write it down for you** (A video project for 16 Days of Activism Against Gender-based Violence, Nov. 25 to Dec. 10, 2017 (see: [https://uwaterloo.ca/16-days-of-activism-against-gender-based-violence/actions-campus-2017/survival-mode-video-project](https://uwaterloo.ca/16-days-of-activism-against-gender-based-violence/actions-campus-2017/survival-mode-video-project)). Four videos made in the vicinity of UWWaterloo and WLU that address the experience of what it feels like to receive inappropriate comments – verbal assaults – from strangers, passing in cars. (My roles: Producer, Executive Director, Performer)

**ENTANGLED** (An immersive and intermedial (music/sound/theatre, projection) performance which premiered at the IMPACT ’17 Festival. A development of *Algorithmyth*, this project examines the very contemporary phenomenon of algorithmic programming and how it is having a profound effect on our society, and how this phenomenon can be seen to have deep, historical patterns in human behaviour and cultures (September 2017). See [www.Entangled.ca](http://www.Entangled.ca) (Roles: Director and Dramaturge)

**Yellow Bellies** (A multi-media performance that draws on verbatim interviews of Mennonite Conscientious Objectors (COs) during World War II. The stories and experiences of these COs offers a reconsideration of Canadian history and heroism (June 2017 and then on tour in 2018 and 2019). Produced by Theatre of the Beat, Toronto, Ontario. See [http://theatreofthebeat.ca/yellow-bellies](http://theatreofthebeat.ca/yellow-bellies) (Roles: Director and Dramaturge)

**Mush Hole Project** (A multi-media, site-specific art installation made in response to the TRC’s 94 recommendations addressing the residential school legacy, and in support of the Save the Evidence campaign. The event took place at the Woodland Cultural Centre, the site of the former Mohawk Institute, the first residential school on Canadian land). Produced by Woodland Cultural Centre and the Mush Hole Project Collaborators (September 2016). See [http://www.mushholeproject.ca/#mush-hole](http://www.mushholeproject.ca/#mush-hole) (Roles: Producer, Curator, Co-Director)

**Playback** (Part of the Toy Piano Composers’ Curiosity Festival, *Playback* was an immersive, site-responsive, intermedia performance that offered an intimate experience of the “invisible architectures” of the Canadian Music Centre (Chalmers House), and the musical landscape of the history of Canadian composers. Using original
compositions, field recordings, and interviews with Canadian composers from across the country and beyond, *Playback* engaged with fundamental questions of identity, music, composing and listening. (See: https://www.musiccentre.ca/node/138303) *(Roles: Co-Creator, Dramaturge)*

**she haunts this place** *(A multi-media, site-specific performance. An examination of the lives of working women at the Button Factory in 1890 and in the Waterloo region today. Produced by the Button Factory and UWaterloo Drama as part of the Summer Lights Festival, June 2014 and re-mounted in April 2015). *(Roles: Director, Dramaturg)*

**Algorithmyth** *(A multi-media performance. The project is an attempt to generate conversation and understanding about how the very contemporary, hi-tech. phenomenon of algorithmic programming has deep, historical patterns in human behaviour and cultures. Institute for Quantum Computing, University of Waterloo. Sept. 2014 and re-mounted as Alorgrithmyth: entangled in Sept. 2015). *(Roles: Director, Dramaturge, Producer)*

**Archive Fever** *(A multi-media installation at the the Canadian Clay and Glass Gallery, from September 13, 2014 to January 5, 2015. It was Curated by Krista Blake, and I was honored to be asked to collaborate on this project as both a contributor of a personal archive as well as perform the role of Chief Archivist during the installation’s opening weekend – Sept. 13 and 14, 2014.

Playing with the concepts of storing, collecting, and conserving information; *Archive Fever!* was an evolving public repository, allowing intimate interaction with some of today’s most innovative and creative thinkers. Inspired by Jorge Luis Borges’ ‘The Library of Babel’, and Andy Warhol’s Time Capsules, *Archive Fever!* is an inter-media installation of a contemporary cultural archive, which featuring over 60 award-winning artists, writers, film makers, physicists, musicians, mathematicians, and teachers. *(Roles: Performer, Consultant, Archive Creator)*

**Voicemale** *(A multi-media, site-specific performance. Part auto-ethnography, part intimate confessional, this work explores the struggle of a First Nations woman to define her identity with the Heritage Room at the Kitchener City Hall. Produced by Coñoculto, MT Space, and UWaterloo Drama, Kitchener, Sept. 2013). *(Roles: Director, Dramaturg, Producer)*

**Bonfire of the Humanities** *(A site-specific alternative reality game, based on research into right-wing political alienation in Canada and digital gaming addiction. Produced by the Games Institute for the Congress of the Humanities and Social Sciences, University of Waterloo and Wilfrid Laurier University, May 2012). See http://gamesinstitute.ca/ *(Roles: Director, Producer)*
The Way of the Water (A multi-media, environmentally staged reading of The Way of the Water by Caridad Cvich as part of No Passport’s month of action and awareness to mark the two year anniversary of the BP oil spill in the Gulf of Mexico, and raise awareness about the human health and environmental damage as a result of the Deepwater Horizon disaster. Produced by No Passport and Pat the Dog Playwright Centre in the Reflecting Pool of Kitchener City Hall, Kitchener, Ontario, April 2012). See http://nopassport.org/wayofwater. (Roles: Director, Choreographer)

Neighbours (A multi-media workshop production for Pat the Dog Playwright Centre’s Piecemeal Series. Produced by Pat the Dog Playwright Centre and the MT Space, Button Factory, Waterloo. February 2012). (My Roles: Director, Choreographer)

External Research Funding:

<table>
<thead>
<tr>
<th>Year Applied</th>
<th>Agency</th>
<th>Amount</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Canada Council</td>
<td>$50,000.</td>
<td>International Touring Grant (ENTANGLED tour)</td>
</tr>
<tr>
<td>2016</td>
<td>RWAF</td>
<td>$9,000.</td>
<td>Project Grant (for Algorithmyth: entangled) ** performance to happen in 2017 **</td>
</tr>
<tr>
<td>2016</td>
<td>OAC</td>
<td>$18,000.</td>
<td>Multi and Integrated Arts Grant (for Mush Hole Project)</td>
</tr>
<tr>
<td>2015</td>
<td>OAC</td>
<td>$10,000.</td>
<td>Multi and Integrated Arts Grant (for Algorithmyth)</td>
</tr>
<tr>
<td>2014</td>
<td>OAC</td>
<td>$25,000.</td>
<td>Multi and Integrated Arts Grant (for she haunts this place)</td>
</tr>
<tr>
<td>2013</td>
<td>RWAF</td>
<td>$4,600.</td>
<td>Project Grant (for Voicemale)</td>
</tr>
<tr>
<td>2013</td>
<td>OAC</td>
<td>$2,000.</td>
<td>Seed Grant (for Voicemale)</td>
</tr>
<tr>
<td>2012</td>
<td>UW/SSHRC</td>
<td>$1,200.</td>
<td>SSHRC Travel Grant (Research at ZKU, Berlin)</td>
</tr>
</tbody>
</table>
**Teaching:**

**Undergraduate Courses:**
Drama / SpCom 102, Drama 221, Drama 222, Drama 206/207, Drama 284, Drama 301, Drama 306/407, Drama 361, Drama 316/317, Drama 368, Drama 376, Drama 400, Drama 402, Drama 406/407, Drama 410, Drama 490/491, Drama 499a/b.

**Graduate Supervision:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Name</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Sonia Laposi</td>
<td>MA in Experimental Digital Media (XDM), University of Waterloo</td>
</tr>
<tr>
<td>2014-2018</td>
<td>Art Babayants</td>
<td>Ph.D. in Theatre Studies, Centre for Theatre and Performance Studies, University of Toronto</td>
</tr>
<tr>
<td>2012-2016</td>
<td>Stephen Fernandez</td>
<td>Ph.D. in Critical Media and Department of English Language and Literature, University of Waterloo</td>
</tr>
</tbody>
</table>

**Scholarly and Professional Activities:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Role / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Acting Chair</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Acting Chair</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Associate</td>
</tr>
<tr>
<td>Chair</td>
<td>Advisor,</td>
</tr>
<tr>
<td>(Undergraduate</td>
<td>Performance</td>
</tr>
<tr>
<td>Theatre and</td>
<td></td>
</tr>
<tr>
<td>Studies)</td>
<td></td>
</tr>
</tbody>
</table>
Professional Service:

- I am an Artistic Associate with the MT-Space, a professional multi-cultural theatre company based in Kitchener-Waterloo, and I sit on the MT Space Advisory Committee. I am responsible for managing and advising on the company’s artistic and cultural mission in our community.

- I am the Vice President of the Board of Directors of Pat the Dog Theatre Creation, a professional new work development company based in Kitchener-Waterloo. I am responsible for advising on the company’s finances, artistic, and educational mission in our community. There has been more work to do of late as the Pat the Dog has launched a number of new projects focusing on women writers (see: www.patthedog.org).

- I am on the Board of Directors of Theatre of the Beat, a touring theatre company working to catalyze conversations on social justice and the intersection beliefs of the communities where the company tours. I am responsible for advising on the company’s artistic and educational mission. (see: http://theatreofthebeat.ca)

Honours and Awards

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Award Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>Distinguished Teacher Award, University of Waterloo</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Artistic Research Fellowship/ZK/U – Centre for Art and Urbanistics/Zentrum für Kunst und Urbanistik, Berlin, Germany</td>
</tr>
</tbody>
</table>
David Janzen
Definite-Term Lecturer

 Degrees

Ph.D.  Department of English and Film Studies, University of Alberta (2017).
MA  Centre for the Study of Theory and Criticism, Western University (2011).
BA  Department of Philosophy, University of Alberta (2008).

 Employment History

2018-Present  Lecturer, Department of Communication Arts, University of Waterloo
2011-2012  Post-Doctoral Fellow, Department of Awesome, University of Greatness

 Research Outcomes (past 7 years)

Articles in Refereed Journals:


Other Publications:


**Creative Projects:**

“Mariposa” and “One Year Old” (Poetry), *Contemporary Verse 2*, Summer 2019, Vol. 41 No. 5 (forthcoming).

Invited Reader (W/ Arleen Paré and E. Martin Nolan), Poetry London/London Public Library (March 2019).

“Aural Ekphrasis” (Sound art, poetry, and multimedia performance, W/ Vincent Colistro), *Couplets: Collaborative Arts Series*, TAP Centre for Creativity (June 2018).

“Tar Sounds” (Digital Audio Performance/Installation), *Banff Research in Culture Exhibition*, Banff Centre for Arts and Creativity (July, 2015).

**External Research Funding**


*Project: “Soil as a Relational Media.”*

*Role: Co-Principal Applicant*

2019-2021 Learning Innovation and Teaching Enhancement [LITE] Full Grant, University of Waterloo ($15,000).

*Project: “Student Podcasting as Project-Based Learning in Science Communication.”*

*Role: Principal (sole) Investigator*

2015 Queen Elizabeth II Doctoral Scholarship, FGSR University of Alberta ($15,000).

2014 Michael Smith Foreign Study Award, SSHRC/CRSH Canada ($6000).

2014 President’s Doctoral Prize of Distinction, University of Alberta. ($20,793).
2012  University of Alberta Doctoral Recruitment Scholarship, FGSR University of Alberta ($15,000).

2012  Joseph-Armand Bombardier Canada Graduate Scholarship, SSHRC/CRSH Canada ($105,000).

Teaching

Undergraduate Courses:

Courses (2018-2019 Academic year), University of Waterloo
  SCCOM 100: Science Communication (5 sections)
  SPCOM 431: Crisis Communication
  SPCOM 223: Public Speaking (2 sections)

Courses (Winter 2018), Fanshawe College
  COMM 3075-67: Communications for Media – Music Industry Arts
  COMM 3020: Professional Communications
  COMM 3040: Communications – Motive Power (Automotive)
  COMM 3073: Communications for General Arts.

Courses (2016-2017), University of Alberta
  English 102: Introduction to Critical Analysis.
  English 121: Literature in Historical Perspective.

Scholarly and Professional Activities

Committee member, UCOI [Undergraduate Communications Outcome Initiative] Committee, University of Waterloo (2018-present).


Council Representative (Centre for the Study of Theory and Criticism), School of Graduate Studies, Western University: 2011.

Departmental Steward (Centre for the Study of Theory and Criticism), Graduate Teaching Assistants’ Union, Western University: 2010 – 2011
Dr. Naila Keleta-Mae
Assistant Professor

**Degrees**

- PhD York University, 2012
- MFA York University, 2005
- BA Concordia University, 2000

**Employment History**

- 2012-18 Assistant Professor, Department of Communication Arts, University of Waterloo
- 2009-2011 Faculty Advisor, MFA in Interdisciplinary Arts Program, Goddard College

**Research Outcomes (past 7 years)**

**Books:**


**Chapters in Books:**


**Articles in Refereed Journals:**


Other Publications:

Creative Projects:
2013 Director and Dramaturg. on love. Produced by the University of Waterloo. Theatre of the Arts. Waterloo, Ontario.

**External Research Funding**


**Teaching**

**Undergraduate Courses:**
- DRAMA 102 Introduction to Performance
- ARTS 130 Black And Free
- SPCOM 223 Public Speaking
- DRAMA 282 Gender and Performance
- DRAMA 378 Black Theatre and Performance
- DRAMA 300 Theories of Theatre and Performance
- DRAMA 366 Writing for Performance
- DRAMA 380/ENGL 316 Canadian Drama
- DRAMA 490 Performance Creation

**Graduate Supervision**

2019 University of Waterloo, Doctoral Dissertation Committee

2015 University of Waterloo, Doctoral Dissertation Committee

**Scholarly and Professional Activities**

2018 Invited Chair. 10-person Fine Arts and Research Creation Committee for the Insight Grants program of the Social Sciences and Humanities Research Council
of Canada.


2016-17 Invited jury member. Fine Arts and Research Creation Committee for the Insight Grants program of the Social Sciences and Humanities Research Council of Canada.


2015 Invited adjudicator. Canada Research Chair competition.

2015 Association Member. Association for Theatre in Higher Education.
2015 Interviewee. Csanady, Ashley. “Beyoncé is getting her own course at the University of Waterloo. What the academe can learn from Queen Bey.” The National Post. 17 June 2015.
2012 Conference Session Co-Chair with Melanie Bennett. “Artist-Scholars: At the Crossroads.” Canadian Association for Theatre Research. Waterloo, Canada.
2012 Association Member. International Federation for Theatre Research.
2012 Association Member. Canadian Association for Theatre Research.

Honours and Awards

2014 Mary McEwan Award, for a dissertation that best exemplifies feminist scholarship. Centre for Feminist Research. York University.
Sarah Klein
Assistant Professor, Department of Communication Arts

Degrees

PhD  Communication and Science Studies, University of California, San Diego, 2017
MA   Performance Studies, New York University 2006
BA   Cultural Studies, Trent University, 2003

Employment History

2018-2019  Assistant Professor, Department of Communication Arts, University of Waterloo
2017-2018  Writing Instructor, Muir College Writing Program, UC San Diego
2015-2017  Associate Instructor, Department of Communication, UC San Diego
2010-2017  Teaching Assistant, Department of Communication, UC San Diego

Research Outcomes (past 7 years)

Articles in Refereed Journals:


Other Publications:


Creative Projects:

2018-2023 - Collaborator and visiting ethnographer on the project “Experimenting/Experiencing/Reflecting in the public realm”. This art-science collaboration between Interacting Minds Centre (Aarhus University, Denmark) and Studio Olafur Eliasson (Berlin) aims to develop and install ‘experiments’/experiences
exploring perception, coordination, and decision-making which will engage the public in the scientific process. The project, headed by Dr Andreas Roepstorff at Aarhus University, was recently awarded a Carlsberg foundation award of ~14.9 million DKK (~3 million CAD).

Founding member of Feminist Theory Theater, a performance/research/pedagogy collective which experiments with performance as a way to read. Since 2014, FTT has read with different communities at the UCs, including graduate students, faculty, and undergraduates. FTT was “method in residence” at the UC Collaboratory for Ethnographic Design (CoLED) in 2016.

**Teaching**

**Undergraduate Courses**

University of Waterloo

SCCOM 100, Communication in the Sciences  
SPCOM/DRAMA 102, Introduction to Performance

University of California, San Diego

MCWP 50, Critical Writing & Research. Make Up Your Mind: Cultures of Neuroscience  
COMM 114G - Gender and Science  
COMM 10 - Introduction to Communication

**Scholarly and Professional Activities**

2019  
Reviewer for Top Paper award, Language and Social Interaction Division, ICA  
Member of dept committee on the University Communication Outcomes Initiative

2018  
Reviewer for *Society and Space*  
Presenter, Annual meeting of the Society for Literature, Science and the Arts, Toronto  
Presenter, Annual conference of the International Communication Association, Prague

2017  
Reviewer for iConference submissions (for 2016 and 2017 conferences)  
Presenter, Annual meeting of the Society for Social Studies of Science, Boston

2016  
Presenter, A Body of Knowledge, Embodied Cognition and the Arts, Irvine CA  
Presenter, Annual meeting of the Society for Social Studies of Science, Barcelona
2015  Panel convener and co-chair, “Temporality and Performance in Scientific Practice”, Annual meeting of the Society for Social Studies of Science, Denver
Presenter, Annual meeting of the Society for Social Studies of Science, Denver
Presenter, meeting of the American Ethnological Society, San Diego

2014  Reviewer for Science, Technology and Human Values

Honours and Awards

2018  Top paper award in the Language and Social Interaction Division at the Annual Conference of the International Communication Association, Prague, for the paper, “Inhabiting Experiment: Materializations Between People and Paper”

2015  Society for the Social Studies of Science (4S) Making and Doing Award, 2015, with Yelena Gluzman, for our project Experimental Methods

2011-13  Social Science and Humanities Research Council of Canada Doctoral Fellowship
SHANA MACDONALD  
Assistant Professor  

Degrees  

PhD  York University, 2013  
MA  York University, 2005  
BA  Ryerson University, 2001  

Employment History  

2013-19  Assistant Professor, Department of Communication Arts, University of Waterloo  
2008-2012  Adjunct Instructor, Liberal Arts and Sciences, OCAD University  

Research Outcomes (past 7 years)  

Books:  
_Utopic Refusals: Feminist Media Against Postfeminism_ (Manuscript) prospectus and two chapters being prepared for submission, solicited by Edinburgh University Press (Spring 2019).  

Books edited:  
_The Performative Politics of Contemporary Digital Feminist Activisms_ (edited Book), co-editor, Michelle MacArthur, prospectus being prepared for submission, solicited by Rowman and Littlefield Press (Summer 2019).  

Chapters in Books:  


Articles in Refereed Journals:  


“The Psychogeographies of Site-Specific Art,” Media Theory Journal 1.2 Special issue on ‘Geospatial Memory and the City,’ 2018: np.

“Modes of Intersubjective Address in the Central Character (1977) and Our Marilyn (1987),” Canadian Journal of Film Studies 25 (1) 2016:111-134.


Other Publications:


Creative Projects:

Director, *resolution/dissolution: forays* (3 min, experimental, colour, digital, sound, 2016). Screened: La Lumiere Collective, Montreal (2016); Canadian Film Institute, Ottawa (2016); Iris Film Collective, Vancouver (2016); Winnipeg Underground Film Festival “Notes to Self” program (2016); Winnipeg Film Group (2016); Innis Town Hall, Toronto (2016).

Project Leader, Artist/Director for *Reconstruction*, (2016). A screen-based sculptural performance curated for *Night\Shift 16, Kitchener, ON*.


**External Research Funding**

2018-2020 SSRCH Insight Development Grant, total amount in funding: $47,839

**Teaching**

**Undergraduate Courses:**

- ARTS 130: The Branded Self: Navigating our Social Media Worlds
- SPCOM 100: Interpersonal Communication
- SPCOM 101: Theories of Communication
- SPCOM 220: Performance Studies
- SPCOM 339: Media, Images, and Communication
- SPCOM 401: Gender Communication and Culture
- SPCOM 440: Performative Inquiry and Practice
- SPCOM 491: Art, Communication and Culture
- VCULT 300: Visual Culture in Theory

**Graduate Supervision**

Associate Member (for thesis supervision) – Graduate Program in Theatre and Performance Studies, York University, July 2018-.

Committee member: Doctoral Candidate Ashley Flannigan, University of Waterloo 2016-


Scholarly and Professional Activities

2018-2018  Associate Chair, Undergraduate Advisor in Communication Arts.
2018  Member, Chair Nominating Committee
2017  Member, Department Level Graduate Program Committee
2016-2016  Member, Departmental Level Undergraduate Program Committee
2016  Director, *Reconstruction* (site-specific public art installation), Night\Shift 16.
2016  Director, *resolution/dissolution: forays* (3 min, experimental, col., digital, sd).
2015-2016  Co-ordinating Member, ARC Pedagogical Initiative for Actions Against Gender-based Violence
2015-2017  SCELCI Learning Assessment Sub-Committee
2013  Featured Artist, *Light and Time: 15 Years of the Loop Collective*, The Factory: Hamilton Media Arts Center
Sorouja Moll  
Continuing Lecturer  

Degrees  

PhD Concordia University, 2014  
MA University of Guelph, 2008  
BA University of Guelph, 2007  

Employment History  

2014-Present  
Definite Term Lecturer, Continuing Lecturer  
Department of Communication Arts  
University of Waterloo  

Research Outcomes (past 7 years)  

Books:  

2020  

Chapters in Books:  


Articles in Refereed Journals:  

2011 “Judith Thompson’s Body and Soul: Theatre Tactics in the Corporate Strategy.”

2010 “The Death of a Chief: Interview with Yvette Nolan.” Susan Knutson, ed.,
Canadian Shakespeare. Critical Perspective on Canadian Theatre in English. 18:

Creative Projects:

2019 Research Dramaturge, “1939: A Play within a Play.” Stratford Festival

2017-19 Ayamoowin ijwa paapoowin - Songs in the Key of Cree - Laughter and
Language Revitalization in Canada. Tomson Highway’s SSHRC Partnership
funded project (2017-2019). Pedagogy and Curriculum Development
Advisor. Principal Investigator, Dr. Susan Roy, University of Waterloo,
History.

2018 Bridge: Honouring the Lives of Missing and Murdered Indigenous Women
and Girls. Artist. Site Specific Performatve Art Installation. Writing names
on red fabric with public event participation in collaboration with the
Waterloo Indigenous Student Centre. University of Waterloo, Waterloo,
ON. Web. https://uwaterloo.ca/16-days-of-activism-against-gender-
based-violence/actions-campus

2017 Bridge: Honouring the Lives of Missing and Murdered Indigenous Women
and Girls. Artist. Site Specific Performatve Art Installation. Writing names
on red fabric with public participation in collaboration with the Waterloo
https://uwaterloo.ca/16-days-of-activism-against-gender-based-
violecn/actions-campus

2016 Integrating Knowledges Summit: Truth and (Re)Conciliation Project.
Principal Investigator. Lead organizer and development. The summit was
designed to generate creative solutions to immediate societal challenges
and to develop opportunities for Indigenous and non-Indigenous artists
and researchers across disciplines to meet and collaborate. October 14-
16, 2016. University of Waterloo, Waterloo, ON. Website:
https://uwaterloo.ca/truth-and-reconciliation-response-
projects/integrating-knowledges-summit

2016 Mush Hole Project. Site-Specific Art and Performance Installation.
Producer and Creative Collaborator. Principal Co-Investigator with Naomi
Johnson (Woodland Cultural Centre), and Dr. Andrew Houston. A
collaborative site-specific art and performance installation at Canada’s
first residential school to explore its legacy. 32 artists over 3 days. Sept
16, 17 and 18, 2016. Brantford, ON. Website:
http://www.mushholeproject.ca/#mush-hole
2016  Research Project. University of Waterloo/SSHRC Seed Grant.
External Research Funding

University of Waterloo: HeForShe Research Travel Grant (400)

SSHRC. Social Sciences and Humanities Research Council: Connection Grant. Project funding. Integrating Knowledges Summit. (25,000). Principal Investigator


University of Waterloo: Office of Research; Office of the President; Arts Faculty. Project Funding. Mush Hole Project. Integrating Knowledges Summit. (19,900). Co-Principal Investigator.

Centre for Memory and Testimony Studies. Wilfrid Laurier University, University of Toronto, York University. Project funding. Integrating Knowledges Summit. (1,500) Robert Harding Humanities and Social Sciences Award. University of Waterloo. Project funding. Mush Hole Project. (5,700). Co-Principal Investigator

Ontario Arts Council Grant. Mush Hole Project Collective. (18,000). Co-Principal


Accelerator Award, Thesis Completion Competition: Concordia University. (5,000)

SSHRC. Social Sciences and Humanities Research Council: Doctoral Fellowship. (45,000).

Teaching

Undergraduate Courses:

SPCOM100-001  S  2018
SPCOM432-001  W  2018
SPCOM 100-004  W  2018
SPCOM 223-007  W  2018
SPCOM 223-002  F  2017
Scholarly and Professional Activities

Departmental
(Department of Communication Arts)

2018-present  Distinguished Speaker Series. Committee Member
2018          Fall 2018 Instructors’ Workshop: Presentation on Alternative Teaching Approach for SPCOM 100
2017          Arts First Program. Curricular Development for first year arts students. Working Committee. Faculty of Arts
2017          Department Policy Committee. Committee Member
2017  Pedagogy and Curricular Development Coordinator
2017  Instructors’ Workshop: Creative Pedagogies. Coordinator and Facilitator.
2016  Curricular Development for classroom resources. Integrating Knowledges Summit
2016-2017  Curricular Development for classroom resources. Mush Hole Project
2016-2017  Curricular Development (Website Design and Content). Committee Member. Arresting Rape Culture (ARC).
2018  Faculty Decolonization Teach-In for the Faculty of Arts. “Rhetoric of Nation Building: Archive, Media, and Discourses of Race.” Presentation.
2018  Indigenization Strategy at the University of Waterloo. Presentation for Staff Association: “Speaking Across Difference.” Panel Member.
2016  Support with speaker contact and logistics (Monique Mojica) for Silversides
Lennart Nacke  
Associate Professor

Degrees

2010/1  
Ph.D., Digital Game Development, Blekinge Institute of Technology  
Supervisor: Craig A. Lindley, 2006/8 - 2010/1

2005/12  
Masters (Diplom), Computervisualistik, Otto-von-Guericke-University Magdeburg  
Supervisor: Maic Masuch, 2005/1 - 2005/12

2004/7  
Bachelors (Bakkalaureat), Computervisualistik, Otto-von-Guericke-University Magdeburg  
Supervisor: Maic Masuch, 2004/1 - 2004/7

Employment History

2015/7 – Present  
Associate Professor, Department of Communication Arts

2011/8 - 2015/6  
Assistant Professor (tenure-track) of Human- Computer Interaction and Games, Faculty of Business and Information Technology, University of Ontario Institute of Technology

2010/3 - 2011/7  
Postdoctoral Research Associate (definite term), Department of Computer Science, University of Saskatchewan

Research Outcomes (past 7 years)

Books:

Books edited:


Chapters in Books:

Nacke LE. (2018). Introduction to biometric measures for games user research. In:  


Articles in Refereed Journals:


External Research Funding


2016/05 - 2021/04  Co-applicant, NSERC Collaborative Research and Training Experience (CREATE): SWaGUR: Saskatchewan-Waterloo Games User Research, Grant; Total Funding: $2,650,000; my portion of funding: $125,000; Co-applicants: Elias, Lorin; Gutwin, Carl; Hancock, Mark; Law, Edith; Randall, Neil; Schneider, Kevin; Scott, Stacey; Stanley, Kevin; Stavness, Ian; Principal Applicant: Mandryk, Regan
2017/12 - 2017/05 **Principal Investigator, NSERC Engage:** Gamification of Language Learning Practices with Digital Technology; Total Funding: $25,000; my portion of funding: $25,000. Company: Speax, Inc.

2017/09 - 2018/08 **Principal Investigator, University of Waterloo International Research Partnership Grant:** Foot and Eye Interaction with Medical Software during Radiological Interventions; Total Funding: $20,000; my portion of funding: $20,000; Co-investigators: Hansen, Christian; Preim, Bernhard; Wallace, James.

2017/07 - 2019/08 **Collaborator, Movember Foundation, Social Innovators Challenge:** Well Played!, Grant; Total Funding: $200,000; my portion of funding: $3,500; Collaborators: Ambinder, Mike; Curry, Ron; Drachen, Anders; Grant-Iramu, Michelle; Lak, Ingmar; Mitchell, Jo; Principal Applicant: Johnson, Daniel.

2017/07 - 2017/10 **Principal Investigator, RBC Royal Bank of Canada Contract:** Gamification and Gameful Personal Assistants in Financial Applications, Total Funding: $10,000; my portion of funding: $10,000.

2017/07 - 2019/06 **Principal Investigator, Canada Foundation for Innovation (CFI) John R. Evans Leaders Fund:** SURGE – The Stratford User Research and Gameful Experiences Lab (Project No. 35819), Grant; Total Funding: $152,276; my portion of funding: $152,276; Co-investigator: Tingley, Jane.

2017/03 - 2017/12 **Principal Investigator, NSERC Engage:** Studying atmospheric engagement with horror game audio; Total Funding: $25,000; my portion of funding: $25,000. Company: Red Meat Games, Inc.

2016/05 - 2019/04 **Collaborator, Social Sciences and Humanities Research Council of Canada (SSHRC) Partnership Development Grant:** Digital Oral Histories for Reconciliation: The Nova Scotia Home for Colored Children History Education Initiative, Grant; Total Funding: $199,027; Co-applicants: Gibson, Lindsay; Llewellyn, Jennifer; Voorhees, Gerald (replaced by Jennifer Roberts-Smith); Principal Applicant: Llewellyn, Kristina

2016/10 - 2018/09 **Principal Investigator, Mathematics of Information Technology and Complex Systems (MITACS) Accelerate:** Stressless
Gamification to Improve Workplace Health, Grant; Total Funding: $240,000; my portion of funding: $180,000; Co-applicants: Hancock, Mark; Wallace, James
2016/09 - 2018/08 **Co-investigator, Canadian Foundation for Pharmacy:** Improving chronic disease management five minutes at a time; Total Funding: $30,000; my portion of funding: $5,000; Co-investigator: Killeen, Rosemary; Principal Applicant: Grindrod, Kelly

2012/05 - 2018/05 **Collaborator, SSHRC Partnership Grant:** Interactive & Multi-Modal Experience Research Syndicate (IMMERSe); Total Funding: $2,550,000; my portion of funding: $90,000; Principal Applicant: Randall, Neil

2012/04 - 2018/03 **Principal Investigator, NSERC Discovery Grant:** Developing and Analysing Adaptive, Enjoyable and Engaging Human-Computer Interfaces (1-year extension awarded in 2016), Total Funding: $132,000.

2015/08 - 2016/04 **Principal Investigator, NSERC Engage:** Gamifying Online Recruitment with Hironomy; Total Funding: $25,000; my portion of funding: $25,000.
Company: Groupe Cyrilogic, Inc.

2014/6 - 2014/11 **Principal Investigator, NSERC Engage:** Creating an Adaptive Gamified Online Service for Older Adults; Total Funding: $25,000; my portion of funding: $25,000. Company: Vintage Fitness.

2011/9 - 2014/7 **Collaborator, GRAND NCE:** Graphics Animation and New Media Networks of Centres of Excellence, Total Funding: $42,000,000; my portion of funding: $34,000; Principal Applicant: Booth, Kellogg

2013/5 - 2013/12 **Principal Investigator, University of Ontario Institute of Technology Teaching Innovation Fund:** TeLe-Doolio: Group Evaluation Tool, Total Funding: $7,959; my portion of funding: $7,959; Co-applicant: Hogue, Andrew; Kapralos, Bill.

2013/5 - 2013/12 **Principal Investigator, University of Ontario Institute of Technology Teaching Innovation Fund:** Social Grading Tool; Total Funding: $7,426; my portion of funding: $7,426; Co-investigator: Collins, Chris; Hogue, Andrew.

2012/5 - 2012/11 **Principal Investigator, MITACS Accelerate:** Game Metrics for Physiology-Based Health Games, Total Funding: $15,000; my portion of funding: $15,000.
Teaching

Undergraduate Courses:

**Winter 2018**
- DEI 626: User Experience Fundamentals and User Research (25 students)
- SPCOM 491: Selected Seminars in Speech Communication (1 student)

**Fall 2017**
- DAC 204: Introduction to Game Design (13 students)
- DAC 305: Design and User Experience of Interactive Games (15 students)
- SPCOM 490: Selected Seminars in Speech Communication (1 student)
- SYDE 740: Human Factors in Games (4 students), graduate seminar

**Winter 2017**
- GBDA 402: Cross-cultural Digital Business (46 students), capstone course taught in a team
- DEI 626: User Experience Fundamentals and User Research (19 students)

**Fall 2016**
- DAC 300/ENGL 303/SPCOM 300: Special Topics: Introduction to Game Design (22 students)
- DAC 305: Design for Interactive Games (22 students)

**Winter 2016**
- DAC 300/ENGL 303/SPCOM 300: Special Topics: Introduction to Game Design (31 students)

**Fall 2015**
- GBDA 401: Cross-cultural Digital Business (37 students), capstone course taught in a team
- DEI 615: New Perspectives: Media History and Analysis (28 students)

Graduate Supervision

Masters Thesis Supervision
2018/1 - 2020/8  **Fung, Kin-Pong, Co-Supervisor:** Machine Learning for Affective Computing and Emotion Recognition. SWaGUR CREATE Student. Program: Computer Science. Student Degree Expected Date: 2020/8
2017/9 - 2019/8  **Cen, Andrew Jian-Lian, Principal Supervisor**: Developing rapid evaluation methods for games user research. SWaGUR CREATE Student. Program: Systems Design Engineering. Student Degree Expected Date: 2019/8


2015/7 - 2015/12  **Rodriguez, José, Co-Supervisor** (External, Aalborg University, Denmark): EEG Emotion Recognition in Videogame Play.


2013/9 - 2015/8  **Robb, James, Principal Supervisor** (University of Ontario Institute of Technology): Beyond the Noise: An exploration of informative sound design in video games. Completed.


2017/9 - 2019/8  **Arrambide, Karina, Principal Supervisor**: Understanding player emotions in games user research. SWaGUR CREATE Student. Program: Systems Design Engineering. Student Degree Expected Date: 2019/8

2015/5 - 2018/7  **Tondello, Gustavo Fortes, Co-Supervisor**: Gamification, Personality, Personalizing Gameful Wellness. Program: Computer Science. Student Degree Expected Date: 2019/8

2014/9 - 2018/9  **Wehbe, Rina, Co-Supervisor**: Designing better feedback systems to
minimize user error and improve workflow. Program: Computer Science.


**Post-doctoral Supervisions**

2016/8 - 2017/2  **Mekler, Elisa Daphne, Principal Supervisor**: Stressless Gamification to Improve Workplace Health. Department of Drama and Speech Communication. Present Position: Research Director, University of Basel, Switzerland

2016/5 - 2017/8  **Orji, Rita, Co-Supervisor (Banting Scholarship)**: Designing Personalized and Adaptive Persuasive Games to Discourage Risk Behaviours in Young People. School of Computer Science. Present Position: Assistant Professor, Dalhousie University.
KIM HONG NGUYEN
Assistant Professor, Speech Communication

Degrees

PhD University of Iowa, 2008
BSci Old Dominion University, 2002

Employment History

2014- Assistant Professor, Department of Communication Arts, University of Waterloo
2013-2014 Visiting Assistant Professor, Department of Communication Arts, University of Waterloo
2013 Instructor, Department of Ethnic Studies, Oregon State University
2011-2013 Instructor, Department of Speech Communication, Oregon State University
2010 Adjunct Professor, Department of Communications, High Point University
2008-2010 Visiting Assistant Professor, Department of Communication, Salem College

Research Outcomes (past 7 years)

Books in progress:


Books edited:


Chapters in Books:

Declined. Invitation to submit chapter to Kate Hill, edited collection on museums, Routledge. 2018.

*Second author with Krista McQueeney

**Articles in Refereed Journals:**

*Lead Article

*Lead Article


*Most downloaded article in 2011

*Lead Article

**Other Publications:**

“White Feminism, the Bitch Manifesto, and ‘New’ Femininity.” Paper submitted at International Association for Media and Communication Research, Madrid, Spain. 2019.


**Teaching**

**Undergraduate Courses:**

Fall 2013:
- ARBUS 300: Practical Business Skills (2 sections)

Winter 2014:
- SPCOM 111: Leadership and Communication (2 sections)
- ARBUS 300: Practical Business Skills (2 sections)

Spring 2014:
- SPCOM 434: Discourse of Dissent

Fall 2014:
- SPCOM 491: Independent Study: Race in Higher Education
- SPCOM 223: Public Speaking

Winter 2015:
- SPCOM 323: Speech Writing

Fall 2015:
- SPCOM 490: Topics: International Communication
- SPCOM 401: Gender and Communication

Winter 2016:
- SPCOM 226: Intercultural Communication

Fall 2016:
SPCOM 401: Gender and Communication

Winter 2017: On Sick Leave

Fall 2017: On Sabbatical Leave

Winter 2018:
  SPCOM 226: Intercultural Communication
  SPCOM 402: Advanced Intercultural Communication

Fall 2018:
  SPCOM 226: Intercultural Communication
  SPCOM 402: Advanced Intercultural Communication

Winter 2019:
  SPCOM 226: Intercultural Communication
  SPCOM 401: Gender and Communication

Fall 2019:
  SPCOM 226: Intercultural Communication
  SPCOM 401: Gender and Communication

Winter 2020:
  SPCOM 226: Intercultural Communication
  SPCOM 402: Advanced Intercultural Communication

Scholarly and Professional Activities

  Journal Referee, *Museum and Society*. (1 essay)
  Referee, International Communication Association. (9 papers)
  Equity Committee, FAUW, University of Waterloo
  Council of Representatives, FAUW, University of Waterloo
  Lead W3 Faculty Representative, University of Waterloo

  Referee, Union of Democratic Communications. (6 panels).
  Lead W3 Faculty Representative, University of Waterloo

  Journal Referee, *Journal of Multicultural Discourses*. (1 essay)
  Referee, National Communication Association. (1 essay)
Honours and Awards

2019  ARTS HeForShe Travel Award. “Bitching About Femininity,” University of Waterloo, ON.

2017  ARTS HeForShe Travel Award. “Monopolies and Monogamies: Dominating the Market and the Heart in Gossip Girl,” University of Waterloo, ON.

2016  Faculty of Arts Research Support. “Policing the Crisis of Mean White Women of the American Tea Party,” University of Waterloo, ON.

UW/SSHRC Institutional Grant, “Policing the Crisis of Mean White Women of the American Tea Party,” University of Waterloo, ON.
Timothy P. Paci, Lecturer

Degrees

Partial Fulfilment of Requirements for PhD in English (completed course work and comprehensive examinations), University of Waterloo. Comprehensive examinations in Discourse Analysis and Canadian Literature

MA in English, McMaster University, 1994

Honours BA in English and History, McMaster University, 1993

Employment History (2011 to 2019)

2006-2019, Lecturer, Department of Communication Arts (formerly Drama and Speech Communication)

2005 to 2015, Instructor, Waterloo Professional Development

2001 to 2014, Instructor, Departments of English, St. Jerome’s University in the University of Waterloo

Teaching, Undergraduate Courses (2011 to 2019)

Department of Communication Arts (formerly Drama and Speech Communication)

SpCom 100, Interpersonal Communication
SpCom 111, Leadership and Teams
GENE 199, Communication in the Engineering Profession
SpCom 204, Leadership, Teams, and Communication
SpCom 223, Introduction to Public Speaking
SpCom 225, Interviewing
SpCom 226, Intercultural Communication
SpCom 227, Leadership
SpCom 325, Organizational Communication
SpCom 431, Crisis Communication

St. Jerome’s University, Department of English

English 208C, Studies in Children’s Literature
English 2017, Canadian Children’s Literature

University of Waterloo, Faculty of Arts
Arts 101, Foundations for Writing
PD2, Critical Reflection and Report Writing

**Scholarly and Professional Activities (2011 to 2019)**

**University Course Design**

2017 to 2018, GENE 191 (SpCom 192), Communication in the Engineering Profession (for electrical engineering and management science students), by committee

2017, GENE 199 (SpCom 191), Communication in the Engineering Profession (for civil, environmental, and geological engineering students), by committee

2014 to 2015, SpCom 223, Introduction to Public Speaking (redesign), by committee

2013 to 2014, SpCom 204, Leadership, Teams, and Communication, by committee

2011 to 2012, SpCom 111, Leadership and Teams, by committee

**Major Departmental Service**

2018 to present, Associate Chair for Speech Communication Undergraduate Communication Outcomes Initiative

2017 to 2018, Associate Chair and Undergraduate Advisor for Speech Communication and Digital Arts Communication

2007 to present, Coordinator, Speech Communication 223

2014 to 2015, Undergraduate Advisor for Speech Communication

**University of Waterloo Committees and Other Service**

2018, GENE 199 Liaison (liaison to SpCom partners in Engineering)

2016, Education Liaison, *The Mush Hole Project* (an artistic and academic program on the theme of truth and reconciliation)

2013, Member, Steering Committee, English Language Competency Initiatives

2013, Member, Directed Self-Placement Subcommittee (Math Communication Initiative)

2013, Consultant, to Judi Jewinski, Special Advisor to the Provost on English Language Competency
Research

2016 to 2018, LITE Grant Participant, “Creating Capacity for ‘WatCV’: Student Career and Competency Portfolios”

University of Waterloo Workshops, Panels, and Presentations

2009 to present, Organizer and Facilitator, University of Waterloo Recruitment Liaison Feedback Sessions

2011 to 2017, Guest Presenter on University Writing, St. John’s High School, Brantford, Ontario

2015, Guest Presenter, Speech Communication as a Discipline, Renison University College Social Sciences Recruitment Day

2013, Organizer and Facilitator, Speech Training for March Break Open House Speakers

2010 to 2013, Organizer and Panellist for Student Feedback Sessions for the University of Waterloo’s Excalibur Debating Team

2009 to 2013, Guest Presenter on Public Speaking, Faculty of Environment

2005 to 2012, Guest Presenter on Speech Communication, Waterloo Unlimited, Waterloo Firekeepers and SHAD (high school enrichment and recruitment programs)

2012, Consultant, Tedx Waterloo

Writing and Communication Training

2005 to present, Co-Founder and Owner, Business of Writing, which provides training in written and oral communication for University of Waterloo staff and other businesses and individuals
JENNIFER ROBERTS-SMITH
Associate Professor

Degrees

PhD University of Toronto, 2007
MA University of Toronto, 1996
BA University of King’s College, Dalhousie University, 1994

Employment History

2014-19 Associate Professor, Theatre and Performance, Department of Communication Arts.
2016-18 Associate Chair, Theatre and Performance, Department of Drama and Speech Communication
Jan-May 2016 Acting Associate Director, Global Business and Digital Arts
July-December 2015 Acting Director, Stratford Campus Academic Programs
2012-15 Associate Chair, Theatre and Performance, Department of Drama and Speech Communication
2008-14 Assistant Professor, Drama (probationary tenure-track), Department of Drama and Speech Communication
July-Dec 2007 Assistant Professor, Drama (definite term), Department of Drama and Speech Communication
2006-7 Assistant Professor, University of Windsor, Shakespeare and Renaissance Studies (definite term), Department of English

Research Outcomes (past 7 years)

Books edited:

Chapters in Books:


Articles in Refereed Journals:


Lead author with the SET research team. “Visualizing Theatrical Text: from Watching the Script to the Simulated Environment for Theatre (SET).” Digital Humanities Quarterly 7.3 (2013).


**Other Publications:**

**Software Releases and Electronic Texts – Funded**


**Professional Journals**


**Creative Projects:**

**Performance Research – Funded**


External Research Funding


2019 Applicant. UW SSHRC Travel Grant 2018. $1389.


2013 Co-applicant. “Virtual Performance Editions: Teaching the Performance-Text Relationship in a 3D Virtual World.” SSHRC Insight Development Grant application, 2013. PI: Peter Cockett (McMaster); Co-applicant: David Harris-Smith (McMaster). (4A status awarded; $8,000.)


(York), Stan Ruecker (University of Alberta/Illinois Institute of Design), Stéfan Sinclair (McGill). $150,650.

Teaching

Undergraduate Courses:

University of Waterloo
DRAMA 101A Intro to Theatre (x6)
DRAMA 101A Intro to Theatre Online (x2)
DRAMA 100/101B Intro to Theatre (x4)
DRAMA 102 Intro to Performance (x2)
DRAMA 200 Theatre and Performance in Context (x2)
DRAMA 221 Performing Text
DRAMA 311: English Drama to 1642
DRAMA 314 Modern Drama (x3)
DRAMA 321 Approaches to Acting with Text (x5)
DRAMA 371 Theatre History 1
DRAMA 371 Theatre History 1 Online (x2)
DRAMA 372 Theatre History 2
DRAMA 409 Theatre Criticism
DRAMA 490 Elizabethan Performance Practice
DRAMA 491/FINE 205 Art, Theatre, and Modernity 1850-1950
DRAMA 491 The Chester Cycle in Performance
DRAMA 499 Undergraduate Thesis (x5)
DRAMA 2/3/4-6/7-001 Production: Acting and Direction (x4)
DRAMA 2/3/4-6-003 Production: Dramaturgy (x1)
Theatre and Performance Creative Production Leadership: Director (x4)

GBDA 401 Cross-Cultural Digital Business 1

INTEG 420: Senior Research Project (Undergraduate Thesis)

Graduate Courses

ENGL 710 Renaissance Drama (English, Waterloo) – (x2)

Graduate Supervision

PhD External Examiner (Alberta)
Radzikowska 2015

PhD Internal Examiner (English, Waterloo)
Shoemaker 2017
Fernandez 2016

PhD Committee Member (English, Waterloo)
Jakacki 2010
Ward (ABD)
Post-doctoral Supervisions
Postdoctoral Supervision (English, Waterloo)
Malone, 2013-17

Scholarly and Professional Activities

Multi-Institutional Research Projects, Research Centres, Editorial Boards
2014-19 Principal Investigator, The Stratford Festival Online (Ontario ERA).
2012-17 Editorial Board, Performance, Digital Renaissance Editions.
2009-14 Associate Co-Editor, Performance, Queen’s Men Editions.
2010-14 Principal Investigator, Simulated Environment for Theatre.
2007-14 Founding Member and Steering Committee Member, Centre for Performance Studies in Early Theatre. Centre for Drama, Theatre and Performance Studies, University of Toronto.

Conferences

Peer Review
2018 Conference proposal reviewer, Canadian Association for Digital Humanities, 2018.
2018 Grant application reviewer, Swiss National Science Foundation, 2018.
2014 Grant Application Reviewer, SSHRC SRG, 2014.

University Service
2017-18 University of Waterloo Awards Committee
2017-18 University of Waterloo Strategic Plan Issue Paper Advisory Group – Research
2016 Single and Sexy Development Committee

Faculty Service
2018 Honours Arts Co-op Working Group
2018 Undergraduate Affairs Group
2015 Graduate Affairs Group
2015-16 Dean’s Committee on the Stratford Campus
2014-15 Fine Arts Chair Nominating Committee
2013-15 Faculty of Arts Honours and Awards Committee
2010-11 Dean’s Committee on the Structure of the Department of Drama and Speech Communication
Department
2012-15, 16-18 Associate Chair, Theatre and Performance
2016 Undergraduate Advisor, GBDA

Departmental Annual Performance Review Committee (x1)
Departmental Tenure and Promotion Committee (x2)
Departmental Advisory Committee on Appointments (x5)
Chair, Departmental Advisory Committee on Appointments (x1)

2017-18 Graduate Curriculum Development Committee
2017-18 Departmental Undergraduate Program Curriculum Development Committee
2017-18 New Faculty Handbook Committee
2017-18 Department Name Change Committee
2016 GBDA Curriculum Committee
2014-15 Collaboration Committee
2012-14 Library Committee
2012-14 Web Committee

Community
2017-present Board of Directors, Green Light Arts, Kitchener (2017-present)
2017 KW High School Students’ workshop
2017 KW High School Drama Teachers’ workshop

Honours and Awards

2014-19 Ontario Early Researcher Award
2015 Faculty of Arts Outstanding Performance Award
Glenn Stillar

Associate Professor

Degrees

PhD York University, 1993, Governor General’s Gold Medal

MA York University, 1989

BA Glendon College, York University, 1988

Employment History

1993 - present Associate Professor, Department of Communication Arts, University of Waterloo

Research Outcomes (past 7 years)

Articles in Refereed Journals:


[in]Transition: Journal of Videographic Film & Moving Image Studies, 2.3.

Creative Projects:


2015. Filmmaker. Within Range. 46-minute video of artist 'hot talk' at Rodman Hall Art Centre, Brock University.


2015. Director of Photography. 'Perfect Audience Man.' Stratford Theatre Etiquette video. (Dissemination details available from Jennifer Roberts Smith)

2015. Director of Photography. 'Stratford Theatre – Classroom Activities.' (Dissemination details available from Jennifer Roberts Smith)


2013. Director of Photography. “POET retail system promotional video.” 5 minutes.


2013. Writer/Director/Producer. DSLR film production videos. 4 multi-length instructional videos. https://vimeo.com/channels/566670 (These will be included in a book I will be working on during an upcoming sabbatical called “The Design, Production, and Critique of Digital Video.”)


2012. Writer/Director/Editor/Music - “Rotten with Perfection” - a 5-minute video installation, with purpose-built MicroTile room. This installation ran the entire length of the Congress of the Humanities and Social Sciences, May-June, 2012.

2012. Writer/Director/Editor/Music - “Rotten with Perfection – The Making of a MicroTile Installation” - a 5-minute BTS research video documenting the conception, construction, theoretical goals, and performances of the 'Rotten with Perfection' video installation.

2012. Producer. UW Faculty of Arts Researchers' Profile videos – production of 16 UW Arts Faculty profile videos as part of Congress of the Humanities and Social Sciences, May-June, 2012
Teaching

Undergraduate Courses:
DAC 202, 307, 308, 400
3 Independent Studies theses - Supervision

Graduate Supervision

Ph.D. Internal-External Examiner/Reader, University of Waterloo: Saeed Sabzian, A
Dr. Henry Adam Svec  
Assistant Professor, Department of Communication Arts  
University of Waterloo

Degrees

PhD  Media Studies, University of Western Ontario, 2013  
MA  Media Studies, University of Western Ontario, 2008  
BA  English Literature, Mount Allison University, 2005

Employment History

2018-present  Assistant Professor, Department of Communication Arts, University of Waterloo  
2015-2018  Assistant Professor, Department of English, Millsaps College  
2014-2015  Instructor, Department of Culture and Language Studies, University of New Brunswick  
2012-2014  Instructor, Faculty of Information and Media Studies, University of Western Ontario

Research Outcomes (past 7 years)

Books:


Articles in Refereed Journals:


**Other Publications:**


Creative Projects:

2017  Svec, Henry Adam, and Comeau, Chad (Co-Creators). Donair Academy. Fring Frang. [digital game]

2016  The CFL Sessions, Saltbox: Contemporary Arts Festival, Grenfell Campus Art Gallery, Corner Brook, NL. [performance]

2015  Take It Easy but Take It to the Limit, Cross Waves Series #7: Top Songs, New Adventures in Sound Art, Toronto, ON. [sound]

2013  The Song Catcher (concept and text mine, image by Tegan Moore), The Imaginary App Exhibit, curated by Paul D. Miller (aka D.J. Spooky) and Svitlana Matviyenko, Museum London, Ontario. [text and digital image]

2013  Nocturne Survey and Critical Race (with Julian Higuerey Núñez, equal contribution), Nocturne, Halifax, NS. [installation and performance]

2012  Nuit Blanche Survey and Critical Race (with Julian Higuerey Núñez, equal contribution), Scotiabank Nuit Blanche, Toronto, ON. [installation and performance]

External Research Funding

Teaching

Undergraduate Courses:

*University of Waterloo (2018-)*
- SPCOM 223: Public Speaking
- SPCOM 101: Theories of Communication
- SPCOM 399: Communication Inquiry

*Millsaps College (2015-)*
- COMM 3750: Science Fiction & Lit
- ENGL 3450: Writing for New Media
- COMM 3000: The Art of Sound Recording
- COMM 4900: Senior Seminar in Communication Studies: Digital Media and Culture
- COMM 2000: Intro to Communication Studies
- FILM/ENGL 3750: Film History
- COMM 3400: Intercultural Communication
- COMM 2100: The History of the Media
- FYCS 1020: Connections: Bob Dylan and American Culture

*University of New Brunswick (2014-2015)*
- MAAC 3431: Global Media Politics and Power
- MAAC 3775: East Coast Music

*University of Western Ontario (2012-2014)*
- MIT 2400: Media and Promotionalism
- MIT 3436: The Real Things: Authenticity and Popular Culture

*Fanshawe College (2013)*
- WRIT 1030: Reason and Writing 1

Scholarly and Professional Activities

2019  Manuscript reviewer, *Canadian Journal of Communication*
2017  Manuscript reviewer, *Journal of Communication Inquiry*
2016  Manuscript reviewer, *The European Journal of Cultural Studies*
2016  Manuscript reviewer, *Journal of Communication Inquiry*

Honours and Awards

2018  “Honorable Mention” for the International Association for the Study of Popular Music (Canada Branch) Book Prize, for *American Folk Music as Tactical Media.*
SZEMAN, Imre John Louis
Professor, tenured

Degrees
Ph.D. Literature, Duke University, 1998
M.A. Theory and Criticism, University of Western Ontario, 1993
B.A. Philosophy, Queen’s University, 1990

Employment History
2019 Visiting Professor, Turku Institute for Advanced Studies, University of Turku, Finland
Visiting Professor, Department of Language and Literacy Education, University of British Columbia
2018- University Research Professor, Faculty of Arts, University of Waterloo
2017- Full Professor of Drama and Speech Communication and English Language and Literature, University of Waterloo
2016- Adjunct Professor, School of Interdisciplinary Studies, Ontario College of Art and Design University
2015 Visiting Professor, Centre for Policy Studies on Culture and Communities Simon Fraser University
2014 Visiting Fellow, Chinese Academy of Social Sciences, Beijing
2012 Visiting Fellow, Institute for Advanced Study, University of Warwick
2009-2017 Canada Research Chair (Tier 1) in Cultural Studies, Full Professor of English, Film Studies and Sociology, University of Alberta
2008-2009 Full Professor of English and Cultural Studies, McMaster University
2005-2006 Alexander von Humboldt Fellow and Visiting Professor, Institut für Anglistik und Amerikanistik, Humboldt-Universität zu Berlin
2004-2009 Senator William McMaster Chair in Globalization and Cultural Studies McMaster University
2003-2005 Director, Institute on Globalization and the Human Condition, McMaster University
2003-2008 Associate Professor of English and Cultural Studies, Department of English, McMaster University
1999-2003 Assistant Professor of English and Cultural Studies, Department of English, McMaster University

Research Outcomes
Books (lifetime)


Books edited (lifetime)


Chapters in Books (past seven years)


“History without End(s): The Aesthetics and Politics of the Reading-Play.” In Trans-Aesthetics: Crossing Central Europe: Continuities and Transformations, 1900-


Articles in Refereed Journals (past seven years)


Other (past seven years)

Magazine Articles


“Are We All Entrepreneurs Now? Should We Be?” (co-author with Dan Harvey). University Affairs (December 2014) (on-line)


Edited Journal Issues


External Research Funding

2017 SSHRC Insight Grant: Energy Impasse: Investigating the Cultural and Social Barriers to Energy Transition" ($197,502)
2016 SSHRC Connection Grant: On Energy ($21,800)
2015 SSHRC Connection Grant: Demos: Life in Common ($24,300)
SSHRC Knowledge Synthesis Grant: On the Energy Humanities
2014
SSHRC Connection Grant: ICS Conference: Energy, Environment, Culture ($18,600)
2013-2017
SSHRC Insight Grant: Trading Routes: Grease Trails, Oil Pipelines ($310,802) [collaborator]
2013-2016
SSHRC Insight Grant: On Empty: The Cultural Politics of Oil ($152,000)
2012
SSHRC Conference Grant: “Petrocultures: Oil, Energy, Culture,” September 6-9, 2012 ($24,995) [co-applicant]
SSHRC Conference Grant: “Negative Cosmopolitanisms,” October 11-13, 2012 ($24,000) [co-applicant]
2011
SSHRC Workshop Fund: “Cosmopolitan Film Cultures,” Montreal, Quebec, October 14-16, 2011 (in conjunction with below; $10,972) [Co-applicant]
2010-2012
Alexander von Humboldt TransCoop Program: Cosmopolitan Film Cultures: Narrative, Theory, Production ($120,000)
2008-2009
SSHRC International Opportunities Fund (for project below; $13,120)
2007-2010
Project Coordinator: Alternative Culture Beyond Borders. Open Society Institute, Higher Education Support Program ($300,000 US)
2006-2010
SSHRC Standard Research Grant: Anti-Americanisms Around the World ($138,000)

Teaching

Graduate Courses

University of Waterloo (2017-present)
2017
English 795: Energy and Environmental Humanities

University of Alberta (2009-2016)
2015
English 569: Theory: Marxist Literary and Cultural
2014
English 695: Resource Culture: Oil in Fiction and Theory
2013
English 569: Theory: Late Foucault
2011
English 567: Literary History: Aesthetics and Politics
2010-2012
English 800/801: Ph.D. Colloquium
2010
English 567: Literary History: Cultural Theory
2009
English 567: Literary History: Collectivity

Graduate Supervision

Completed: 10 M.A., 14 Ph.D., 9 PDF (at McMaster and University of Alberta)
In progress: 0 M.A., 4 Ph.D., 3 PDF

Post-doctoral Supervisions
Dr. Markus Heide, Feodor Lynen Fellowship Program, Alexander von Humboldt Foundation at McMaster University: *Kosmopolitismus und die Literatur der frühen Vereinigten Staaten von Amerika (1770-1830)* (2007-2010)
Dr. Terri Tomsky, SSHRC Postdoctoral Fellowship at University of Alberta: *Abject Cosmopolitans: Global Relations in the Age of Terror* (2010-2012)


Dr. Danijela Majstorovic, Canada Research Chair Postdoctoral Fellow (2013-2014): *The Balkans as Semi-Periphery: On Postcolonial Students and Former Yugoslavia*


Dr. Sina Rahmani, SSHRC Postdoctoral Fellowship (2014-2016): *Boat People: Containerization, Refugees, and Transnational Anglophone Fiction*

Dr. Simon Orpana, SSHRC Postdoctoral Fellowship (2015-2017): *The Zombie Imaginary: The Corporeal Turn and Digital Economies in Crisis*

Dr. Sarah Smith, Banting Postdoctoral Fellow (2016-2018): *Commodity Culture: UNESCO, Heritage and the Creation of International Cultural Policy*


Dr. Jeff Diamanti, Canada Research Chair Postdoctoral Fellow (2017-2019): *The Long Transition: Market Media and the Future of Energy*

Dr. Brent Bellamy, Canada Research Chair Postdoctoral Fellow (2017-2019): *Loanwords to Live With: An Ecotopian Lexicon Against the Anthropocene*

Dr. Caleb Wellum, Postdoctoral Fellow in Histories of Energy Transition (2018-2020): *A New Economy? The Energy Crisis and the Post-Industrial Imagination*

Dr. Emily Roehl, Transition in Energy, Culture and Society Postdoctoral Fellow (2019-2020): *Indigenous Media in Anti-Extraction Struggle*

Dr. Anne Pasek, Transition in Energy, Culture and Society Postdoctoral Fellow (2019-2020), *Fixing Carbon: Mediating Matter in a Warming World*

Visiting Researchers

Ph.D. Supervision


M.A. Supervision


Daniel Caspar (English), “The Masculine in Crisis, the New Woman, and the Shift from Disciplinarity to Governmentality in Bram Stoker’s Dracula,” 2013.

Zoran Vuckovac (English), “Governing Bodies, Identities, Memories: Bosnia and Herzegovina from the Politics of Terror to a Culture of Remembering,” 2014.


Scholarly and Professional Activities

2017- Editor, Energy Humanities, Book Series, Johns Hopkins University Press
2015- Editorial Board, World Literatures in Comparison, Palgrave book series
Editorial Advisory Board, Oxford Bibliographies in Literary and Critical Theory Editorial Board, Energy and Society, West Virginia University
Press book series
2013- Advisory and Editorial Board, *Communication and Critical/Cultural Studies*
    Editorial Board, *Journal of Canadian Studies*
2012- Editorial Board, *Resilience: Journal of the Environmental Humanities*
    Co-Director and Founder, Petrocultures Research Group, University of Alberta
2012-2015 Research Board, Wirth Institute for Austrian and Central European Studies
2011- Editorial Board, *Public: Art/Culture/Ideas*
2010- Director and Founder, Banff Research in Culture, The Banff Centre and the University of Alberta Advisory Board, *Blackwell Encyclopedia of Postcolonial Studies*
2010-2012 Research Committee, Kule Institute for Advanced Study (KIAS), University of Alberta
2009- Advisory Board, Center for the Study of Globalization and Cultures, Hong Kong
    University Advisory Board, aig+c: Advanced Institute for Globalization and Culture, Lakehead University
    General Editor, *Reviews in Cultural Theory*
    Board Member, Canadian Institute for Research in Computing in the Arts
    Editorial Board, *Humanity: An International Journal of Human Rights, Humanitarianism, and Development*
    Editorial Board, *Imaginations: Journal of Cross-Cultural Image Studies / Revue d'études interculturelles de l'image*

Honours

2018 Outstanding Performance Award, Faculty of Arts, University of Waterloo
2015 J. Gordin Kaplan Award for Excellence in Research, University of Alberta
2013 Killam Annual Professorship, University of Alberta
2012 Visiting Fellow, Institute for Advanced Study, University of Warwick, UK
2011 Inaugural Visiting Fellow, Jeanne Sauvé Foundation, Montreal
2008 President’s Award for Excellence in Graduate Supervision, McMaster University
2005 Alexander von Humboldt Foundation Fellowship, Humboldt University, Berlin
2004 Scotiabank-AUCC Award for Excellence in Internationalization
2001 Petro-Canada Young Innovator Award
2000 John Charles Polanyi Prize for Literature
Name: Gerald Voorhees

Department: Communication Arts

Degrees (including University and date):

- Ph.D. Communication Studies, University of Iowa, 2008
- B.S. Speech Communication, *cum laude*, University of Texas at Austin, 1998

Dissertation Title:

- *Simulations of the Self: Rhetoric, Argument and Computer Game Criticism*

(Post PhD Employment):

- Assistant Professor of Speech Communication, Probationary Appointment (Digital Culture and Communication), University of Waterloo, Department of Drama and Speech Communication + Stratford Campus, 2013-present
- Assistant Professor of Speech Communication (Media and Cultural Studies), Oregon State University, Speech Communication and New Media Communication, 2011-2013
- Assistant Professor of Communication (Game and Interactive Media Design), High Point University, Nido R. Qubein School of Communication, 2008-2011

Other relevant biographical information:

- SSHRC Partnership Development Grant, Digital Oral Histories for Reconciliation, (Co-investigator) 2016 (Collaborator 2017-present)
- Seed Grant, ReFiguring Innovation in Games ($8000), Mapping Gender Identities in Digital Games, 2016
- UW/SSHRC 4A Award ($8000), Mapping Gender Identities in Digital Games, 2015
- Faculty Internationalization Grant ($2,500 USD), Office of International Programs, Oregon State University, 2013
PUBLICATIONS

Major publications already in print or formally accepted for publication

I. Books


II. Chapters in Books


III. Articles in Refereed Journals


• Gerald Voorhees. 2012. Discursive Games and Gamic Discourses. Communication +1 1(1). http://scholarworks.umass.edu/cpo/vol1/iss1/.

IV. Other Publications (e.g., Articles in Professional Journals)


• Identification or Desire? 2014. Taking the Player-Avatar Relationship to the Next Level. First Person Scholar.

• Mourning Sex: Letting Go and Liking Girls in The Last of Us. 2014. First Person Scholar.


Submitted Books or Papers

• NA

Other Scholarly Work

  Invited Talks and Presentations

• Keynote Address. Game History Symposium. Montreal, QB Canada, June 28-30, 2017

  Conference Presentations
• Digital Games, Gender, and Intelligibility in 2015. 2019. Popular Culture Association/American Culture Association, Washington DC, USA.
• Somewhere between a Phenomenon and Trope: Discourse about Dadification. 2018. Canadian Game Studies Association, Regina, SK.
• Cartesian Anxiety in Game Cultures and Game Studies. 2017. The annual meeting of the Popular Culture Association and American Culture Association, Indianapolis, IN, USA.
• Will We Be Dutiful Daughters? Canadian Game Studies Association, Toronto, ON. 2017
• The Voice as objet petit a in Digital Games. Canadian Game Studies Association, Calgary, AB. 2016.
• Leave it Behind: The Mourning and Melancholia of Heteronormativity in The Last of Us. Canadian Game Studies Association, Ottawa, ON. 2015.
• First Person Scholar: Talking to Games Academics, Enthusiasts, and Professionals. Canadian Game Studies Association, Ottawa, ON. 2015.
• Taking the Player-Avatar Relationship to the Next Level: Male Homosocial Desire as a Pillar of Digital Gaming. Canadian Game Studies Association, St. Catethines, ON. 2014.
• Publishing in Game Studies. Canadian Game Studies Association, St. Catethines, ON. 2014.


• The Professional Digital Game Player as Paragon of Neoliberal Masculinity, at Console-ing Passions: International Conference on Television, Video, Audio, New Media and Feminism, Leicester UK. 2013.


• The Normalization of the First-Person Shooter, at the annual meeting of the International Communication Association, Phoenix AZ. 2012.

• Gerald Voorhees and K. Nguyen. Taking the Player-Avatar Relationship to the Next Level: Queer Desire in the Digital Roleplaying Game, at the annual meeting of the Popular Culture Association and American Culture Association, Boston. 2012.

*Internal peer evaluations of research by faculty colleagues should NOT be included.*
TEACHING

Formal Classroom Teaching

Winter 2019
- SPCOM 335 Power, Agency, Community
- DAC 204 Introduction to Game Design

Fall 2018
- SPCOM 490. Communication and Social Justice
- SPCOM 228. Public Communication

Winter 2016
- SPCOM 490. Communication and Social Justice
- SPCOM 228. Public Communication

Fall 2015
- GBDA 203. Introduction to Digital Culture x2

Winter 2015
- SPCOM 228. Public Communication
- SPCOM 491. Topics in Speech Communication: Discourses of Digital Games

Fall 2014
- GBDA 203. Introduction to Digital Culture x2
- DEI 615. New Perspectives: Media History and Criticism

Winter 2014
- SPCOM 490. Communication and Social Justice
- SPCOM 228. Public Communication

Fall 2013
- GBDA 203. Introduction to Digital Culture x2

Graduate Supervision

- PhD Committee Member, Betsy Brey, University of Waterloo, English Language and Literature, 2017 – Present.
- PhD Committee Member, Jason Lajoie, University of Waterloo, English Language and Literature, 2015 – Present.
- PhD Committee Member, Kent Ardse, University of Waterloo, English Language and Literature, 2015. PhD conferred Jan. 2016.
- PhD Committee Member, Allen Kwan, Guelph University, School of English and Theatre, 2015. PhD conferred Dec. 2015.
- MA Committee Member. Victor Kuechler, Oregon State University, Interdisciplinary Studies, 2011 to 2013. MA conferred June 2013.
- MA Committee Member. Ashley Carron, Oregon State University, Interdisciplinary Studies, 2012 to 2013. MA conferred November 2013.
SERVICE

Forms of Service

Departmental
- Study Abroad Coordinator, Global Business and Digital Arts, University of Waterloo, Stratford Campus, Winter 2015 to Summer 2016.
- Chair, Committee on Invited Speakers and Colloquiums, University of Waterloo, Department of Drama and Speech Communication, Fall 2014 to Summer 2016.
- Chair, Speech Communication Curriculum Committee, University of Waterloo, Department of Drama and Speech Communication, Fall 2014 to Spring 2015.
- Member, Library Committee, University of Waterloo, Department of Drama and Speech Communication, Fall 2014 to Spring 2015.
- Speaker, New Media and Richard III Discussion, University of Waterloo, Department of Drama and Speech Communication, Winter 2014.
- Member, Curriculum Subcommittee, University of Waterloo, Department of Drama and Speech Communication, Fall 2013 to Winter 2014.

Faculty
- NA

University
- Member, Games Institute, University of Waterloo, Fall 2013 to present.

Professional
- Member, Executive Board, Digital Games Research Association, 2012 - 2014
- Co-Chair, Game Studies Area, Popular Culture Association/American Culture Association, 2007 - 2013
- Reviewer, Media and Communication 2018
- Reviewer, Atlantis: Critical Studies in Gender, Culture and Social Justice 2018
- Reviewer, Queens-McGill University Press 2016, 2017
- Reviewer, Game Studies 2014, 2015, 2016, 2017
- Reviewer, New Media and Society 2014, 2016
- Reviewer, Journal of the Philosophy of Games 2016
- Reviewer, Loading...Journal of the Canadian Game Studies Association 2016
- Reviewer, Canadian Game Studies Association (CGSA) 2016
- Reviewer, Hawaii International Conference on System Sciences (HICSS) 2016
- Reviewer, Bloomsbury 2013, 2015.
• Reviewer, Bloomsbury 2015.
• Reviewer, University of Michigan Press 2015.
• Reviewer, McFarland & Company 2015.
• Reviewer, *Games and Culture* 2014
Young, Vershawn Ashanti  
Professor, Tenured

Degrees

Ph.D.  English, University of Illinois at Chicago, 2003  
M.Ed.  Administration and Supervision, Loyola University, Chicago, 1999  
M.A.  Performance Studies, Northeastern Illinois University, 1998  
B.A.  English and Speech Communication, Southern Illinois University, Edwardsville, 1995

Employment History

2018-  Professor, University of Waterloo  
2014-2018  Associate Professor, University of Waterloo  
2010-2014  Associate Professor, University of Kentucky  
2009-2010  Associate Professor, University of Iowa  
2003-2009  Assistant Professor, University of Iowa  
2001-2003  Senior Executive Consultant, Reach One Educational Consulting, Chicago  
2000-2001  Associate Principal, Washington Irving Elementary School, Chicago Public Schools  
1999-2000  Academy Resource Teacher, Northside College Prep, Chicago Public Schools  
1998-1999  Visiting Assistant Professor, Department of English, Columbia College, Chicago  
1995-1998  Drama\English Teacher, Westinghouse High School, Chicago Public Schools

Research Outcomes:

Books

Other People’s English: Code Meshing, Code-Switching, and African American Literacy  
(Lead author, co-authored monograph, Vershawn Young, Edward Rusty Barrett, Y’shanda Rivera, and Kim Brian Lovejoy. TCP, Columbia University Press, 2014)

Your Average Nigga: Performing Race, Literacy, and Masculinity. (Monograph, Wayne State University Press, 2007.)

Books edited

Longue Duree of Black Voices: The Routledge Reader of African American Rhetoric (Co-edited anthology with original theoretical writing with Michelle Bachelor Robinson, 2018)

Performing Antiracist Activism in Rhetoric, Writing and Communication (Co-edited collection with Frankie Condon, Forthcoming 2017, University Press of Colorado)

From Uncle Tom’s Cabin to The Help: Critical Perspectives on White-Authored Narratives of Black Life (Co-edited collection with Claire Oberon Garcia and Charise Pimental, 2014, Palgrave Macmillan)

From Bourgeois to Boojie: Black Middle-Class Performances, with Bridget Harris Tsemo. (Lead editor, co-edited collection with Bridget Tsemo. Wayne State University Press, 2011)

Code Meshing as World English: Policy, Pedagogy, Performance (Lead editor, co-edited collection. NCTE, 2011)

Chapters in Book


“Keep Code Meshing.” In Literacy as Translingual Practice: Between Communities and Classrooms, Ed. Suresh Canagarajah, Routledge 2013, Pgs, 278-286.


Articles in Refereed Journals


Bibliographies


Guest Editor of Journals:

Special Issue of Across the Disciplines: “Anti-Racist Activism,” Frankie Condon and Vershawn Young, 2013. Online: http://wac.colostate.edu/atd/race/intro.cfm

Book Reviews


Academic Podcast Interviews

New Books in African American Studies Podcast Interviews
http://newbooksinafroamstudies.com/

Kevin Quashie, “The Sovereignty of Quiet: Beyond Resistance in Black Culture.” 2014/02/17 Published.

Adam Henig, “Alex Haley’s Roots: An Author’s Odyssey” Adam Henig, “Alex Haley’s Roots: An Author’s Odyssey.” 2014/02/05 Published

Cindy Hooper, “Conflict: African American Women and the New Dilemma of Race and Gender Politics.” 2014/01/29 Published

Carmen Kynard, “Vernacular Insurrections: Race, Black Protest, and the New Century in Composition-Literacies Studies.” 2013/07/18 Published

Elaine Richardson, “PHD to Ph.D.: How Education Saved My Life.” 2013/07/11 Published.


Andreá Williams, “Dividing Lines: Social Class Anxiety and Postbellum Black Fiction.” 2013/05/08 Published.

Marcia Alesan Dawkins, “Clearly Invisible: Racial Passing and the Color of Cultural Identity” 2013/01/11 Published

Curtis Crisler, “Pulling Scabs” 2012/12/20 Published

Sikivu Hutchinson, “Moral Combat: Black Atheists, Gender Politics, and the Values Wars” 2012/12/13 Published

Minkah Makalani, “In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939” 2012/08/15 Published

Charlotte Pierce-Baker, “This Fragile Life: A Mother’s Story of a Bipolar Son” 2012/07/30 Published

Koritha Mitchell, “Living with Lynching: African American Lynching Plays, Performance, and Citizenship, 1890-1930” 2012/06/29 Published


Makalani Bandele, “Hellfightin’” 2012/03/19 Published

Vorris Nunley, “Keepin’ It Hushed: The Barbershop and African American Hush Harbor Rhetoric” 2012/02/16 Published

Jafari Allen, “¡Venceremos?: The Erotics of Black Self-making in Cuba” 2012/01/24 Published

Jerald Walker, “Street Shadows: A Memoir of Race, Rebellion, and Redemption” 2011/11/17 Published

Daniel Sharfstein, “The Invisible Line: Three American Families and the Secret Journey from Black to White” 2011/11/01 Published

Pierre Orelus, “The Agony of Masculinity: Race, Gender, and Education in the Age of the ‘New’ Racism and Patriarchy” 2011/10/17 Published


Miriam Thaggert, “Images of Black Modernism: Verbal and Visual Strategies of the Harlem Renaissance” 2011/08/31 Published
Curricula Vitae – Communication Arts and Design Practice

Daniel Black, “Perfect Peace” 2011/08/24 Published

Houston Baker, “Betrayal: How Black Intellectuals Have Abandoned the Ideals of the Civil Rights Era” 2011/08/04 Published

Frank Dobson, Jr., “Rendered Invisible: Stories of Blacks and Whites, Love and Death” 2011/07/21 Published

Deborah Whaley, “Disciplining Women: Alpha Kappa Alpha, Black Counterpublics, and the Cultural Politics of Black Sororities” 2011/07/15 Published

Nikky Finney, “Head Off & Split: Poems” 2011/07/06 Published

Harvey Young, “Embodying Black Experience: Stillness, Critical Memory, and the Black Body” 2011/06/20 Published

Kwasi Konadu, “The Akan Diaspora in the Americas” 2011/06/09 Published

Alan Nadel, “August Wilson: Completing the Twentieth-Century Cycle” 2011/05/30 Published

Performances

Solo Performance

“Your Average Nigga: A Story of Race, Language, and Urban Masculinity.” 85 minute one man performance based on monograph, Your Average Nigga.

Dates and Venues:

November 17, 2013     Black Box Theatre, Indiana University Bloomington
October 21, 2010         University of Kentucky Black Box Theatre, Lexington, Ky

External Research Funding

2013  Southern Education Council Travel Grant   $2500
2010  Arts Midwest Artist Grant   $5000

Teaching

Undergraduate Courses (2010-2017)

2016-2017    Research Leave and Sabbatical
2015-2016    Speech Communication 433: Consulting
              Speech Communication 220: Introduction to Performance Studies
Speech Communication 101: Introduction to Communication Theories
Speech Communication 223: Public Speaking
Speech Communication 223: Public Speaking

Scholarly and Professional Activities:

Associate Chair, CCCC College Communication and Composition, 2019 - Present
Assistant Chair/Program Chair, CCCC College Communication and Composition, 2018 - 2019
2013-Present Editorial Board Member, SWR, Studies in Writing and Rhetoric
2010-Present Editorial Board Member, RSQ, Rhetoric Society Quarterly
NEW UNDERGRADUATE PROGRAM PROPOSAL
OF
B.A.
IN
COMMUNICATION ARTS AND DESIGN PRACTICE

Submitted to the
Ontario Universities Council on Quality Assurance

VOLUME III — EXTERNAL REVIEWERS

JUNE 2019
PROPOSED REVIEWERS
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External Reviewers – Communication Arts and Design Practice

1. NAME OF PROPOSED REVIEWER: Jonathan Finn

2. RANK: Associate Professor

3. INSTITUTION:

   Department of Communication Studies
   Wilfrid Laurier University
   75 University West
   Waterloo, ON N2L 3C5
   jfinn@wlu.ca
   519.884.0710 ext 3190

4. DEGREES UNIVERSITY DISCIPLINE DATE

   PhD University of Rochester Visual & Culture Studies 2003
   MA York University Art History 1997
   BA Macmaster University Art History 1995

5. Please attach a Biography or information from website for each reviewer.

   Professor Finn served as Chair of the Department of Communication Studies at Wilfrid Laurier. His research and teaching are based in the areas of visual culture studies and visual communication. He is primarily interested in critical analysis of photography, specifically how the image is used as evidence across a wide range of social and institutional practices. His current work examines the use of the image as evidence in sport with particular emphasis on the photo finish.

   By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

   ☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Mark Lipton

2. RANK: Professor

3. INSTITUTION:
   School of English and Theatre Studies
   University of Guelph
   50 Stone Road
   Guelph, ON N1G 2W1
   liptonm@uoguelph.ca
   519.824.4120 ext 56049

4. DEGREES UNIVERSITY DISCIPLINE DATE
   PhD and MA New York University Media Ecology 2000

5. Please attach a Biography or information from website for each reviewer.

Mark Lipton is an Associate Professor in the School of English and Theatre Studies at the University of Guelph. He is an advocate for media literacy and is currently working with social media to advocate for Ontario public school teachers. His current work with the Media Education Project is funded by the Canadian Council on Learning and the Social Science and Humanities Research Council. This research considers how Canadian teachers engage with media and information and communication technologies (ICTs) in the classroom to assess how ICTs function within a broader context of teaching and learning. His current research interests focus on media education and include work in the history of communication, semiotics, media cultures and subcultures. This research, along with his teaching, addresses the rapidly changing face of media production practices by challenging relationships among technology, users, information, politics and action. He teaches courses about media and communication, digital literacy and pedagogy, performance studies and research methods. He also teaches in the Media Studies program at Guelph-Humber. In the classroom he strikes a balance between theory and practice by employing alternative pedagogical models from multidisciplinary perspectives. Before coming to Guelph, Lipton directed the Media Ecology program at New York University, worked as a resource and site advisor for New York City public school teachers, taught at the Harvey Milk High School in New York City, held the Mellon Fellowship in Visual Literacy at Vassar College and was the recipient of a Ford Foundation grant.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Laura Levin

2. RANK: Associate Professor

3. INSTITUTION:
   School of the Arts, Media, Performance, and Design
   York University
   4700 Keele Street
   Toronto, ON M3J 1P3
   levin@yorku.ca

4. DEGREES UNIVERSITY DISCIPLINE DATE
   PhD U. of California, Berkeley Performance Studies 2006

5. Please attach a Biography or information from website for each reviewer.

Laura Levin is Associate Professor of Theatre at York University. She is Director of York’s MA/PhD Program in Theatre & Performance Studies and teaches courses on contemporary theatre and performance art, devised theatre, and practice-based research. Her research focuses on site-specific, immersive, and urban intervention performance; performing gender and sexuality; political performance; intermedial and digital performance; methodologies of practice-based research; and performance theory. She is an Associate Editor of Canadian Theatre Review (former Editor-in-Chief and Review Editor); Editor of Performance Studies in Canada (McGill-Queen’s Press, forthcoming 2017); Editor of Theatre and Performance in Toronto (Playwrights Canada, 2011) and Conversations Across Borders (Seagull/U of Chicago Press, 2011); and Editor of several special issues of journals (on performance art, performing politicians, performance and space, digital performance, performing publics, and more). She is the author of Performing Ground: Space, Camouflage, and the Art of Blending In (Palgrave, 2014), winner of the Canadian Association for Theatre Research’s Ann Saddlemeyer Award for her best book in English or French. Laura has worked as a director and dramaturg on a number of productions in North America and co-curated research-based art projects that investigate intersections of performance, geography, and digital technologies. Most recently, she has been moonlighting as a performance artist and collaborating on activist, photo-based actions critiquing discourses of Canadian nationalism and exceptionalism in its various guises. She is co-curator of the Performance Studies (Canada) Speaker Series, and co-investigator and Board Member of the SSHRC Partnership Grant, the Canadian Consortium on Performance and Politics in the Americas, a research group, which explores the relationship between performance and activism through a hemispheric methods and encounters, working in collaboration with NYU’s Hemispheric Institute of Performance and Politics.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Paula Gardner

2. RANK: Associate Professor

3. INSTITUTION:

Department of Communication Studies & Multimedia
McMaster University
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Email: gardnerp@mcmaster.ca
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4. DEGREES UNIVERSITY DISCIPLINE DATE

PhD UMass Amherst Communication & Media Studies 1999

5. Please attach a Biography or information from website for each reviewer.

Paula Gardner joined the McMaster Faculty of Humanities in 2015 as the Asper Chair in Communications. She holds a BA in Political Science and Creative Writing from SUNY Potsdam, NY, an MA in Media Studies from New School University, NY, and a PhD in Communication and Media Studies from UMass, Amherst, MA. Her research interests include feminist media studies, digital culture, and affective and biometric technological practices. Gardner’s research creation practice has been supported by SSHRC, Heritage Canada, National Centres of Excellence, among others. She was a founding PI on the GRAND NCE network; is President Elect Select of the International Communication Association, and is a co-facilitator of FemTechNet (FemTechNet.org). Gardner’s current research creation projects employ visual aesthetics, participatory design, critical feminist, mobile and locative theory to create: a mobile app with teens with depression; gesture based platforms for dance and affective game play; and critical mapping projects with migrant teens. She is completing a documentary film on US asylum system problematics since 9/11/01 and is working on a book entitled Pace, the Affective Labour of Activity Trackers. Her textual scholarship has been published in Body and Society, Ada: Journal of Gender, New Media and Technology, the Journal of Medical Humanities, the Canadian Journal of Communication, and Aether: Journal of Media Geography.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Lila Pine

2. RANK: Associate Professor

3. INSTITUTION: (include mailing address, telephone and fax numbers and E-mail address)

   RTA School of Media
   Ryerson University
   350 Victoria Street
   Toronto, ON M5B 2K3
   lpine@ryerson.ca
   416.979.5107 ext 6848

4. DEGREES UNIVERSITY DISCIPLINE DATE

   MFA York University Visual Arts 1996

5. Please attach a Biography or information from website for each reviewer.

Lila Pine is a New Media artist and Indigenous thinker. She is the Director of Saagajiwe, FCAD’s Indigenous Communication and Design network, whose mission is to facilitate the creation and dissemination of Indigenous thought and ways of knowing and doing at Ryerson University and in the larger Indigenous community in Toronto. Lila is the Principle Investigator of Imag(in)ing Indigeneity in Language, a SSHRC funded program of research creation. Through the visualization of sound, Imag(in)ing Indigeneity in Language seeks to develop a way of “seeing” language in order to identify distinct qualities in the speaking of different languages. It employs digital art creation as a scholarly research tool and it engages Indigenous research methods to shift perceptions around the relationship of language to worldviews and ecological concerns. Lila is also collaborating with Buffy Sainte-Marie on a project called Creative Native: Youth Mentorship in the Arts Initiative. The Creative Native Project will bring touring multi-art festivals to First Nations communities across Canada. Beginning in Ontario the festival will showcase local and professional Indigenous entertainers and artists of all kinds, while building a corps of local Indigenous youth who will take leadership positions in doable jobs and then mentor their peers at subsequent community events. Lila teaches Indigenous Media and New Media courses. She received her MFA from York University in Toronto and PhD from the European Graduate School. In 2011, she defended her dissertation, entitled Memory Matters: Touching the Untouchable, which theorizes oral, literate and “electrate” cultures, as well as the divergence and convergence of Indigenous and Eurocentric ways of knowing. Dr. Pine graduated Magna Cum Laude.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Charles Acland

2. RANK: Professor

3. INSTITUTION: (include mailing address, telephone and fax numbers and E-mail address)

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(514) 848-2424 ext. 2535

4. DEGREES UNIVERSITY DISCIPLINE DATE

PhD University of Illinois Communication 1998

5. Please attach a Biography or information from website for each reviewer.


By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Elizabeth Miller

2. RANK: Professor

3. INSTITUTION:

   Department of Communication Studies
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   Montreal, Quebec, H4B 1R6
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   elizabeth.miller@concordia.ca

4. DEGREES   UNIVERSITY            DISCIPLINE           DATE
    MFA     Rensselaer Polytechnic University  Electronic Arts    2002

5. Please attach a Biography or information from website for each reviewer.

As an independent documentary maker, trans-media artist, and professor who lived in Central and South America for over six years, Professor Miller is committed to producing work that connects individuals across cultures. Over fifteen years of community media experience and a background in political economics, electronic media art, and Latin American studies, fuel her exploration of new media as art and as an educational tool. She is interested in new approaches to community collaborations and the documentary format and her work connects personal stories to larger social concerns. Her new project, The Shore Line, is an interactive documentary looking at the tensions between unchecked development and climate change on coastal towns and cities around the world.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☑ Chair/Director
1. NAME OF PROPOSED REVIEWER: Nathash Schull

2. RANK: Associate Professor

3. INSTITUTION: (include mailing address, telephone and fax numbers and E-mail address)

NYU Steinhardt
Media, Culture, and Communication
239 Greene Street, 8th Floor
New York, NY 10003
natasha.schull@nyu.edu

4. DEGREES UNIVERSITY DISCIPLINE DATE

PhD UC Berkeley Sociocultural Anthropology 2003

5. Please attach a Biography or information from website for each reviewer.

Natasha Dow Schüll’s first book, ADDICTION BY DESIGN: Machine Gambling in Las Vegas (Princeton University Press 2012), draws on extended research among compulsive gamblers and the designers of the slot machines they play to explore the relationship between technology design and the experience of addiction. Her next book, KEEPING TRACK: Sensor Technology, Self-Regulation, and the Data-Driven Life (Farrar, Straus, and Giroux, under contract), concerns the rise of digital self-tracking technologies and the new modes of introspection and self-governance they engender. Her documentary film, BUFFET: All You Can Eat Las Vegas, has screened multiple times on PBS and appeared in numerous film festivals. Schüll graduated Summa Cum Laude from UC Berkeley’s Department of Anthropology in 1993 and returned to receive her PhD in 2003. She held postdoctoral positions as a Robert Wood Johnson Health and Society Scholar at Columbia University’s Institute for Social and Economic Research and Policy and as a fellow at NYU’s International Center for Advanced Studies. She joined MIT’s Program in Science, Technology, and Society in 2007 and was awarded tenure in early 2015, before moving to NYU.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.

☒ Chair/Director
1. NAME OF PROPOSED REVIEWER: Zoe Druick

2. RANK: Professor

3. INSTITUTION:

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4. DEGREES  UNIVERSITY  DISCIPLINE  DATE

   PhD        York University  Social and Political Thought  2004

5. Please attach a Biography or information from website for each reviewer.

Zoë Druick is Professor in the School of Communication and Associate Dean of Graduate Studies. Her primary areas of teaching and research are media studies, gender studies and cultural theory. Her research considers histories, theories and trajectories of documentary and reality-based media with an emphasis on their intersection with biopolitical projects. Her most recent books are The Grierson Effect: Tracing Documentary's International Movement (BFI 2014, with Deane Williams) and Cinephemera: Archives, Ephemeral Cinema and New Screen Histories in Canada (McGill-Queen's University Press, 2014, with Gerda Cammaer). Other publications include Allan King’s A Married Couple (UTP 2010), Programming Reality: Perspectives on English-Canadian Television (WLU Press, 2008) and Projecting Canada: Government Policy and Documentary Film at the National Film Board (McGill-Queen’s, 2007). Her articles have appeared in numerous anthologies and journals, including Camera Obscura, Screen, Canadian Journal of Communication, International Journal of Communication, and the Canadian Journal of Film Studies. She has co-edited special issues of the Canadian Journal of Communication and the European Journal of Cultural Studies. She is currently working on a monograph on the history of UNESCO’s media-related work.

By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel.
1. NAME OF PROPOSED REVIEWER:  Charles Tepperman

2. RANK:      Associate Professor & Department Head

3. INSTITUTION:

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(403) 220-7738
c.tepperman@ucalgary.ca

4. DEGREES          UNIVERSITY         DISCIPLINE          DATE

PhD            University of Chicago    Cinema and Media Studies  2007

5. Please attach a Biography or information from website for each reviewer.

Professor Tepperman is currently the Chair of the Department of Communication, Media, and Film. By placing an “X” in the box below, I verify that this reviewer is at arm’s length, personally and professionally, from this program and any of its personnel. He is also Project Director of the Amateur Movie Database at amateurcinema.org. Supported by "Mapping an Alternative Film History: A Database of Significant Amateur Films (1928-1971)," SSHRC Insight Grant, 2015-2018. He holds a PhD in Film and Media Studies from the University of Chicago and MA in Film Studies from Carleton University and a BA from the University of Toronto.

☒ Chair/Director
5. ACADEMIC PLAN CHANGES – MAJOR MODIFICATIONS [for approval]

5.1. School of Accounting and Finance

5.1.1. Bachelor of Accounting and Financial Management

Effective date: 01 September 2021
Approved at UGAG #5: 05 March 2020

Rationale:

Overall: Guided by the School of Accounting and Finance Five-Year Strategic Plan, SAF has redesigned the third and fourth years of the Accounting and Financial Management program with the objectives of diversifying the program and giving students more elective space to take courses within the Faculty of Arts and other Faculties. Currently, students wanting to obtain the CPA designation are required to complete 18 academic units; this number has been reduced to 16.5 academic units. In total, students will have 13 elective courses in the proposed AFM plan. A minimum of five electives are required to complete one of the six AFM Specializations. The AFM Specializations are designed to leverage the strengths of the University, encourage interdisciplinary learning, and develop future financial leaders.

Replacement of AFM 231 with AFM 335: Law curriculum in the AFM Plan has been moved to third year when students have more Co-op experience and can apply the curriculum more fully in the business context. SAF will continue to offer AFM 231 (cross listed with LS 283) as a service course; scheduling and curriculum will be unchanged.

Requirement to take AFM 323, AFM 341, or AFM 344: In recognition of the diverse pathways now available within the AFM plan, students are given the option to take either a finance analytics course (AFM 323) or a business analytics course (AFM 344) as alternatives to AFM 341 (Accounting Information Systems, CPA Canada required course). This degree requirement recognizes the increasing demands of data competency by employers and the professions.

Removal of requirement to take AFM 333, AFM 434, AFM 478, ECON 231, or PSCI 281: This requirement was included in a series of initiatives to embed global perspectives in the AFM Plan. All of
the other initiatives have been removed over time, replaced with global perspectives across the finance and strategy courses in the curriculum. Given this global perspective inherent in the program, requiring a specific global perspective course was viewed as redundant. Students will be encouraged to take these courses as electives. A note associated with this requirement has been correspondingly removed.

Eligibility for the degree of Bachelor of Accounting and Financial Management (Co-op) requires:

1. Successful completion of 20 academic course units with an overall cumulative average of at least 60%. A minimum cumulative average of 70% is required in all of the courses identified in section 2 below, and all Accounting and Financial Management (AFM) electives.

2. Successful completion of the following 15 academic course units:
   - AFM 205, AFM 206, AFM 207, AFM 208 (see Note 1)
   - AFM 273, AFM 274 (see Note 4)
   - one of AFM 333, AFM 434, AFM 478, ECON 231, PSCI 281 (see Note 3)
   - one of AFM 323, AFM 341, AFM 344
   - BET 100
   - ECON 101, ECON 102
   - AFM 111, SPCOM 111 (see Note 3)
   - an additional 2.5 units of AFM courses at the 300-level or above (e.g., five courses if all courses have a unit weight of 0.5)

3. Successful completion of one AFM Specialization (see note 4)

Notes

1. Students interested in qualifying as a Chartered Professional Accountant (CPA) are required by the governing professional body to demonstrate a specific set of competencies. A list of competencies is available from the School of Accounting and Finance website.

2. Guidance on recommended courses for students interested in specific streams within finance, or in preparing for the Chartered Financial Analyst examinations, is available on the School of Accounting and Finance website.

3. In lieu of "one of AFM 333, AFM 434, AFM 478, ECON 231, PSCI 281", an alternate course may count towards this requirement provided the desired course has substantial international content. In this case, however, students must have the prior written approval of the undergraduate officer.

4. AFM 272 and AFM 372 are approved substitutes for AFM 273 and AFM 274. Students wishing to take AFM 272 and AFM 372 should take MATH 135/MATH 136 and MATH 137/MATH 138, and STAT 230/STAT 231. Please consult the undergraduate officer for assistance before proceeding.

5. The Management Studies Minor is not available to students currently enrolled in Accounting and Financial Management.

6. The four AFM 205, AFM 206, AFM 207, and AFM 208 courses, each worth 0.25 unit, are designed to be completed in advance of a student’s first co-op work term. The courses are corequisites, designed to be completed during the same academic term.
Notes

1. The four courses, AFM 205, AFM 206, AFM 207 and AFM 208, each 0.25 academic units, should be completed in advance of a student’s first co-op work term.

2. Students interested in qualifying as a Chartered Professional Accountant (CPA) are required by the governing professional body to demonstrate a specific set of competencies. Beyond AFM degree required courses, completion of the Professional Accountant Specialization and AFM 341 are required for students pursuing the CPA designation.

3. Communication skills are essential to academic, professional, and personal success. The Undergraduate Communication Requirement is fulfilled for AFM students by the successful completion of both AFM 111 and SPCOM 111.

4. Students are required to complete one AFM specialization and may elect to complete a second AFM specialization.

5. Guidance on recommended courses in the Financial Markets Specialization, which prepares students for the Chartered Financial Analyst examinations, is available on the School of Accounting and Finance website.

6. Students are required to complete courses in the following sequence:
   - 1A Term: AFM 111, AFM 112, AFM 132, AFM 191, ECON 101
   - 1B Term: AFM 113, AFM 121, AFM 182, BET 100, SPCOM 111
   - 2B TERM: AFM 241, AFM 244, AFM 274, AFM 291, ECON 102 (see note 7)

   Students who are required to repeat a course or who can’t follow this sequence due to transfer credits are required to follow a course sequence approved by the academic advisor.

7. Students may elect to take ECON 102 in either the 2A or 2B term allowing the second year elective to be taken in either the 2A or 2B term.

5.2. Economics [Department]

Effective date: 01 September 2021
Approved at UGAG #5: 05 March 2020

5.2.1 Econometrics Specialization
5.2.2 Finance Specialization

Rationale: With our curricular updates since 2016, the undergraduate program in Economics has focused more on curriculum that emphasizes real economic analysis and application. By adding 4 new 400-level ECON courses and a general shift in focus towards economic analysis of data, the Department thought it was time to review these specializations. The proposed specialization changes will a) reflect new course offerings and b) offer students more flexibility around completing these specializations.
Econometrics Specialization

The Econometrics Specialization requires successful completion of four courses:

- ECON 323 or STAT 231
- ECON 421 or STAT 331
- ECON 422, ECON 423
- Four of: ECON 422, ECON 423, ECON 424, ECON 425, ECON 426; ECON 421 or STAT 321 or STAT 331

Finance Specialization

The Finance Specialization requires successful completion of four courses:

- ECON 371, ECON 372
- two of ECON 332, ECON 406, ECON 423, ECON 424

5.3. French Studies [Department]

Effective date: 01 September 2021
Approved at UGAG #4: 06 February, 2020

5.3.1. Three-Year General French

Rationale: We are removing text from the Notes for the 3-Year General plan that mentions studying completely online in order to be more transparent about our current course offerings, since it is uncertain if students can complete all of the required courses online and within a reasonable timeline. We are also adding a note regarding high school French immersion students.

... at least six academic course units (12 courses) in French, including:

- one of FR 203, FR 303
- one additional FR course at the 300-level or above

Notes

1. High school French immersion students, Francophone students, and students who graduated from a French high school begin above FR 192A. Those students are still required to complete a minimum of 12 French courses above the FR 192A level.

2. Students enrolled in a Three-Year General French degree exclusively online may substitute either an oral French course taken for credit at another post-secondary institution, or credit obtained by participating in the Explore program, for FR 250 Intermediate Spoken French. In either case, the student must fill out a Letter of Permission Application and receive approval from the Department of French Studies before enrolling in the transfer credit.
5.3.2. Four-Year General French

5.3.3. Honours French

Rationale: To reflect the inactivation of courses due to end of the Nantes exchange and add a note regarding high school French immersion students.

... at least eight academic course units (16 courses) in French, including:

- one additional FR course at the 300-level or above

Note

High school French immersion students, Francophone students, and students who graduated from a French high school begin above FR 192A. Those students are still required to complete a minimum of 16 French courses above the FR 192A level.

5.3.4. Intensive French and Francophone Literatures and Cultures Specialization

Rationale: To reflect the inactivation of courses due to end of Nantes exchange.

In combination with the Honours French plan-level requirements listed above, students interested in pursuing the Intensive French and Francophone Literatures and Cultures Specialization will be required to fulfil the following requirements:

- A minimum French major average of 75%.
- Successful completion of four additional courses, for a total of 10 academic course units (20 courses) in French:

Notes

1. The Intensive French and Francophone Literatures and Cultures Specialization is only open to students majoring in the Honours French academic plan.
2. FR 3XX or 4XX transfer credits will be counted towards the Intensive French and Francophone Literatures and Cultures Specialization if they are transferred from one of the Department’s French-speaking university partners: either the Université du Québec à Chicoutimi (Canada) or the Université de Nantes (France).

3. Students must achieve a cumulative major average of at least 75% in all French courses counted towards their Honours French major.

4. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours French major but without the specialization.

5. Students may enrol in either the French Teaching Specialization or the Intensive French and Francophone Literatures and Cultures Specialization, but not both.

5.4. **Germanic and Slavic Studies [Department]**

*Effective date: 01 September 2021*

Approved at UGAG #5: 05 March 2020

5.4.1. **Diploma in Dutch Language**

**Rationale:** We can no longer offer second-year courses taught in Dutch at the University of Waterloo due to lower enrolment numbers over the past years, changes to minimum enrolment numbers required for undergraduate courses, and to resources available to hire instructors (Germanic and Slavic Studies does not have full-time faculty in Dutch). We will advise students at higher levels to take courses abroad. We want, however, to allow students who return from exchange or work in the Netherlands and take language courses beyond the 100-level there to be able to apply for a Diploma in Dutch language.

Students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo may pursue the Diploma in Dutch Language.

Students must successfully complete two academic course units (four courses), taught in Dutch, with a minimum cumulative average of 70% as follows:

- DUTCH 101, DUTCH 102, DUTCH 201, DUTCH 202 and the equivalent of 1.0 unit (two courses) in Dutch at the 200-level or higher

**Note:** Completion of the Diploma requires 1.0 unit (two courses) in Dutch language courses taken at an institution or institutions other than the University of Waterloo.

**Note**

Not all courses are offered on a yearly basis.
5.5. Renison University College

5.5.1. Diploma in Applied Language Studies

**Effective date:** 01 September 2021

Approved at UGAG #4: 06 February 2020

**Rationale:** The current Diploma in Applied Language Studies (APPLS) was designed for non-degree students and requires completion of eight courses: four APPLS courses and four courses in a language that is not the student’s first language. This plan mirrors the APPLS Minor for degree students. New university regulations require all diplomas to consist of four to seven courses and be open to both degree and non-degree students; as a result, the proposed changes modify the APPLS Diploma to a four-course plan open to both degree and non-degree students.

The proposed changes will create differentiated APPLS plans for degree students who may now select between a four-course diploma and an eight-course minor. This will allow degree students to select the APPLS plan that best suits their interests and may attract more students to the APPLS courses.

Under the new regulations, non-degree students will not have access to a plan that is equivalent to the eight-course minor; they will not be required to complete the four courses in a language that is not their first. Although this may be seen as a disadvantage, in our experience, students who return to university to complete the APPLS Diploma already have second language learning experiences that make the APPLS courses attractive to them. These students bring a wealth of language learning and teaching experiences to the APPLS courses; eliminating the requirement to take second language courses will not prevent them from benefitting from the APPLS courses.

We are also taking the opportunity to eliminate the redundant listing of APPLS courses. The diploma requires four courses, and only four APPLS courses exist at this time, so there is no need to list them. On the other hand, if future APPLS courses are created, that would require adjusting the APPLS diploma (otherwise they would not count toward the diploma). If the (currently unlikely) situation arises where more APPLS courses are created and it is determined that some specific ones must be completed in order to obtain the APPLS diploma (while others serve as electives), then adjustment of the plan will take place at that time.

**Diploma in Applied Language Studies**

Students enrolled in any degree program or non- or post-degree academic plan may pursue the Diploma in Applied Language Studies. This diploma may be of particular interest to students who wish to explore issues of second or foreign language teaching and acquisition.

The Diploma in Applied Language Studies requires successful completion of a minimum of four two academic course units (eight four courses) in APPLS core and approved language courses with a minimum cumulative average of 65%.
- APPLS 205R, APPLS 301/GER 301, APPLS 304R, APPLS 306R.
- four approved language courses (all in one language that is not the student’s first language, or two in each of two languages that are not the student’s first language):
  - ASL 101R, ASL 102R
  - CROAT 101, CROAT 102, CROAT 201, CROAT 202
  - DUTCH 101, DUTCH 102, DUTCH 201, DUTCH 202
  - GER 101, GER 102, GER 201, GER 202, GER 211, GER 212, GER 303, GER 304, GER 307, GER 308, GER 309, GER 331
  - GRK 101/RS 101, GRK 102/RS 102, GRK 105, GRK 201/RS 223, GRK 202/RS 224, GRK 351, GRK 451
  - ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202
  - JS 105A/RS 131, JS 105B/RS 132
  - LAT 101, LAT 102, LAT 201, LAT 202, LAT 351, LAT 451
  - PORT 101, PORT 102
  - RUS 101, RUS 102, RUSS 201, RUSS 202, RUS 203, RUS 301, RUS 302
  - SPAN 101, SPAN 102, SPAN 201A, SPAN 201B, SPAN 301A, SPAN 301B, SPAN 401, SPAN 445
6. ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS [for approval]

6.1. Economics [Department]

Effective date: 01 September 2021
Approved at UGAG #5: 05 March 2020

6.1.1. Public Policy Specialization

Rationale: With our curricular updates since 2016, the undergraduate program in Economics has focused more on curriculum that emphasizes real economic analysis and application. By adding 4 new 400-level ECON courses and a general shift in focus towards economic analysis of data, the Department thought it was time to review the Public Policy specialization. The proposed specialization changes will a) reflect new course offerings and b) offer students more flexibility around completing these specializations.

Public Policy Specialization

The Public Policy Specialization requires successful completion of four courses:

- ECON 361, ECON 441
- two of ECON 351, ECON 357, ECON 363, ECON 366, ECON 436, ECON 443, ECON 445, ECON 451, ECON 452, ECON 456, ECON 457, ECON 471

6.1.2. Economic Theory Minor

Rationale: Antirequisites for ECON 221 were removed. As such, there is no longer a need to list a note about students with antirequisites for ECON 221. Note that “Note 1” addresses students who cannot take ECON 221 can replace it with an elective of their choice.
• ECON 101, ECON 102
• ECON 211, ECON 221, ECON 290
• ECON 391, ECON 392, ECON 393

Notes

1. Students in the Faculty of Mathematics who cannot take ECON 211 or ECON 221 will have to replace those courses with electives in Economics of their choice.
2. Students who have taken antirequisites to ECON 221 will have to replace ECON 221 with an elective in Economics of their choice.
3. Students in any Economics academic plan are not eligible to take the Economics Theory Minor.

6.1.3. Management Studies Minor

Rationale: Students in some programs in Applied Health Sciences have to take HLTH 204 as one of their plan requirements. This is a statistics course that is comparable to other already approved statistics courses listed in this plan. The Faculty of Applied Health Sciences has been consulted and approves of this addition.

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...
6.2.1. **French Teaching Specialization**

**Rationale:** It has recently come to our attention that the current text may be deterring some students from volunteering during the summer before their 2A term, so we are changing the language to make it clear to students that the volunteering may be done at any point in their undergraduate career.

Completion of a total of 160 hours of in-school volunteer experience under supervision of certified teachers, from Year Two to Year Four, inclusively.

6.2.2. **Diplomas in French Language**

**Rationale:** To explain the diploma requirements for students who skip the first course requirement, in each respective diploma plan, due to prior French education or experience.

French Language I

FR 151, FR 152, FR 192A, FR 192B, and one other course taught in French at the 200-level or above.

French Language II

FR 192A, FR 192B, FR 251, FR 252, and one other course taught in French at the 200-level or above.

**Notes**

1. Diplomas I and II are mutually exclusive. Only one diploma can be granted.
2. Diplomas are not awarded to students pursuing a French plan.
3. **Students starting a course sequence at FR 152 (for Diploma I) or FR 192B (for Diploma II) must still complete a total of five courses by taking another course at the 200-level or above.**
6.2.3. Calendar Text Changes [for information]

Effective date: 01 September 2021

Third Year in France and Quebec

Rationale: To reflect the termination of the third-year away degree requirement in the French Teaching Specialization (FTS) program. The Chicoutimi exchange is also no longer a requirement of the FTS program, so this page does not need to appear in the calendar. We can provide students with information on a case by case basis.


French Studies/Études Françaises

Third Year in France and Quebec

The Department of French Studies offers two different avenues to meet the requirement to spend two terms in a French-speaking university. Students may either apply for admission to the Université de Nantes (France) program, organized jointly by the University of Waterloo and Trent University, or to the Université du Québec à Chicoutimi (province of Québec) program part of the agreement with the UQAC "unité d’enseignement en lettres" and elect to spend two terms at the Université du Québec à Chicoutimi (province of Québec) through a Letter of Permission Application. The application deadline is the third week in November for studies beginning the following academic year. See the Department of French Studies for application forms and information. Other exchange opportunities are available through the Arts International Exchange office.

6.3. History [Department]

Effective date: 01 September 2021
Approved at UGAG #3: 12 December 2019

6.3.1. Three-Year General History
6.3.2. Four-Year General History
6.3.3. Honours History
Rationale: Expanding options for students in international field, with two additional relevant course options (HIST 271 - Global Indigenous Issues; HIST 274 - Introduction to African History)

... 

- *(Three-Year General)* at least six academic course units (12 courses) in History, including:
- *(Four-Year General; Honours)* at least eight academic course units (16 courses) in History, including:
  - HIST 250
  - one course in each of two fields: *(Three-Year General plan)*
  - one course in each of three fields: *(Four-Year General and Honours plans)*
    - Canadian: HIST 253, HIST 254, HIST 269
    - American: HIST 257, HIST 258
    - European: HIST 260/MEDVL 260, HIST 262, HIST 263
    - International: HIST 268, **HIST 271, HIST 274, HIST 275**

6.3.4. **Global Interactions Specialization**

**Effective date:** 01 September 2021
**Approved at UGAG #4: 06 February 2020**

Rationale: Expanding options for students with two additional new courses (HIST 322 Global History of the Detention Camp, and HIST 323 Global History of the Prison).

... 

The Global Interactions Specialization moves beyond borders to explore human interactions on a global scale. The Global Interactions Specialization requires successful completion of four courses from the following:

- HIST 201, HIST 216, HIST 224, HIST 268, HIST 271, HIST 275, HIST 321/LS 331, **HIST 322, HIST 323**, HIST 351, HIST 369/PSCI 369, HIST 389

6.4. **Renison University College**

6.4.1. **Social Development Studies [Department]**

6.4.1.1. **Diversity and Equity Specialization**

**Effective date:** 01 September 2021
**Approved at UGAG #4: 06 February 2020**

Rationale: Last year the department submitted a new specialization to replace its Cultural and Diversity offering, effective Sept 2020. It was approved as-is, with the exception of including SDS 410R. SDS 410R was submitted as a new course, but was rejected at the April 2018 UGAG meeting over concerns about the title (“Queer and Trans Studies”). Additional consultation with subject matter experts within the
department, as well as a review of Ontario universities with courses including “queer” or “trans” in the title, concluded that no change to the title would occur. The department would like to add it back to the Diversity and Equity specialization, as well as add the new course SDS 421R (Reconciliation: Implications for Settler Peoples) which was approved at UGAG #3.

Requirements

- at least four of:
  - SOCWK 301R, SOCWK 356R
  - PSYCH 349R

- remaining courses from the courses above or the following courses:
  - ANTH 202
  - CI 200/GER 200, CI 250
  - EASIA 205R/RS 201
  - ENGL 108E/GSJ 108E, ENGL 208L, ENGL 308
  - FR 373
  - GSJ 101, GSJ 201, GSJ 302
  - HIST 221, HIST 269, HIST 271, HIST 321
  - INDG 201, INDG 301
  - LS 201/GSJ 206, LS 226/SOC 249
  - PACS 327
  - PHIL 204J, PHIL 227/INDEV 300, PHIL 302
  - PSCI 324, PSCI 421/LS 474
  - PSYCH 355
  - RS 229R, RS 259R
  - SI 221R, SI 315R
  - SMF 208
  - SOC 256
  - SPCOM 226
# Academic Plan Inactivations [for approval]

## Classical Studies [Department]

**Effective date:** 01 September 2021  
Approved at UGAG #5: 05 March 2020

### 7.1.1. Greek Minor

### 7.1.2. Latin Minor

**Rationale:** There has been very little interest in these minors for years and due to scheduling constraints students can no longer fulfill the requirements needed within a reasonable period of time. At the moment, there are no students enrolled and we will no longer sign students into this minor.

**Greek Minor**

Students enrolled in any degree program may pursue a minor designation in Greek.

The Greek Minor requires successful completion of a minimum of four academic course units (eight courses) in Greek with a minimum cumulative average of 65%.

Consult the undergraduate advisor in Classical Studies for the minor.

**Latin Minor**

Students enrolled in any degree program may pursue a minor designation in Latin.

The Latin Minor requires successful completion of a minimum of four academic course units (eight courses) in Latin with a minimum cumulative average of 65%.

Consult the undergraduate advisor in Classical Studies for the minor.

## Germanic & Slavic Studies [Department]
7.2.1. Diploma in Croatian Language

Rationale: Due to changes in outside (third-party) funding, Germanic and Slavic Studies is no longer able to offer courses in Croatian language beyond the first year. These courses have been inactivated. We can therefore no longer offer enough courses at UW or through study abroad or exchanges to make a Diploma in Croatian Language possible for students.

Students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo may pursue the Diploma in Croatian Language.

Students must successfully complete two academic course units (four courses) with a minimum cumulative average of 70% as follows:

- CROAT 101, CROAT 102, CROAT 201, CROAT 202

Note

Not all courses are offered on a yearly basis.

7.2.2. Diploma in Russian Language

Rationale: We can no longer offer enough courses in Russian at the University of Waterloo or through study abroad or exchanges to make a Diploma in Russian Language possible for students.

Students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo may pursue the Diploma in Russian Language.

Students must successfully complete two academic course units (four courses) in RUSS or REES, with the exclusion of courses taught in English, with a minimum cumulative average of 70%.

Note

Not all courses are offered on a yearly basis.
8. ARTS REGULATIONS CHANGES [for approval]

Legend
Bolding = new text being added
Strikeout = text being removed

8.1. Co-op Requirements – Note re: Transfer Credits

Effective Date: September 01, 2021
Approved at UGAG #4: 06 February 2020

UG Calendar page: https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements

Proposed changes:

1) Eliminate Note #2 and incorporate similar statement into note #3
2) Edit Note #3 as shown and move into the #2 spot.

Rationale:

1) Defining transfer credits as “post-secondary” is necessary since we have a practice by which high school transfer credits (AP/IB) can be suppressed.
2) The spirit of the “old” Note #2 is captured in the “new” Note #2 and reflects a change in practice brought on by the introduction of Honours Arts Co-op.
3) Both Honours Arts Co-op and Arts and Business Co-op are only available for a fall term start and students cannot begin beyond level 2A (6.5 units).
4) Previously, post-secondary transfer students wanting to enrol in a co-op program were limited to 4.0 units of credit, whether earned at other institutions or at UWaterloo. Raising this number to 6.5 units allows them greater access to co-op and provides them the opportunity to take courses at UWaterloo to enable their enrollment in a co-op program

Notes
1. Co-operative plans are open only to full-time students.

2. For students transferring in to the Faculty of Arts with more than two successfully completed work terms, eligibility to pursue co-op in the Faculty of Arts will be determined by the admitting program.

3. Students with more than 9.0-6.5 units (18-13 courses) completed, including post-secondary transfer credits and credits completed outside the Faculty of Arts, are not eligible for admission to a co-op plan within the Faculty of Arts. Students who have already successfully completed one or more Work Terms regardless of faculty may be considered for an exception to this rule – such exceptions will be determined by the admitting program.

4. Students seeking to complete a BA in the Faculty of Arts as a second degree having already completed a bachelor’s degree in any discipline at the University of Waterloo or elsewhere are not eligible for admission to a co-op plan. They will be considered for admission only to a non-co-op program.

8.2. Co-op Requirements – WKRPT and PD courses

Effective Date: September 01, 2021
Approved at UGAG #4: 06 February 2020

UG Calendar page: https://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements

Proposed changes:

1) Remove Work Term Reports requirement: four (4) work reports (3 WKRPT courses + first work report in PD 12)
2) Add one (1) PD course to PD course requirements, to a total of five (5) PD courses.

Rationale:

Following co-op initiative, PD courses will be revised to include reflection writing components, which is more pedagogically effective than the way WKRPT courses are currently conducted. This resolves issue of the marking burden of WKRPTs because material in PD courses is graded within WatPD. This change will support efficient use of resources within the faculty and enhance consistency in marking of written reflections across academic plans. Since the current requirement of four (4) work reports is being eliminated, and three (3) of the four PD courses will integrate writing reflections that replace WKRPT courses, one (1) PD course is being added to the PD course requirements. A total of five (5) PD courses will be required, of which four (4) will include written reflections.

Co-op Requirements

...
- a minimum of four work terms beyond the 2A level, and
- a minimum of five online professional development (PD) courses, and
- a minimum of four work-term reports.

**Professional Development (PD) Courses**

PD courses are intended to enhance the professional development of the student and assist in integrating their academic and work-term experiences. With the exception of PD 1, students are expected to take the courses while on their co-op work terms. The required schedule for completing the PD courses is as follows:

- PD 1 must be taken in an academic term prior to the first work term,
- PD 12 must be taken during the first work term,
- two three additional PD courses of the student's choice should be taken in the second, and third, and fourth work terms.

**Work-Term Reports**

The following work reports must be completed:

- PD 12 (which counts for credit as the student's first work-term report)
- WKRPT 200A, WKRPT 300A, WKRPT 400A

Work-term report submission and assessment are managed through the University's learning management system, with the student's major discipline program being responsible for the assessment. With the exception of PD 12, which must be completed by the end of the first work term, students must submit co-op work-term reports by no later than the tenth day of classes in the academic term following the co-op work term for which the work report was prepared. Information regarding work-report topics and guidelines can be obtained at the Faculty level.

### 8.3. French Studies [Department]

#### 8.3.1. Course Preface Notes Changes [for approval]

**Effective date:** 01 September 2021  
Approved at UGAG #4: 06 February, 2020

**Rationale:** To update course preface notes.

1. The Department reserves the right to refuse admission to, and/or credit for, any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course. Students from immersion programs may not enrol in FR 101, FR 151, or FR 152.

2. Students with no prior schooling in French should enrol in FR 101.

3. Students with some elementary or secondary school French not exceeding Ontario Grade 10 French or equivalent should enrol in FR 151. Those with Ontario Grade 11 or equivalent should enrol in FR 152.

4. Students with Ontario 4U French should enrol in FR 192A.

5. Students may enrol in courses for which they have secondary school antirequisites only with the written permission of the Department of French Studies.

1. Students should contact an advisor if having difficulty selecting a course suitable to their level of competence. The department reserves the right to refuse admission to, and/or credit for, any of its language courses to a student who has, in the view of the department, a level of competence unsuited to that course.

2. Students may not be enrolled in two first-year French courses at the same time; they will be denied credit for all lower-level, first-year French courses taken during that term and will only receive credit for the highest-level course.

3. Students may not backtrack to a lower-year language courses after having taken a higher-level one (i.e., students who have completed FR 251 and/or 252 may not go back and later enrol in FR 192B, 192A, 152, 151, or 101).

4. Students with XX transferred university credits in French (e.g., FR 1XX) or who haven't taken French for more than three years must consult the department before enrolling in any French courses.

5. Basic placement rules:
   a. No previous experience in French: FR 101
   b. Elementary and Grade 9 core: FR 151
   c. Grade 10 core: FR 151
   d. Grade 11 core: FR 152
   e. Grade 12 core or 4U: FR 192A
   f. Grade 12 extended and immersion French: FR 192B
   g. Francophone students and students having graduated from a French high school must have the written permission of the French Department to enrol in any French courses.
   h. Students may enrol in courses for which they have secondary school anti-requisites only with the written permission of the Department of French Studies.
Institution Biography:
The University of Essex is a public research university located in Essex, England. It was established in 1963, welcomed its first students in 1964 and received its Royal Charter in 1965. Essex has collaborative partnerships with 18 institutions around the world. UK partnerships include Kaplan Open Learning (provider of University of Essex Online), Tavistock and Portman NHS Foundation Trust. International partnerships include a franchise arrangement with Kaplan Singapore and double and dual degrees with several universities in Europe and Asia. Essex has produced many notable alumni in several fields, including two Nobel Prize laureates, prominent scientists, artists, and politicians. Essex is also a member of the Young European Research Universities Network (YERUN) and Young Universities for the Future of Europe Alliance (YUFE). Times Higher Education rankings place Essex in the top 20 universities with the most international students and in terms of international outlook. Essex was ranked in the top 20 UK universities in the Research Excellence Framework (2014) based on research quality and impact in Philosophy and Art History. Essex has also been named the University of the Year in 2018 at the Times Higher Education Awards.

University of Essex - School of Law Overview
The School of Law is under the Faculty of Humanities which opened in the 1970s and 1980s. The School of Law has a global reputation for research in the areas of commercial law, human rights law and practice and public law. Staff members from the School of Law include legal practitioners who have worked with the United Nations, Amnesty International, Council of Europe, Ministry of Defense and the Foreign and Commonwealth Office. In order to gain practical legal experience, students have the opportunity of working at the Essex law Clinic and the Human Rights Centre Clinic. Essex’s Human Rights Centre is one of the oldest academic human rights centres in the world and also where the research around human rights is conducted. The Human Rights Centre has over 2000 alumni and 100 members from 11 disciplines, fellows and partners. The Centre aims to identify emerging human rights challenges and play a leadership role in responding to these challenges through education, research and impact activities. Essex is one of four universities with a memorandum of understanding with the United Nations High Commissioner for Refugees, which highlights Essex’s exemplary level of education. Essex Law students also have the opportunity to study abroad and complete their third year of a degree at a partner university in Europe, the United States, Australia and Hong Kong. Essex has been awarded the Queens Anniversary Prize for Higher and Further Education in 2009 for advancing the legal and broader practice of International Human Rights.

University Overview:
Website: https://www.essex.ac.uk/about
Established: 1963
Campuses:
- Colchester Campus (Main campus and location of School of Law)
- Southend Campus
- Loughton Campus
Student Numbers (across all three campuses):
- 10,701 undergraduate students
- 2,493 postgraduate students
- 2,461 International Students from 140 countries
Faculty and Staff Numbers: 2100
Research Strengths: Economics, Politics, Human Rights, Artificial Intelligence and Data Science
Faculties/Programs: Three Faculties comprising of 21 schools and departments (few mentioned below)

<table>
<thead>
<tr>
<th>Faculty of Humanities:</th>
<th>Faculty of Science and Health:</th>
<th>Faculty of Social Sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law</td>
<td>School of Computer Science and Electronic Engineering</td>
<td>Department of Economics</td>
</tr>
<tr>
<td>School of Philosophy and Art History</td>
<td>Department of Mathematical Sciences</td>
<td>Department of Government</td>
</tr>
<tr>
<td>Department of History</td>
<td>School of Biological Sciences</td>
<td>Essex Business School</td>
</tr>
<tr>
<td>Department of Literature, Film and Theatre Studies</td>
<td>Department of Psychology</td>
<td>Department of Sociology</td>
</tr>
</tbody>
</table>

Key Institutes:
- Human Rights Centre
- Institute for Analytics and Data Science
- Institute for Social and Economic Research

Essex Rankings:

<table>
<thead>
<tr>
<th>Overall Rank</th>
<th>National Rank</th>
<th>Top 3 Subject Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QS World Rankings (2020)</strong></td>
<td><strong>QS World Rankings (2019)</strong></td>
<td></td>
</tr>
<tr>
<td>Essex</td>
<td>#370</td>
<td>#44</td>
</tr>
<tr>
<td>Waterloo</td>
<td>#173</td>
<td>#7</td>
</tr>
</tbody>
</table>

| Shanghai Rankings (ARWU) (2019) |
| Essex | #501 – #600 | #37 - #43 | Political Science #28 | Economics #101 - #150 | Law #101 - #150 |
| Waterloo | #151 – #200 | #6-#9 | Not Ranked | Not Ranked | Not Ranked |

Times Higher Education (THE) (2020)

<table>
<thead>
<tr>
<th>Overall Rank</th>
<th>National Rank</th>
<th>Top 3 Subject Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE Higher Education Subject Rankings (2019)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essex</td>
<td>#251-#300</td>
<td>#36</td>
</tr>
<tr>
<td>Waterloo</td>
<td>#201-#250</td>
<td>#9</td>
</tr>
</tbody>
</table>

Subject Rankings: Law

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Rank (United Kingdom)</td>
<td>#151 - #200</td>
<td>#101 - #150</td>
<td>#51</td>
</tr>
<tr>
<td></td>
<td>#20</td>
<td>#13 - #20</td>
<td>#11</td>
</tr>
</tbody>
</table>

NOTE: These rankings are only for the “subject” of law – not necessarily “law schools”.

Research Output:

<table>
<thead>
<tr>
<th>Web of Science Documents</th>
<th>Times Cited</th>
<th>% Documents Cited</th>
<th>Category Normalized Citation Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,825</td>
<td>340,309</td>
<td>63.5%</td>
<td>1.28</td>
</tr>
</tbody>
</table>

NOTE:
Web of Science Documents: Number of Web of Science Documents with joint publication
Times Cited: Number of times the set of publications has been cited
% Documents Cited: Percentage of publications that have been cited one or more times
Category Normalized Citation Impact: Citation impact (citations per paper) normalized for subject, year and document type
Scopus - Recent Years Research Collaboration (2015-2019):

<table>
<thead>
<tr>
<th>Research Collaboration Output</th>
<th>Essex &amp; UW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scopus (affiliated search)</td>
<td></td>
</tr>
<tr>
<td>Top Areas:</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:** The numbers above are numbers of publications with ‘double counting’ (publications categorized in more than one subject area).

<table>
<thead>
<tr>
<th>Research Output</th>
<th>University of Essex's top 5 subject areas for research output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scopus (affiliated search) (2015-2019)</td>
<td></td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td><strong>Total Publications</strong></td>
</tr>
<tr>
<td>Essex</td>
<td>5,145</td>
</tr>
<tr>
<td>Waterloo</td>
<td>21,097</td>
</tr>
</tbody>
</table>

The above table lists the top 5 subject areas by research output and compares UW’s research output in those areas. The number in parentheses indicates what rank the respective subject is in terms of total research output by subject. **Note:** The numbers above are numbers of publications with ‘double counting’ (publications categorized in more than one subject area).

**Agreements:**

<table>
<thead>
<tr>
<th>Type of Agreement</th>
<th>Status</th>
<th>Area of Focus</th>
<th>Date Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Academic</td>
<td>Finalizing – New Agreement. Senate approval required.</td>
<td>Arts (Human Rights)</td>
<td>Pending Senate approval</td>
</tr>
</tbody>
</table>

**Delegations:**

- Nov 6, 2019 at Waterloo. Led by Professor Anthony Forster, Vice-Chancellor & President, University of Essex. Activities include overview of Undergraduate Studies, Graduate Studies, and Research with the Faculty of Arts and a Presidential discussion.
UNIVERSITY OF ESSEX
United Kingdom

and

UNIVERSITY OF WATERLOO
Canada

ARTICULATED ADMISSION,
TRANSFER CREDIT, AND
PROGRESSION AGREEMENT
THIS ARTICULATED ADMISSION, TRANSFER CREDIT, AND PROGRESSION AGREEMENT (“Agreement”) BETWEEN:

(1) UNIVERSITY OF ESSEX, a university established by Royal Charter in 1965, with its main campus located at Wivenhoe Park, Colchester, Essex CO4 3SQ, United Kingdom (“Essex”);

AND

(2) UNIVERSITY OF WATERLOO, a university established by an Act of the Legislature of the Province of Ontario, with its main campus located at 200 University Avenue West, Waterloo, ON, Canada, N2L 3G1, Canada (“Waterloo”)

1 Objectives

1.1 Whereas, Essex and Waterloo (singularly a “Party”, or collectively the “Parties”) to this Agreement wish to establish a collaborative Joint Academic Undergraduate “Program”, under which students will complete their first three (3) years of study in Waterloo’s Faculty of Arts and then complete two (2) additional years in the Essex Faculty of Humanities Essex Law School, resulting in the awarding of a credential from each Party as set out at Section 9 below.

2 Admission Criteria

2.1 Essex agrees that students from Waterloo who meet the admissions criteria set out in Schedule 1 may be eligible for admission to degree courses at Essex (also known as program(s) at Waterloo, but referred to as course(s) throughout for clarity), subject to the following clauses:

2.1.1 Each applicant from Waterloo shall provide written evidence of attainment of their academic qualifications and achievement in an English language test recognised by Essex (if applicable); and

2.1.2 In each year of this agreement, Essex reserves the right to limit the number of applications from Waterloo, where Essex shall consult with Waterloo, in relation to such numbers.

3 Tasks for each Party

3.1 Each Party agrees to:

3.1.1 Maintain regular and reasonable contact with the other Party, informing the other Party of any relevant changes or developments in relation to this Agreement;

3.1.2 Obtain the other Party’s consent before issuing any official media releases and/or marketing or promotional materials relating to this Agreement and/or incorporating the other Party’s name or logo(s);
3.1.3 Review this Agreement on an annual basis, providing the other Party with relevant information and statistics in relation to the objectives; and

3.1.4 Nominate a senior member of staff to be responsible for overseeing the implementation of this Agreement.

3.2 Waterloo agrees that it shall:

3.2.1 Inform its students of this Agreement in order to provide opportunity for eligible Honours Arts students to apply to the Essex law course and receive double degrees;

3.2.2 Use all relevant marketing and promotional materials subject to clauses 2.2, 5.1, and 5.2. Waterloo shall also provide no fewer than two draft copies of such material to Essex as part of the approval process; and

3.2.3 Grant students with transfer credits as specified in Schedule 3; inform Essex of any significant changes made to the details specified in Schedule 3; and award students who successfully complete the Agreement requirements with the corresponding Waterloo degree.

3.3 Essex agrees that it shall:

3.3.1 provide information to Waterloo including module (also known as course(s) at Waterloo, but referred to as module(s) throughout for clarity) outlines, module materials, learning outcomes, information on entry requirements and application procedures, student tuition fee requirements, information on living expenses and/or research materials;

3.3.2 inform Waterloo of any significant changes made to the details as specified in clause 3.3.1 above;

3.3.3 enroll suitably qualified students from Waterloo into the course as specified in Schedule 1; and

3.3.4 provide students who successfully complete the modules requirements with certification of completed modules and award them the corresponding Essex degree.

4 Costs

4.1 The Parties agree that each shall bear their own costs for any work under this Agreement, save and except as agreed in writing between the Parties. For the avoidance of doubt, each Party shall meet the travel, accommodation and subsistence costs of their own staff involved in visits associated with this Agreement.

5 Confidentiality

5.1 Each Party shall keep confidential and not disclose to any person or institution or organisation any confidential information acquired by each Party in connection with this Agreement including but not limited to the information, data, and personal data that may be exchanged, acquired, or shared in connection with any performance of the Agreement unless such information is already in the public domain, is required to
be disclosed by law or any legal or regulatory authority, or the other Party has previously received the prior written consent of the Party for its disclosure. In the event of a legal requirement to disclose information, the disclosing Party shall make reasonable efforts to first notify the other Party of the requirement and legal process.

5.2 The obligations of the Parties under this clause 4 shall continue following the expiry or termination of this Agreement.

5.3 Waterloo acknowledges that Essex is subject to the requirements of the Freedom of Information Act 2000 (as amended from time to time) (the “FOIA”) and Waterloo agrees it shall cooperate and provide all necessary assistance as may be reasonably requested by Essex (at its expense) to enable Essex to comply with its obligations under the FOIA, including but not limited to, providing Essex with such information in its possession or power as may be reasonably requested in order for Essex to comply with its obligations under the FOIA. In addition, Essex acknowledges that Waterloo is subject to equivalent freedom of information legislation and agrees that it shall cooperate and provide all necessary assistance as may be reasonably requested by Waterloo (at its expense) to enable Waterloo to comply with its obligations under the FOIA, including but not limited to, providing Waterloo with such information in its possession or power as may be reasonably requested in order for Waterloo to comply with its obligations under the FOIA.

6 Data Protection

6.1 Each party agrees to comply with its obligations as set out in Schedule 4.

7 Intellectual Property

7.1 Any intellectual property rights owned by a Party before the date of this Agreement and during the term of this Agreement will remain the property of that Party. Nothing contained in this Agreement will affect the absolute ownership rights of any Party in such Party’s intellectual property rights. For the avoidance of doubt, no licences are granted under this Agreement.

7.2 Unless agreed otherwise between student and a Party, ownership of intellectual property created by exchange students as part of their enrolment at the host institution will be governed by that institution’s policy on ownership of intellectual property, including in the case of Waterloo, Policy 73 Intellectual Property Rights.

7.3 Each of the Parties shall not publish any marketing material relating to this Agreement without the prior written consent of the other Party and undertake that the wording for any marketing materials shall be agreed jointly between the Parties prior to its use.

8 General

8.1 No person who is not Party to this Agreement shall have any right under the Contracts (Rights of Third Parties) Act 1999 to enforce any terms of this Agreement but this does not affect any right or remedy of a third Party which exists or is available apart from that Act.

8.2 Nothing contained in this Agreement shall be construed to imply a partnership, or employer and employee, or principal and agent relationship between any of the Parties. No Party shall have any right, power or authority to create any obligation
express or implied on behalf of the other Party. Each Party shall have full discretion to enforce their policies and procedures with respect to the application of each student wishing to participate in the Program under this Agreement.

8.3 Any dispute arising in connection with matters referred to in this Agreement will be settled between the Parties in the spirit of friendship and mutual trust. If the Parties are unable to reach an amicable settlement then either Party may serve notice on the other, requiring the matter to be referred to the court in the jurisdiction of the Province of Ontario and this Agreement shall be interpreted according to the laws of the Province of Ontario and the applicable laws of Canada.

8.4 Each Party to this Agreement (an “indemnitor”) shall indemnify the other Party to this Agreement and their governors, directors, officers, faculty, students, employees, alumni, independent contractors, agents, and volunteers (each being an “indemnitee”) in respect of any claim, demand, action, cause of action, damage, loss, injury, cost, liability, or expense, which may be made or brought against an indemnitee or which an indemnitee may suffer or incur as a result of or arising out of: (i) a breach or non-fulfilment of any term, condition or obligation under this Agreement by the indemnitee, or (ii) any negligence or wilful misconduct on the part of the indemnitor or anyone whom it is responsible at law. The foregoing indemnity shall survive and continue in effect beyond any termination of this Agreement.

8.5 This Agreement constitutes the entire agreement between the Parties and supersedes all previous agreements, arrangements and/or understandings between the Parties, and may not be modified or amended except by an instrument in writing signed by the duly authorised representatives of the Parties.

8.6 No agreement or understanding varying or extending this Agreement, will be legally binding upon either Party unless in writing and signed by duly authorised representatives of both Parties.

8.7 Any Schedules or Appendices (if applicable) hereto shall be taken, read and construed as an essential and integral part of this Agreement.

8.8 Failure by either Party to enforce, at any time, any provision of this Agreement shall not be construed as a waiver of its right to enforce the breach of such provision or any of the provision in this Agreement or as a waiver of any continuing, succeeding or subsequent breach of any provision or other provision of this Agreement.

8.9 This agreement in no way restricts either Party from participating in similar activities or arrangements with others.

9 Organizational contact

The below named individuals are responsible for the development, maintenance and coordination of the Agreement. All notices or communications should be directed to the below named persons.

8.1 Sending organization:
Manager, International Agreements
Waterloo International
University of Waterloo
Phone: 519-888-4567, ext. 41589

4
8.2 Receiving organization:

International Partnerships Officer  
University of Essex  
Phone: 0044 1206 872098  
Email: sally.day@essex.ac.uk

10 Commencement and Duration

10.1 This agreement commences on the date of signature by the appropriate officer of both Parties ("Date of Commencement"). Either Party may withdraw from this agreement or cease to pursue the objectives at any time during the term of this agreement by giving at least six months’ notice in writing to the other Party. In such circumstances of withdrawal, cessation or the expiry of this agreement this shall be without prejudice to clauses 3, 4, 5 and 6 and provided that each Party shall permit all students currently enrolled in a course at its institution to complete same.

10.2 This agreement shall be in effect for 5 years from the Date of Commencement. This period may be extended by written consent of both Parties.

11 Credential(s) to be granted on successful completion of all required components

10.1 Honours Bachelor of Arts (Four-Year degree) from University of Waterloo.

10.2 LLB Law with human rights law (Three-Year course) from University of Essex.
Signatories

In signing hereunder, the Signatories affirm their legal authority to bind their respective Parties into, and execute, this Agreement on the dates shown hereunder.

UNIVERSITY OF ESSEX

per: ___________________________ date: ______________________
Bryn Morris
Registrar and Secretary

UNIVERSITY OF WATERLOO

per: ___________________________ date: ______________________
Dr. Feridun Hamdullahpur
President and Vice-Chancellor

per: ___________________________ date: ______________________
Dr. Ian Rowlands
Associate Vice-President, International

per: ___________________________ date: ______________________
Dr. Sheila Ager
Dean, Faculty of Arts
Schedule 1

Students from Waterloo will be considered for admission to Essex degree courses based on the following admissions criteria:

**Undergraduate arrangements**

<table>
<thead>
<tr>
<th>Arrangement type</th>
<th>Admissions criteria and English language entry requirements</th>
<th>Proposed course(s)</th>
</tr>
</thead>
</table>
| 3+2 (Level 5 entry) | Students will complete the following before being considered for admission to the second year of the LLB Law with Human Rights at Essex:  
  - 3 years of their Honours Bachelor of Arts (Four-Year degree);  
  - a Minor in Human Rights;  
  - their Breadth Requirements in the Faculty of Arts at Waterloo;  
  - should have an overall average of 77%; and  
  - meet the University of Essex English Language Entry Requirements as set out below (at Note 1). | Specified courses within the Essex School of Law  
  - LLB Law with Human Rights |

**NOTE 1: English Language Entry Requirements** ([https://www.essex.ac.uk/undergraduate/applying-to-essex](https://www.essex.ac.uk/undergraduate/applying-to-essex))

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All first language English speakers.</td>
<td>No additional English language qualification required.</td>
</tr>
<tr>
<td>All nationals of majority English speaking countries (e.g. Canadian nationals).</td>
<td>No additional English language qualification required.</td>
</tr>
</tbody>
</table>
| Applicants that are not nationals of majority English speaking countries or first language English speakers. | Essex will ask to see a copy of the English language qualification the student used to be admitted to Waterloo (if this information isn’t already included on the application form).  
Essex will ask them to obtain an additional English language qualification as part of their offer if:  
  - the student has not taken an English language qualification that Essex routinely accepts;  
  - or  
  - they have taken an English language qualification that Essex accepts but haven’t met the requirements. |
Schedule 2

Proposed course structure for LLB at Essex

The course structure is indicative, and anticipates the upcoming changes to the regulatory control of qualifying law degrees in England & Wales which are due to be introduced in 2020. It may be subject to amendment before implementation and alternative optional modules may be introduced.

### Year 1

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td>LW101 Contract Law</td>
<td>HU201 Social Dimensions of Human Rights</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Autumn</th>
<th>LW303 Land Law</th>
<th>LW201 Tort Law</th>
<th>LW302 EU Law</th>
<th>HU300 Selected Issues in Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>LW202 Equity &amp; Trusts</td>
<td>Option (One HU300 level 15 credit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule 3

Transfer Pathway Progression

This Agreement articulates a reverse transfer credit pathway for Honours Arts students of the Faculty of Arts at Waterloo. Within five years these students will receive a Bachelor of Arts from Waterloo and LLB from Essex. A typical progression through this articulated transfer pathway for Waterloo students would be as follows:

Waterloo students’ progression

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term:</td>
<td>F</td>
<td>W</td>
<td>S</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Regular:</td>
<td>Waterloo ARTS</td>
<td>Waterloo ARTS</td>
<td>Off</td>
<td>Waterloo ARTS</td>
<td>Waterloo ARTS</td>
</tr>
<tr>
<td>Academic term:</td>
<td>1A</td>
<td>1B</td>
<td>Off</td>
<td>2A</td>
<td>2B</td>
</tr>
<tr>
<td>Units per term at Waterloo:</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Units total at Waterloo:</td>
<td>2.5</td>
<td>5</td>
<td>7.5</td>
<td>10</td>
<td>12.5</td>
</tr>
</tbody>
</table>

NOTE: Upon entry into their first fall term at Waterloo, students need to contact their Arts Academic Advisor / STP advisor to selecting modules to satisfy the Minor in Human Rights and Breadth Requirements. Four credit units at Essex = approximately 1.25 credit units at Waterloo.

Admission and Progression Requirements

1. Waterloo students would enrol in the Honours Bachelor of Arts (Four-Year degree) course.
2. Complete first three years of their Honours Bachelor of Arts (Four-Year degree), including completion of their minor in Human Rights, and completion of their Breadth Requirements.
3. Admission to the Essex 3-year LLB course requires the student be in satisfactory standing in their course (see Schedule 1). Students must also have no fails or incompletes in any modules in order to be admitted to the Essex course. Admission is competitive. A minimum average does not guarantee admission to the Essex course.
4. Students who meets the admission requirements of Essex LLB course (see Schedule 1) would transfer to Essex after their sixth academic term. The application for admission to the Essex degree course should be made during the second term (normally Winter) of the third year.
5. Students will be admitted directly into the second year of the Essex LL.B course in human rights law at the start of Essex’s academic year in the fall term.
6. Students will complete the last two years of the LLB course at Essex.
7. Waterloo recognizes one year of transfer credits for the 8 modules completed at second and third years of LLB course at Essex.
8. After completing the LLB degree course successfully, Bachelor of Arts degree will be awarded at Waterloo’s convocation ceremony and LLB degree at the Essex’s convocation ceremony.
9. If the student does not complete the LLB course successfully, transfer credits will be considered on an individual basis for modules taken at Essex with a minimum grade of 52%*).
Academic Regulations

Participating students must comply with the regulations of the university at which they are resident, including those governing academic and non-academic misconduct, and the ethical conduct of research. Acts of misconduct at Essex will be reported back to Waterloo.

Transfer Credits

Transfer credits will be awarded for the successful completion of the last two years of the Essex course as outlined below:

NOTE: Essex module information available here: https://www1.essex.ac.uk/modules/.

Students can choose an optional 15 credit 300 level module from Law option list.

The transfer credit assessment outlined in the chart below applies only to the pathway articulated in this Agreement. If students transfer to another plan at Waterloo, admission and transfer credits will be re-assessed and transfer credits may be reduced.

Transfer credit requirements:

Transfer credits, up to a maximum of five units, will be awarded for modules (listed below) in which a minimum grade of 52%* (lower-second class standing) has been achieved.

Credits that must be achieved at the receiving organization:
Credits are as outlined by the Faculty of Arts graduation requirements at Waterloo. All Faculty of Arts 4-year degrees require a minimum of [40] modules of 0.5 unit credit weight, for a total of 20 units.

*NOTE: A grade of 52% on a 40% pass/fail scale is equivalent to a 60% grade on a 50% pass/fail scale.

<table>
<thead>
<tr>
<th>Essex Module Code</th>
<th>Essex Module Title</th>
<th>Waterloo Module Code</th>
<th>Waterloo Module Title</th>
<th>Module Weight (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LW103</td>
<td>Foundations of Public Law</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>LW104</td>
<td>Criminal Law</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>LW108</td>
<td>Foundations of Obligations</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
<tr>
<td>LW201</td>
<td>Tort Law</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
<tr>
<td>LW202</td>
<td>Equity &amp; Trusts</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
<tr>
<td>HU200</td>
<td>Human Rights Organisations: International and Regional Institutions</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
<tr>
<td>HU201</td>
<td>Social Dimensions of Human Rights</td>
<td>LS 2XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
<tr>
<td>Option (One HU 300 level 15 credit)</td>
<td>Selected Issues in Human Rights</td>
<td>LS 4XX</td>
<td>Miscellaneous Legal Studies</td>
<td>0.5</td>
</tr>
</tbody>
</table>

TOTAL UNITS TRANSFERRED UP TO A MAXIMUM OF: 5.0
SCHEDULE 4 DATA PROTECTION

DEFINITIONS

Data Protection (DP) Laws means any law, enactment, regulation, regulatory policy, by-law, ordinance or subordinate legislation relating to the processing, privacy and use of Personal Data, as applicable to either Party, and includes any judicial or administrative interpretation of them, any guidance, guidelines, codes of practice, approved codes of conduct or approved certification mechanisms issued by any applicable regulator;

Data Controller, Data Subject, Data Processing, Personal Information and Security Breach have the meanings set out in General Data Protection Regulation (GDPR), which is Regulation (EU) 2016/679 of the European Parliament.

Purpose means the Purpose as defined in this Schedule.

GENERAL REQUIREMENTS

1.1 Each party shall comply with the DP Laws that are applicable to it.

1.2 The parties shall each be a Controller of the Personal Information and this schedule shall apply to that sharing of the Personal Information between the parties.

1.3 Each party shall, in relation to the Personal Information:

1.3.1 use the Personal Information only for the Purpose;

1.3.2 comply with its obligations under DP Laws, including without limitation:
   (a) ensuring there is a lawful basis on which to process the Personal Information;
   (b) ensuring that, where relevant and appropriate, privacy notices and/or policies are communicated to the relevant Data Subjects which explain how the Personal Information will be processed;

1.3.3 not do or permit anything to be done through act or omission which would cause the other party to incur any liability under the DP Laws;

1.3.4 promptly notify the other party in the event that it receives updates or corrections to any of the Personal Information;

1.3.5 be responsible for ensuring that it keeps the Personal Information secure and ensure that it only shares the Personal Information with the other party in a secure manner and using the agreed contacts set out in this schedule; other party from time to time;

1.3.6 provide reasonable assistance, information and co-operation where requested by the other party in respect of data protection matters

1.3.7 notify the other party immediately, and take into account any information and/or reasonable requests provided by the other party before responding publicly or to a regulator or any third party (provided that such information and/or requests are provided promptly and before any applicable response deadline):
   (a) if it is contacted or approached in relation to any claim and/or exercise or purported exercise of rights by a Data Subject under the DP Laws; or
(b) in the event of any investigation or enforcement activity the applicable regulator; or
(c) in the event of any Security Breach;

1.3.8 retain Personal Information in relation to the Data Subjects for such period as is necessary for the Purpose, and delete such data in a secure manner and in accordance with good industry practice following expiry of such period.

DATA PROTECTION PARTICULARS (PURPOSE)

The data is shared in order to ensure that students can have conferred upon them the appropriate awards to which they are entitled, and to enable Waterloo to manage its reputation through potentially limiting the ability of students who commit offences going on to study on other exchange programs.

Waterloo will not provide or transfer any personal data to Essex. Students from Waterloo will apply to Essex through the direct admissions system, providing their own personal information as required.

The Data Subjects are the students who apply to, or are enrolled on the program.

Essex will provide to Waterloo:
• Final marks/transcript grades of Waterloo students who are enrolled on to the program,
and, where applicable,
• details of any offence committed by a student on the program that leads to a penalty under either the University of Essex Code of Student Conduct, or the Academic Offences Procedures.

The data that will be shared will be:
• Full name, including preferred names and titles
• Gender
• Final marks, grades
• The nature and outcome (penalty imposed) of any Student Conduct or Academic Offence

Information will be shared through password protected attachments via email for the named contacts, who are:

Sacha Geer, PhD
Manager, International Mobility and Intercultural Learning
Student Success Office
Phone: +1 (519) 888-4567, ext. 40193

Email: sacha.geer@uwaterloo.ca

and

Sally Day
International Partnerships Officer
SUMMARY

We recommend the approval of the proposed Bachelor of Arts in Communication Arts and Design Practice (CADP) program. The plan of study makes efficient use of existing resources and will lead to a forward-looking and interdisciplinary degree that we believe would be appealing to students. The department of Communication Arts has three existing programs (two majors and one minor) that are supported by active faculty members. The introduction of a new Communication Arts and Design Practice major will facilitate an innovative new degree plan that offers students an opportunity to develop skills that cross over between theory and practice, across multi-modal and embodied and mediated forms.

We have some recommendations and advice for ways to make the program successful. In relation to the curriculum, we recommend the development of a capstone course that reinforces the learning objectives of the program, and results in a major project that integrates critical and creative practices.

The program has sufficient staffing resources at the outset, but we believe there is strong potential for student growth in this program, which would result in a need for additional teaching resources. In the areas of space and technology there are some shorter term needs. In order to ensure the success of the program we recommend that the university invest in...
additional A/V equipment (specified below) and renovate some existing spaces for student project use. Though both of these investments would facilitate the delivery of the CADP program, they could also be valuable to relevant students outside the program.

The most important issue for the new program is to ensure that adequate tools and spaces for student work and teaching are made available, as detailed in this report. There are two top priorities for this program. The first is the development of a required 4th year capstone course to ensure synthesis of diverse learning, particularly between theory and practice. The second is to invest in purchasing recommended equipment and renovating existing spaces to ensure excellent student learning opportunities and the tools needed to complete course work.

1. OUTLINE OF THE REVIEW

The reviewers visited the University of Waterloo on Sept. 25 and 26, 2019 and interviewed the following people:

David DeVidi, Associate Vice-President, Academic
Robert Danisch, Chair, Department of Communication Arts
Shana MacDonald, Associate Chair, Undergraduate Advisor Speech Communication
Jordana Cox, Assistant Professor (Communication Arts)
Andy Houston, Associate Professor and Undergraduate Advisor for Theatre and Performance
Kathy Acheson, Associate Dean of Undergraduate Programs, Faculty of Arts
Gerald Voorhees, Assistant Professor (Communication Arts)
Jennifer Roberts-Smith, Associate Professor (Communication Arts)
Glenn Stillar, Associate Professor (Communication Arts)
Ceylan Enver, Undergraduate Administrator (Communication Arts)
Sylvia Hannigan, Department Manager (Communication Arts)
Janelle Rainville, Director of Production and Theatre Operations (Communication Arts)
Naila Keleta-Mae, Assistant Professor (Communication Arts)
Carly, Undergraduate Major in Speech Communication
Sheila Ager, Dean of Arts
Imre Szeman, Professor (Communication Arts)
Karen Collins, Associate Professor (Communication Arts)
Sandra Keys, Liaison Librarian
Nancy Collins, Liaison Librarian
Kathy MacDonald, Department Head, Information Services and Resources (Dana Porter Library)

The reviewers visited the following facilities associated with the proposed program:

University Theatre
Studio 180
Sound studio (ECH)
Film and video studio (ECH)
Dana Porter Library
2. PROVIDE FEEDBACK ON EACH OF THE FOLLOWING EVALUATION CRITERIA

(1) 2.1 Objectives

The CADP program is interdisciplinary in structure and features experiential learning elements that are consistent with the University of Waterloo's strategic plan. The proposed program is organized across three existing academic plans (Speech Communication, Theatre and Performance, and Digital Arts Communication), with a new core introductory course, and the remaining courses selected from across existing offerings from these three programs. The program is designed to feature experiential learning elements in two ways. Firstly, it provides an option for co-operative education work terms that will enhance the students' on-campus learning. Secondly, the program integrates critical and applied skills in ways that are based on experiential learning principles.

The program requirements and learning outcomes are clear, appropriate and in alignment with the institution's statement of Degree Level Expectations. The degree name is appropriate, but it will be important for the program to deploy the term "design" in a way that is meaningful to all the stakeholders in their documentation and publicity materials.

(2) 2.2 Admission requirements

The admission requirements are appropriately aligned with the learning outcomes established for completion of the program. Because this program is built primarily from existing courses and majors, there is no significant change in admission. No alternative admission requirements are necessary.

(3) 2.3 Structure

The program is organized around three already existing degree plans (two major, one minor) in Communication Arts. The proposal's plan to incorporate courses from these three programs, while conceptually framing them in terms of critical design practice is sound. The new foundation course, "Introduction to Critical Design Practice" will ensure that the new program is coherent to students. In addition to this, we recommend that the program develop a required capstone course that students take in the final year of their program. Capstone courses are currently offered in the existing Theatre and Performance program, but a new capstone course that is specifically for the CADP is needed to reinforce the program's learning outcomes.

In addition, it will be valuable for the program to map these learning outcomes onto specific courses in the program. While the program learning outcomes are articulated in the program proposal and it is evident how these outcomes are supported by the course offerings, these linkages could be highlighted and strengthened further in documents outlining the program, and particularly in marketing materials.
2.4 Program content

The CADP program addresses the current state of the area of study in several ways. In each of the areas of Communication Arts, there is an increasing integration of theory and practice across the disciplines: Communication research and teaching increasingly incorporates critical making; the program in Theatre and Performance already reflects a shift towards conceptualizations of embodied performance; Digital Arts faculty members are engaged with research creation projects consistent with the current state of the discipline. As an interdisciplinary program, the CADP program draws on these developments in order to explore meaning-making and the production of meaning from both critical and practice-based perspectives.

Within the University of Waterloo there are related areas of study that should be retained. For example, the Digital Arts minor should remain an option for students in the faculty who wish to augment their major plan. There are also notable differences between the proposed CADP program and the Global Business and Digital Arts program. The latter places more emphasis on business and is limited to digital arts, while the former has a broader critical scope and also includes performance and multi-modal design. Similarly, while some courses relating to digital design are offered in the English and Fine Arts departments, these belong to substantially different programs (though it might be valuable if these courses were available as options to students in the CADP program). The CADP program presents a distinct intellectual trajectory for students.

The program shares some elements with other academic programs outside the university but is also distinct. York University has a minor in Media, Performance and Design, while existing BFA programs focus on Performance, Media Arts, and Cinema & Media Studies Cinema, which can include but do not require performance study. OCAD University offers a Digital Futures program that can blend performance studies with multimodal practice but does not integrate performance studies as a required area of study. Concordia, Simon Fraser University, McMaster and other multimodal /multimedia studies programs do not centre performance studies and rhetoric as key and linked domains of study as does this proposed CADP program. As well, the CADP program uniquely foregrounds design (opposed to media) as a method and as a conceptual framework that synthesizes inquiry across performance and communication arts/rhetorical studies. The program plan appropriately offers the opportunity to engage in explorations of embodied making and embodied performance that explore elements, concepts and practices that bind design, performance and communication studies.

The well-established and supported co-op program is and will be a unique feature of the CADP program, allowing students to participate in experiential learning at sites outside of the university. We are impressed by the substantial number of students in Communication Arts who take part in co-op and their excellent success rate in achieving employment directly after graduation. We recommend that this should be one key element used to promote the CADP program.
2.5 Mode of delivery

The program makes use of existing courses in Speech Communication, Theatre and Performance, and Digital Arts Communication. Some of these courses employ a traditional seminar mode of delivery while others are studio based workshop courses. There is one existing introductory lecture course. These modes of delivery will be effective for delivering the proposed CADP program because the degree requires that students navigate across the different modalities of learning (critical, applied, performative). It is evident that these variations of learning modes is present across courses in the program and even within some specific courses. It is likely the case that students will encounter the necessary critical and practice-based modes in their courses, but the high degree of self-direction in the program’s structure means that it could be reinforced further. This could be ensured with the addition of a capstone course for the program. All of the existing courses are mapped to Degree Level Expectations.

2.6 Assessment of teaching and learning

The program’s use of existing courses ensures that methods of assessment of student achievement are already linked to Degree Level Expectations. For the new program’s learning outcomes, there is more of an emphasis on the interface of theory and practice and exploring multimodal communication. The program’s structure, which draws on pre-existing program offerings, will ensure satisfactory assessment of teaching and learning at the course level, but could use additional reinforcement for program learning outcomes. In particular, the recommended capstone course will provide an opportunity to assess student learning outcomes for the program.

The existing courses are already subject to review and assessment by the department chair and faculty on an ongoing basis. These courses are mapped to and consistent with the institution’s Degree Level Expectations. Plans for documenting and demonstrating the level of performance of students in the new program will be consistent with department procedures already in place.

2.7 Resources for all programs

The program makes use of existing courses, with only one new course proposed. We are recommending the creation of an additional course. But because of the modest nature of the program proposal, staffing levels in the department are sufficient to offer the program at the outset. There is some question as to whether the program will result in a net growth of majors in the department or will primarily involve migration of majors from existing programs to the new CADP. We believe that there is a possibility that the program will attract new students. Significant growth in the program would require additional faculty members; current department administration is sufficient.

Current space resources for the proposed program are limited and should be renovated in order to ensure the success of students in the program. Current technology and equipment
resources for the proposed program are not sufficient. Students will need more reliable access to A/V technology. See recommendations below.

There are faculty members already teaching most of the program course requirements. The additional new course (SPCOM 149) could be taught by several different qualified faculty members.

(8) 2.9 Resources for undergraduate programs only
(b) There are sufficient faculty and staff to achieve the goals of the program at the outset. If there are significant reductions in the faculty complement or increases in the numbers of majors in the department, this would need to be addressed.

(c) The department and faculty administration each expressed their support for the program but also a need to work within existing resource constraints. We believe that modest investment in digital production equipment and the renovation of existing spaces would be necessary for the implementation of the program. Faculty-level administration voiced their support for the program because it could restore enrolment in a traditional Arts area.
(d) There are sufficient staffing levels for anticipated class sizes, but there will likely be needs for additional space and equipment. In some cases, the proposed program may result in an increased number of students in Communication Arts courses that are currently under-enrolled.

(e) The department currently supports experiential learning opportunities and can continue to provide this supervision at existing levels of majors.

(f) The department currently employs non-permanent faculty in some courses; best practice would be to ensure that the required courses and capstone course be offered by permanent faculty.

(1) 2.10 Quality and other indicators (to be inclusive of the institution’s own additional quality indicators)

Indicators of quality of the faculty members includes their records of scholarly publications, grants, creative practice, and research creation (as applicable). The faculty members in Communication Arts show strong performance across these indicators. They have the collective expertise to support the proposed program. The program structure is designed in a way that reflects the interdisciplinary and multimodal dimensions of the faculty of Communication Arts. The program will be enhanced by their active research and creative practice and these, in turn, will ensure the intellectual quality of the student experience.

3. TOPICS FOR ADVICE

Curricular considerations:
1. Faculty explained clearly the plans for first year required courses, suggesting SPCOM 101 (Theories of Communication) would be offered in 1A (fall term) and SPCOMM/THPERF 149 in 1B (Winter) to provide a first year experience grounded in theoretical frameworks and advancing to applications via method/approaches. Faculty has a clear and convincing plan for this first year experience that lays the ground for interdisciplinary thinking and synthesis through this sequence. We strongly support this sequencing. Additionally, we especially appreciated faculty explanations of 149 that demonstrated an understanding of design that binds performance/digital arts and communication studies; namely these include examination of practices including: the Prototype; Performance as research; Material thinking; Multimodal practice; and Experience design.

2. We recommend the faculty consider where training in aesthetics theory and aesthetic techniques (e.g. addressing design aesthetics such as color, texture, balance, scale, etc.) and digital theory and visual culture are offered in existing curriculum. Do faculty find that these topics are sufficiently covered in first year courses and distributed across other upper level courses? Is there a need for a second year or upper level course offering advanced study in this area? Perhaps there are courses existing in a different unit that could be cross-listed?

3. We appreciate that the Communication Arts department offers service courses (Comm 191, 193 and 223) and that the administration has ensured that the faculty needs required of these courses will not compromise the needs of Communication Arts programs, including CADP, to offer a high quality program. As such, we advise that core and permanent faculty should be the primary instructors of core courses (1st year experience and the proposed capstone) in CADP.

4. OTHER ISSUES

Curriculum with digital content is offered in other units in the university; this reflects its relevance to a range of fields and disciplines, the use of different approaches and the asking of different questions; we do not view this distribution of content across units as a redundancy. It would be useful if Curriculum Guides and promotional materials at Waterloo make clear the range of opportunities in digital study that are available to students. Additionally, CADP could list a range of courses offered outside of CADP that may be relevant to CADP students as options.

RECOMMENDATIONS

1) Curriculum additions:
We strongly recommend that the curriculum add a 4th year required Capstone course to ensure students engage in theory/practice synthesis. The current Drama 490/491 level special seminars are placeholders that could potentially offer this training and assessment. However, we recommend the creation of a distinct capstone course (CADP 490/491) with clear learning objectives. We also recommend that faculty consider whether the capstone would require a practice-based deliverable or practice plus a paper. We recommend that this course includes staffing by those faculty members with expertise and experience in creative practice. And while students might take other courses out of sequence to accommodate co-op, the capstone
should be required as a 4th year culminating course (i.e. not to be taken before the student’s final year).

We also recommend faculty offer an elective course in Creative Coding to teach basic coding skills (i.e. processing, and/or Java, etc.) and computational literacy. This is particularly relevant to students studying and/or employing graphic design, web design, and visualisation/mapping software. Perhaps such a course exists elsewhere at the university and can be cross-listed.

2) Resource Needs
Digital media resources (including video, audio, lighting and computers) are inadequate for teaching and student use. There is little access to equipment for students. In some cases, faculty loan personal equipment (which has not been purchased with grants or university funds) to students for completion of required coursework. Students require access to video, audio and lighting kits.

Recommendations:
The Faculty invest in at least 10 professional, portable video, audio and lighting kits for student borrowing.

The faculty consider the most efficient strategy for loaning and sustaining equipment to students. This service could take the form of a “cage” or room, staffed by a technician and/or student workers, who keep inventory, reservations, loan equipment and maintain it. This service could potentially be centralized (for example in the Arts library), giving priority borrowing privileges to practice-based students (in CADP, DAC, etc.).

Computers in ECH computer lab are 11 years old and will need to be updated soon.

University should consider providing a special student price for software packages (e.g. the Adobe Suite).

3) Space considerations

Students coming into this major will be required to engage in creative practice, normally in teams. As such, they will expect the university to provide space to conduct this work. Space will need to accommodate group based work, including design-based work that will require space for laptops, as well as space for movement and performance experiments, and mocking up interaction design, which may include the use of a range of video, sound, projection, sensors, and other such equipment.

Resources in HH180 are adequate and resources in the Theatre are updated and in many cases state of the art. Space for theatre/performance practice (Studio/HH 180) appears to be adequate for current levels of student enrolment in theatre/performance. The theatre is an excellent space that is well maintained and open to student use; however, the question of how consistently it could be available to CADP students (depending on enrolment), and whether this access supports student learning, practice and performance needs should be reviewed.
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Recommendations:
Renovate ECH 2018 to support teaching and student practice (including CADP students as well as DAC students who currently use the space).

Renovate AL-6. This is an older “smart classroom” (and storage space) that is used for primarily for teaching, as we understand, and needs updating. Recommend this room is renovated into a multi-purpose space that can be easily transformed to meet changing teaching and student practice-based work (performance, design, etc.) needs.

Renovate ML-117: This, we understand, is a space used for teaching; it could be functional as a flexible space facilitating teaching and student practice-based work.

If enrolment is maintained in current programs in Communication Arts, and additionally new students come to the CADP program, existing spaces for student practice may be insufficient to meet student and teaching needs and the university would need to consider additional spaces that could be made available to the program.

Signature: Paula Gardner Date: October 9, 2019

Signature: [Signature] Date: Oct. 9, 2019
Program Response to External Reviewers’ Report
Communication Arts and Design Practice (BA)
November 2019

General Commentary
The Department was glad to receive the reviewers’ report on our new Communication Arts and Design Practice undergraduate plan. The comments and recommendations aligned with the internal deliberations and expectations of the departmental committee responsible for the plan’s design. We’d like to make a couple of general comments about expected enrollment and resource requirements that speak to the broader concerns in the reviewers’ report. Presently we have about 200-215 undergraduate majors in the department and about 110-125 minors (in two undergraduate major plans and three undergraduate minor plans). The purpose of the new plan is to increase the total number of majors to about 250 and decrease the number of minors to about 75-85. This redistribution will include moving some majors from Speech Communication to the new plan and moving some Digital Arts Communication minors to the new plan. We do not anticipate significant growth beyond a total number of majors of around 250. This means that we believe our current faculty complement is adequate for the delivery of this new plan, and that this plan was designed with the idea of optimizing enrollment numbers in the department and aligning the existing faculty complement with the curriculum.

The desire to grow in this manner is, in part, also a desire to insure better enrollment numbers in our 300 and 400 level DAC courses, our 200 and 300 level THPERF courses, and our 300 and 400 level SPCOM courses. In the last few years those courses have had sub-optimal enrollment (meaning they were not operating at full-capacity). We have room, in other words, to grow our enrollment numbers in those existing course offerings and this plan is designed to help do that. If we move to a total undergraduate major population of around 250, then we anticipate needing just a small number of additional courses a year (3-5 in total). At the same time, we are investing in ways of reducing the total number of UCOI courses the department offers from around 110 to around 100 (this reduction in sections can come from efficiencies in enrollment). Thus we anticipate offsetting the small growth in number of sections we offer to majors with reductions of numbers of sections we offer of UCOI courses. Therefore, we anticipate a similar
cost of delivering all of our programs with greater revenue from improved enrollments in certain sections.

Program Response to External Reviewers' Recommendations

1. Curriculum additions:
   We strongly recommend that the curriculum add a 4th year required Capstone course to ensure students engage in theory/practice synthesis. The current Drama 490/491 level special seminars are placeholders that could potentially offer this training and assessment. However, we recommend the creation of a distinct capstone course (CADP 490/491) with clear learning objectives. We also recommend that faculty consider whether the capstone would require a practice-based deliverable or practice plus a paper.

   We recommend that this course includes staffing by those faculty members with expertise and experience in creative practice. And while students might take other courses out of sequence to accommodate co-op, the capstone should be required as a 4th year culminating course (i.e. not to be taken before the student's final year).

   We also recommend faculty offer an elective course in Creative Coding to teach basic coding skills (i.e. processing, and/or Java, etc.) and computational literacy. This is particularly relevant to students studying and/or employing graphic design, web design, and visualisation/mapping software. Perhaps such a course exists elsewhere at the university and can be cross-listed.

Response
   The Department has intentionally chosen not to include a required capstone course. Currently, the various programs in the Department offer about four sections per year of special topics, project-based courses (SPCOM 490/491, THPERF 490/491, and DAC 400). Any one of these courses can be included in a student’s academic plan. Even though they are not required, the vast majority of students within our academic plans take one of these courses. We are confident this trend will continue with this new major plan. Each of these special topics courses require project-based work that synthesizes material learned throughout a student’s academic plan in the Department, and we expect this to continue. In addition to these special topics courses, all fourth year level courses in the department (including those in Theatre & Performance, Speech Communication, and Digital Arts Communication) require forms of practice-based research or creative activity. Therefore, we believe that the kind of educational experience the reviewers are suggesting is more than adequately covered in our existing curriculum. Students will not graduate from this new plan, as it is constructed, without having to take a fourth year seminar that requires
project-based research or creative practice, and so we do not believe we need an explicit capstone required course.

We'd also like to note that some initial, basic instruction in creative coding is taught in two of our DAC courses, most explicitly in our advanced game design course. Our students in the current Digital Arts Communication minor have demonstrated adequate creative coding skills in our classes, and we believe the majority of students in this new major will be drawn from this existing pool of students. Therefore, we don't presently see the need for a required creative coding course, but we will explore the option of developing an elective in creative coding.

2) Resource Needs:
Digital media resources (including video, audio, lighting and computers) are inadequate for teaching and student use. There is little access to equipment for students. In some cases, faculty loan personal equipment (which has not been purchased with grants or university funds) to students for completion of required coursework. Students require access to video, audio and lighting kits.

The Faculty invest in at least 10 professional, portable video, audio and lighting kits for student borrowing.

The faculty consider the most efficient strategy for loaning and sustaining equipment to students. This service could take the form of a "cage" or room, staffed by a technician and/or student workers, who keep inventory, reservations, loan equipment and maintain it. This service could potentially be centralized (for example in the Arts library), giving priority borrowing privileges to practice-based students (in CADP, DAC, etc.).

Computers in ECH computer lab are 11 years old and will need to be updated soon. University should consider providing a special student price for software packages (e.g. the Adobe Suite).

Response
The Department strongly agrees with this recommendation. We have been planning to submit a budget request for 2020/21 that includes the equipment that the reviewers describe above. We anticipate that this will be a one-time budget request, and we believe this equipment is essential for both the delivery of our existing curriculum (including our UCOI courses) and this new academic plan. In addition, we have already determined a space for storing the equipment (in ML) and a method for loaning it out. The space and loaning process will be managed by our Department’s existing co-op student. We presently loan outdated cameras, tripods, and other equipment to faculty members for their teaching, and
we can easily expand this to students that need to work on specific projects for courses. We simply need the budget to purchase the equipment. What the reviewers describe above as a strategy for loaning equipment describes our existing process. Unfortunately, the reviewers did not meet our co-op student on their visit and did not see our existing storage space for equipment. Because so much of our equipment is now outdated, the purchase of new equipment is absolutely necessary for the success of this plan. We anticipate a one-time budget request of approximately $50,000-$60,000 to meet our resource needs.

ECH-1205 currently has a number of computers (about 20), essential for students' digital design work in sound and film. This room does not need to be renovated at present (according to the faculty that use it). There is some concern about the viability of the computers. They are currently sufficient for faculty and students, but will need to be replaced. We anticipate that they will be replaced by the Faculty of Arts rollover process within 3-5 years.

3) Space considerations:
Students coming into this major will be required to engage in creative practice, normally in teams. As such, they will expect the university to provide space to conduct this work. Space will need to accommodate group based work, including design-based work that will require space for laptops, as well as space for movement and performance experiments, and mocking up interaction design, which may include the use of a range of video, sound, projection, sensors, and other such equipment.

Resources in HH180 are adequate and resources in the Theatre are updated and in many cases state of the art. Space for theatre/performance practice (Studio/HH 180) appears to be adequate for current levels of student enrolment in theatre/performance. The theatre is an excellent space that is well maintained and open to student use; however, the question of how consistently it could be available to CADP students (depending on enrolment), and whether this access supports student learning, practice and performance needs should be reviewed.

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Renovate ECH 2018 to support teaching and student practice (including CADP students as well as DAC students who currently use the space).

Renovate AL-6. This is an older "smart classroom" (and storage space) that is used for primarily for teaching, as we understand, and needs updating. Recommend this room is renovated into a multi-purpose space that can be easily transformed to meet changing teaching and student practice-based work (performance, design, etc.) needs.

Renovate ML-117: This, we understand, is a space used for teaching; it could be functional as a flexible space facilitating teaching and student practice-based work.

If enrolment is maintained in current programs in Communication Arts, and additionally new students come to the CADP program, existing spaces for student practice may be insufficient to meet student and teaching needs and the university would need to consider additional spaces that could be made available to the program.

Response

We agree with the reviewers that renovating both AL-6 and ML-117 would create much better spaces for this new program. We have plans in place to make a one-time budget request for 2020-21 for a small renovation to ML-117. And we have a faculty member that will be applying for a CFI grant that will, in part, include some renovations and equipment for AL-6.

ML-117 - This space needs a simple renovation. The existing flooring needs to be removed and the video cameras (which are out-of-date) need to be removed (along with the wiring in the floor). The flooring needs to be replaced with tile so that the space can be used as a "messy" lab for design projects. Existing screens, projectors, computer, and tables/chairs can be retained. ML-117 was designed to be used for our interviewing class (and connected to ML-101 for viewing interviews), but the set-up no longer works for that class. We have a work order that has already been submitted for an estimate on this renovation. We believe a reasonable estimate for a simple renovation of ML-117 so that it is more useful for current teaching will be about $25,000.

AL-6 - This space is more complicated than ML-117. The major problems include a lack of proper ventilation, asbestos, and improper layout and equipment. In order to renovate properly, asbestos removal would be required. We have one forthcoming CFI grant (from Aynur Kadir in the department), and this space will be included in that application. The application will request updated equipment for the space (including an editing computer,
new display screens, and some other digital equipment). If the grant is successful, the space will serve as both a digital design research lab for faculty projects and a teaching space.

**Recommendations Not Selected for Implementation**
We are not making the curricular change recommended by the reviewers (see above for rationale).

**Signature of Approval**

[Signature]

Chair/Director                      Date

November 2019    Program Response to External Reviewers Report for New Programs
Dean’s Response to External Reviewers’ Report
Communication Arts and Design Practice (BA)
November 2019

General Commentary
Please see below for Dean’s responses.

Program Response to External Reviewers’ Recommendations

1. Curriculum additions:
   We strongly recommend that the curriculum add a 4th year required Capstone course to ensure students engage in theory/practice synthesis. The current Drama 490/491 level special seminars are placeholders that could potentially offer this training and assessment. However, we recommend the creation of a distinct capstone course (CADP 490/491) with clear learning objectives. We also recommend that faculty consider whether the capstone would require a practice-based deliverable or practice plus a paper.

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   We also recommend faculty offer an elective course in Creative Coding to teach basic coding skills (i.e. processing, and/or Java, etc.) and computational literacy. This is particularly relevant to students studying and/or employing graphic design, web design, and visualisation/mapping software. Perhaps such a course exists elsewhere at the university and can be cross-listed.

   Response
   We respect the function that the traditional capstone course provides in programs of this sort. However, I do not believe that such a course need be required within this program. The program is explicitly built around a practice-based and student-centered pedagogy, and affords many other opportunities for creative- and project-based learning and associated
critical reflection. Required capstones are demanding in terms of faculty resources, especially if they require particular expertise, and I do not regard the option as the most effective use of limited resources.

2) Resource Needs:
Digital media resources (including video, audio, lighting and computers) are inadequate for teaching and student use. There is little access to equipment for students. In some cases, faculty loan personal equipment (which has not been purchased with grants or university funds) to students for completion of completion of required coursework. Students require access to video, audio and lighting kits.

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Computers in ECH computer lab are 11 years old and will need to be updated soon.

University should consider providing a special student price for software packages (e.g. the Adobe Suite).

Response
The Faculty of Arts is committed to the provision of appropriate resources for all its programs. We take the specifics of the reviewers' recommendations seriously, and will work with the department as part of the usual department budget setting process to determine exactly what equipment is needed and a schedule for its purchase. We do note that the computers in the lab in ECH are not 11 years old (closer to five); nevertheless, they will be replaced and will, in future, be included in Arts' five-year roll over program. The department may propose a strategy for loaning equipment to students, which can also be considered at the upcoming budget meetings.
3) Space considerations:
Students coming into this major will be required to engage in creative practice, normally in teams. As such, they will expect the university to provide space to conduct this work. Space will need to accommodate group based work, including design-based work that will require space for laptops, as well as space for movement and performance experiments, and mocking up interaction design, which may include the use of a range of video, sound, projection, sensors, and other such equipment.

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**Response**

Arts expects that significant and net-new enrollment in this program will require support in all forms; as stated above, the Faculty is committed to providing all its programs with appropriate resources. We are open to discussing those needs through the routine consultative and deliberative practices undertaken within the faculty. With regard to ML-117 and ML-101, the Dean’s office will work with the department in order to determine how to make the space more useful to current and future teaching needs. With regard to AL-6, while we support the initiative to pursue the renovation costs through a research funding request, we also caution that long-term plans include the demolition or renovation of AL, so significant investment is not an option. ECH 2018 has been repaired.

**Recommendations Not Selected for Implementation**

See above re capstone course.

**Signature of Approval**

[Signature]

24 November 2019

Dean

Date
Senate Undergrad Council
Faculty of Environment
May 12, 2020

Approval Agenda:
  1. New Course (attachment 1)
  2. Course Change (attachment 1)
NEW COURSES  (for approval)

Knowledge Integration

Effective  01-SEP-2021

INTEG  240  (0.50)  LEC  Bullshit, Bias, and Bad Arguments

Misinformation, disinformation, propaganda, dishonest political ads, and bullshit
(i.e. communication intended to persuade without any concern for truth). It seems
it's harder than ever to know what to believe and what makes some claims more
credible or trustworthy than others. This course is an introduction to information
literacy and the art and science of spotting bullshit and other types of false
claims. The course will cover a broad range of issues from a social scientific
perspective, including comparisons of different types of deceptive information; the
role that cognitive biases and social networks play in shaping our perceptions of
truth and reality; the importance of data rights, privacy, and governance models for
social media platforms and other digital communications; misrepresentations of
science; and how influence campaigns undermine political deliberation and democratic
institutions. This course will provide students with knowledge and fundamental skills
that are important for countering bullshit, biases, and bad arguments.

Course Attributes:  Only offered Online
Requisites :  Prereq: Level at least 2A
Rationale :  There is a pressing need to provide students with foundational information
and media literacy skills in the context of major transformations in
journalism, the rise of social media, the prevalence of "bullshit" in the
"post-truth" age, the increasing sophistication of coordinated
disinformation campaigns, and the widespread adoption of tactics used to
influence people and conversations online. This course is designed to speak
directly to that need. While it is unusual to use the term "bullshit" in a
course title, the proposed course is influenced by similar courses offered
at other universities that use bullshit in the title (e.g. "Calling
Bullshit" at University of Washington). In addition, the word "bullshit"
has specific intellectual meaning in relevant scholarly work in fields such as
information science, sociology, political science, communications,
psychology, and philosophy. SPCOM, PHIL, ENGL, and ARTS courses have been
reviewed - and we have engaged with the Faculty of Arts, so have its assent
- to ensure there is little to no overlapping content. The course
description has been further refined to emphasize the course's social
scientific perspective, in contrast to the humanities perspectives offered
by the aforementioned departments.

COURSE CHANGES  (for approval)
Dean of Environment

Current Catalog Information

ENVS 433 (1.00) FLD Ecotourism and Communities

A field course typically based out of the Waterloo Summit Centre for the Environment in Huntsville, Ontario. The course focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in the Muskoka or Haliburton region. [Note: Field trip fee: $500.00+HST to $1500.00+HST]

Department Consent Required

Requisites: Prereq: REC 230

Cross-listed as: REC 433

Effective 01-SEP-2021

Component Change: FLD, LEC

Description Change: This blended course includes a field and online learning experience and focuses on the philosophical, socio-cultural, health, and ecological dimensions of ecotourism, and the skills and practices necessary for planning and managing ecotourism for community development and well-being. The course will involve one or more overnight excursions to ecotourism destinations in Ontario (e.g., Muskoka or Haliburton region). [Note: Field trip fee: $500.00+HST to $1500.00+HST]

Rationale: The description has been updated to reflect current course content. The LEC component has been added to the Calendar description to clearly indicate that the course may be delivered in a blended format. The course is cross-listed as REC/ENVS 433. These changes have been approved by both AHS and ENV and are being submitted simultaneously for approval at the May 12, 2020, Senate Undergraduate Council meeting.
Contents

1. New Course Activations
Computer Science (CS)
MTHEL

2. Course Changes
Computer Science (CS)
MATH
Statistics (STAT)
Actuarial Science (ACTSC)

3. Academic Plan Changes (Minor Modifications)
   3.1 Actuarial Science Minor
   3.2 Computational Mathematics
   3.3 Mathematics/Business Administration
   3.4 Mathematics/Financial Analysis and Risk Management
1. NEW COURSES  (for approval)

Computer Science - David R. Cheriton School of

Effective  01-SEP-2021
CS  479  ( 0.50 )  LAB, LEC, TST  Neural Networks

Requisites : Prereq: STAT 230; One of CS 335, CS 370, CS 371/AMATH 242
Rationale : New course activation. A version of this course has been offered as CS 489 (Topics in Computer Science) three times and has proven to be of great interest to our students. We would like to formalize the offering. An early version of CS 479 was offered as a fourth-year special topics course (CS 489) in W18, W19, and W20. Since the students enrolled in these courses were predominantly in 4A and 4B and the earliest they could have taken the course was 3B, we view it as highly unlikely that many will still be in the program starting in F21. Therefore, we do not see the need to explicitly add these specific previous offerings to a list of antirequisites.

Dean of Mathematics

Effective  01-SEP-2020
MTHEL  199  ( 0.25 )  LEC  Special Topics
Special topics course as announced by the Faculty. [Note: This course will be graded on a Credit/No-Credit basis.]

Course Attributes: Also offered Online
Rationale : New course activation. The Math Faculty is exploring ways to provide remedial mathematics to our incoming high school class whose senior mathematics courses were disrupted by the COVID crisis. One option is to provide a remedial course covering key high school topics. To effect this, we need to create a 0.25 credit course that can be offered online in the fall term. There is still a lot of discussions that must take place before using this course is chosen as a way to solve that problem, but we will not be able to create that course later so must create it now in case we need it. Grading basis is CR/NCR. Approval has been received by the Office of the Registrar to have a fall 2020 effective date.
2. COURSE CHANGES  (for approval)

Computer Science - David R. Cheriton School of

Current Catalog Information

CS  245 ( 0.50 )  LEC, TST, TUT  Logic and Computation
- Propositional and predicate logic. Soundness and completeness and their implications.
- Unprovability of formulae in certain systems. Undecidability of problems in computation, including the halting problem. Reasoning about programs. Correctness proofs for both recursive and iterative program constructions. [Note: Enrolment is restricted; see Note 1 above. Offered: F,W,S]
No Special Consent Required
Requisites : Prereq: (One of CS 136, 138, 146), MATH 135; Honours Mathematics students only. Antireq: PMATH 330, ECE 208, SE 212
Effective  01-SEP-2021

Description Change: Logic as a tool for representation, reasoning, and computation. Propositional and predicate logic. Formalizing the notions of correct and incorrect reasoning, defining what is computable, and exploring the limits of computation. Gödel's Incompleteness Theorem. Applications of logic to computer science.

Rationale : To update course description. A review of CS245 has been ongoing and the updated calendar description better reflects the course.

Current Catalog Information

CS  341 ( 0.50 )  LAB, LEC, TST  Algorithms
- The study of efficient algorithms and effective algorithm design techniques. Program design with emphasis on pragmatic and mathematical aspects of program efficiency.
- Topics include divide and conquer algorithms, recurrences, greedy algorithms, dynamic programming, graph search and backtrack, problems without algorithms, NP-completeness and its implications. [Note: Enrolment is restricted; see Note 1 above. Lab is not scheduled and students are expected to find time in open hours to complete their work. Offered: F,W,S]
No Special Consent Required
Requisites : Prereq: CS 240 and (MATH 239 or 249); Computer Science and BMath (Data Science) students only. Antireq: CS 231, ECE 406
Effective  01-SEP-2021
Component Change: LAB, LEC, TST, TUT
Rationale : To add a tutorial component. CS 341 has added tutorials in all three terms in 2019, even though there is no tutorial mentioned in the calendar description. The tutorial has been scheduled as a lab as a work around. Instructors would like to continue having these tutorials and adding a TUT designation would facilitate this scheduling.
Current Catalog Information

CS  343 (0.50) LAB, LEC, TST Concurrent and Parallel Programming
An introduction to concurrent and parallel programming, with an emphasis on language
constructs. Major topics include: exceptions, coroutines, atomic operations, critical
sections, mutual exclusion, semaphores, high-level concurrency, deadlock,
interprocess communication, process structuring, shared memory and distributed
architectures. Students will learn how to structure, implement and debug concurrent
programs. [Note: Enrolment is restricted; see Note 1 above. Lab is not scheduled and
students are expected to find time in open hours to complete their work. Offered:
F,W]
No Special Consent Required
Requisites : Prereq: CS 350 or SE 350; Computer Science students only. Antireq: MTE 241
Effective 01-SEP-2021
Requisite Change : Prereq: CS 350 or SE 350; Computer Science students only.
Rationale : To update antirequisite. MTE 241 is closer to CS350/SE350 than CS343. CS
Advisors have been overriding the antirequisite in practice, and these
students have all successfully completed CS343.

Current Catalog Information

CS  456 (0.50) LAB, LEC, TST Computer Networks
An introduction to network architectures and protocols, placing emphasis on protocols
used in the Internet. Specific topics include application layer protocols, network
programming, transport protocols, routing, multicast, data link layer issues,
multimedia networking, network security, and network management. [Offered: F,W,S]
No Special Consent Required
Requisites : Prereq: CS 350; Computer Science students only. Antireq: CS 436, ECE 358, 428
Effective 01-SEP-2021
Requisite Change : Prereq: CS 350 or SE 350; Computer Science students only. Antireq: CS 436, ECE 358, 428
Rationale : To update prerequisite. The omission of SE 350 was an oversight. SE 350 is
the CS 350 version that students in the Software Engineering (SE) program
take. SE has been consulted about these changes.

Current Catalog Information

CS  484 (0.50) LAB, LEC, TST Computational Vision
Introduction to image and vision understanding by computer. Camera-system geometry,
image formation and lighting, and image acquisition. Basic visual processes for
recognition of edges, regions, lines, and surfaces. Processing of stereo images, and
motion in image sequences. Object recognition. Applications of computer-vision
systems. [Note: Lab is not scheduled and students are expected to find time in open
hours to complete their work.]
No Special Consent Required
Requisites : Prereq: (AMATH 242/CS 371 or CS 370) and STAT 230 or 240; Computer Science
Effective 01-SEP-2021

Requisite Change:
Prereq: (One of AMATH 242/CS 371, CS 370, MATH 235, MATH 245) and (One of STAT 206, STAT 230, STAT 240); Computer Science students only

Rationale: To update prerequisites. A familiarity with linear algebra is required for the material covered in the course (MATH 235/245). STAT 206 is the STAT course taken by Software Engineering (SE) students. SE has been consulted for these changes.

Dean of Mathematics

Current Catalog Information

MATH 128  (0.50)  LEC, TUT  Calculus 2 for the Sciences
No Special Consent Required

Effective 01-SEP-2021

Requisite Change:

Rationale: To update prerequisite. Math 116 is missing as a possible prerequisite was an oversight, discovered by SCI advisors and brought to the attention of Math. Math 116 (Calculus 1 for the Engineering) is similar in pace and material to Math 127 (Calculus 1 for the Sciences). Since Math 127 is a prerequisite for Math 128, so should be Math 116. For one thing, this will allow students transferring from ENG to SCI with Calculus 1 to register into Calculus 2 without any manual override from advisors.

Statistics & Actuarial Science

Current Catalog Information

ACTSC 291  (0.50)  LEC, TST, TUT  Corporate Finance 1
This is the first in a two-course sequence that deals with corporate financial decision-making. Topics may include time value of money, capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, short term finance, and risk management. Where suitable, topics are treated from a mathematical and quantitative perspective.
No Special Consent Required
Antireq: AFM 273, ACTSC 371, ECON 371
Cross-listed as: AFM 272

**Effective 01-SEP-2021**

**Title Change:** Global Capital Markets

**Description Change:** This course offers an overview of global capital markets and asset valuation. Topics may include an overview of financial markets and instruments, time value of money, valuation of financial assets, and financial risk and portfolio management. Where suitable, topics are treated from a mathematical and quantitative perspective.

**Requisite Change:** Prereq: MATH 136 or 146, MATH 128, 138 or 148; Computing & Financial Management, Mathematics/Chartered Professional Accountancy students Coreq: STAT 230 or 240. Antireq: AFM 273, ACTSC 372, ECON 371

**Rationale:** To change title, description, prerequisites, and corequisites to better reflect learning outcomes achieved and more accurately reflect the alignment between AFM 272 and AFM 273. Accounting and Financial Management and Biotech/Chartered Professional Accountancy are being removed as eligible to take AFM 273 instead.

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**Current Catalog Information**

**ACTSC 391 (0.50) LEC, TST, TUT** Corporate Finance 2

This course is a continuation of AFM 272/ACTSC 291. Topics to be explored are covered under the listing for AFM 272/ACTSC 291.

No Special Consent Required


**Cross-listed as: AFM 372**

**Effective 01-SEP-2021**

**Subject/Catalog Nbr Change:** ACTSC 391

**Title Change:** Corporate Finance

**Description Change:** This is the first in a two-course sequence that deals with corporate financial decision making. Topics may include capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, and short-term finance. Where suitable, topics are treated from a mathematical and quantitative perspective.


**Rationale:** To change number (AFM offering), title, description, and antirequisites and add description note. The title is being revised to better reflect learning outcomes achieved and more accurately reflect the alignment between AFM 275 and AFM 274. Course number revised to reflect year course is typically taken. Former course number added to antireq list. The description note is added to identify the previous course number. The difference in level reflects the different timing of the course in the Math/CPA and CFM program relative to the actuary science program.
**Current Catalog Information**

**ACTSC 471 (0.50) LEC, TST, TUT**

Advanced Corporate Finance

This course covers various advanced topics in corporate finance, with emphasis on theories of corporate incentives and asymmetric information. Illustrative applications using cases are provided.

No Special Consent Required

Requisites:


Cross-listed as:

AFM 476

**Effective 01-SEP-2021**

Title Change:

Corporate Financial Decision Making

Description Change:

This is the second course of a two-course sequence that deals with corporate financial decision making. The course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions. Where suitable, topics are treated from a mathematical and quantitative perspective.

Requisite Change:


Rationale:

To change title, description, and prerequisites. The title and description are being updated to reflect the larger curriculum update. The change in prerequisites reflects the renumbering of AFM 372 to AFM 275 (Corporate Finance). Name change will also be reflected in ACTSC/Finance Specialization plan.

**Current Catalog Information**

**STAT 440 (0.50) LEC**

Computational Inference

Introduction to and application of computational methods in statistical inference. Monte Carlo evaluation of statistical procedures, exploration of the likelihood function through graphical and optimization techniques including EM. Bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. [Offered: W]

No Special Consent Required

Requisites:

Prereq: STAT 341 or 340

**Effective 01-SEP-2021**

Description Change:

Introduction to and application of computational methods in statistical inference. Monte Carlo evaluation of statistical procedures, exploration of the likelihood function through graphical and optimization techniques. Topics include expectation-maximization, Bootstrapping, Markov Chain Monte Carlo, and other computationally intensive methods. [Offered: W,S]

Requisite Change:

Prereq: STAT 330, STAT 341

Rationale:

To change description and prerequisites. STAT updated some 3rd year courses. STAT 341 has been updated and is the more appropriate prerequisite when combined with STAT 330 therefore STAT 340 no longer applies. The term
offering has been updated to include the new spring offering as this is a required course for Data Science (BCS and Statistics). Due to Data Science being a co-op plan, multiple offerings are necessary for required courses. The additional prerequisite will allow us to spend less time on review and basic material, and therefore 2 to 3 weeks of the course is affected by those changes. The course material affected by these changes is about 1 week of lectures. The change of requisites will condense the review material and significantly improve the learning outcomes.

Current Catalog Information
STAT 441  (0.50)  LEC Statistical Learning - Classification
Given known group membership, methods which learn from data how to classify objects into the groups are treated. Review of likelihood and posterior based discrimination.
Main topics include logistic regression, neural networks, tree-based methods and nearest neighbour methods. Model assessment, training and tuning. [Offered: F]
No Special Consent Required
Requisites: Prereq: STAT 341 or (STAT 330 and 340)
Effective 01-SEP-2021
Description Change:
Classification is the problem of predicting a discrete outcome from a set of explanatory variables. Main topics include logistic regression, neural networks, tree-based methods, support vector machines and nearest neighbour methods. Other topics include model assessment, training, and tuning. [Offered: F,W]
Requisite Change:
Prereq: STAT 341; STAT 331 or 371
Rationale:
To change the description and prerequisites. The Statistics department updated some 3rd year courses and the updated version of STAT 341 is the more appropriate prerequisite when combined with STAT 331. STAT 340 and 330 no longer apply as appropriate prerequisites. The term offering has been updated to include the new Winter offering as this is a required course for Data Science (BCS and Statistics). Due to Data Science being a co-op plan, multiple offerings are necessary for required courses. The change affects less than 1 week of lectures.

Current Catalog Information
STAT 442  (0.50)  LEC, TUT Data Visualization
Visualization of high dimensional data including interactive methods directed at exploration and assessment of structure and dependencies in data. Methods for finding groups in data including traditional and modern methods of cluster analysis. Dimension reduction methods including multi-dimensional scaling, nonlinear and other methods. [Offered: F]
No Special Consent Required
Requisites: Prereq: STAT 231 with a grade of at least 60% or STAT 241
Effective 01-SEP-2021
Description Change:
Visualization methods applied to data. Both human perception and statistical properties inform the methods used to display and visually explore categorical, continuous, time-ordered, map, and high dimensional
data. Order and layout effects on tables and graphics. Statistical concepts visually presented include variability, densities, quantiles, conditioning, and hypothesis testing. Interactive graphics include linking, brushing, motion, and the navigation of high dimensional spaces guided via projection indices. Glyphs (e.g., cartoon, statistical, or heatmap) and radial and parallel coordinates. [Offered: F,W]

Requisite Change : Prereq: STAT 341
Rationale : To change the description and prerequisites. STAT 442 is being offered in the winter, and the note within the description needs to be updated now that a stronger prerequisite exists. STAT 341 has been updated to be the proper prerequisite for STAT 44x courses. An additional offering is needed as this is a required course for Data Science (BCS and Statistics). Due to Data Science being a co-op plan, multiple offerings are necessary for required courses. The change affects less than 1 week of lectures.

Current Catalog Information
STAT 444 (0.50) LEC Statistical Learning - Function Estimation
Methods for finding surfaces in high dimensions from incomplete or noisy functional information. Both data adaptive and methods based on fixed parametric structure will be treated. Model assessment, training and tuning. [Offered: W]
No Special Consent Required
Requisites : Prereq: STAT 341 or STAT 331 or 371

Effective 01-SEP-2021
Component Change: LEC, TUT
Title Change: Statistical Learning - Advanced Regression
Description Change: This course introduces modern applied regression methods for continuous response modelling, emphasizing both explainability and predictive power. Topics cover a wide selection of advanced methods useful to address the challenges arising from real-world and high-dimensional data; methods include robust regression, nonparametric regression such as smoothing splines, kernels, additive models, tree-based methods, boosting and bagging, and penalized linear regression methods such as the ridge regression, lasso, and their variants. Students will gain an appreciation of the mathematical and statistical concepts underlying the methods and also computational experience in applying the methods to real data. [Offered: W,S]

Requisite Change : Prereq: STAT 341; STAT 331 or 371
Rationale : To change the title, description, prerequisites, and add a tutorial component. STAT 331 and 341 are now both necessary for the updated course material. The term offering has been updated to include the new Spring offering as this is a required course for Data Science (BCS and Statistics). Due to Data Science being a co-op plan, multiple offerings are necessary for required courses. The course title changed to Advanced Regression because this is now a recognized phrase within the machine learning industry. The addition of a tutorial component provides a dedicated time slot and space for the instructor to take questions, to
interact with the class and address any difficulties students may be having. Moreover, it is planned that assignments and midterms could be taken up during that time, freeing lecture time for presenting the material. So far, STAT 444 only has one offering. When there is a need and the teaching resources are available, we can have multiple sessions. In that situation, the multiple sessions will have the common tutorial for quizzes and midterms.
3. Academic Plan Changes.

3.1 Actuarial Science minor

Update minor by removing ACTSC 371 (Introduction to Investments) from the “all of” list and creating a new “two of” list by adding ACTSC 372 (Corporate Finance). Move ACTSC 331 and ACTSC 363 from the “all of” list to the “two of” list. Add one additional 400-level ACTSC course as a degree requirement.

Effective date: September 1, 2021

Rationale/Background: At last SUC, a number of changes to Actuarial Science plans were adopted, many of them coming from the changes to ACTSC 372 and inactivation of ACTSC 371. ACTSC 331, 363, and 372 are three different important topics in Actuarial Sciences, and the new structure gives students the flexibility to pick two areas and further their knowledge by taking a 400 level ACTSC course.


Calendar text:

**bold= new, strikeout= delete**

All of

ACTSC 231 Introductory Financial Mathematics
ACTSC 232 Life Contingencies 1
ACTSC 331 Life Contingencies 2
ACTSC 363 Casualty and Health Insurance Mathematics 1
ACTSC 371 Introduction to Investments
AFM 101 Introduction to Financial Accounting
MATH 237 Calculus 3 for Honours Mathematics or MATH 247 Calculus 3 (Advanced Level)
MTHEL 131 Introduction to Actuarial Practice
STAT 330 Mathematical Statistics
STAT 333 Applied Probability

Two of

**ACTSC 331 Life Contingencies 2**
**ACTSC 363 Casualty and Health Insurance Mathematics 1**
**ACTSC 372 Investment Science and Corporate Finance**

One additional 400-level ACTSC course

Notes

1. Students currently or previously enrolled in the Business Administration and Mathematics Double Degree plan may substitute:
   - BUS 121W for MTHEL 131.
   - BUS 283W for ACTSC 371.
   - BUS 127W for AFM 101.
2. STAT 334 is not an acceptable substitute for STAT 330 or STAT 333.
3. Non-math courses, even when used as substitutions for Math courses, are not to be included as Math courses in counts and averages. See Table I.
3.2 Computational Mathematics

To add an additional CS course (CS 431 Data-Intensive Distributed Analytics) to the “Four additional” courses list and move CS 451 to make it an “or” option with CS 431.

Effective date: September 1, 2021

Rationale/Background: 
CS 431 covers the same topics as CS 451 (their calendar descriptions are identical), but 451 is restricted to Computer Science and BMath (Data Science) students only. Whereas CS 431 is open to non-CS students, CS 431 and 451 are both held together at the same time and location.

Calendar text:

**bold= new**

[...]

Four additional courses from

[...]

**CS 431 Data-Intensive Distributed Analytics or** CS 451 Data-Intensive Distributed Computing

[...]

Plan impacted: Computational Mathematics: http://ugradcalendar.uwaterloo.ca/page/MATH-Computational-Mathematics1

3.3 Mathematics/Business Administration

To remove AMATH 350 (Differential Equations for Business and Economics) as a required course from the “all of” list in the Mathematics/Business Administration plan and add one more additional math course as a requirement.

Effective date: September 1, 2021

Rationale/Background: The changes to the finance course sequences means Mathematics/Business Administration students no longer have the prerequisites to take AMATH 350 (Differential Equations for Business Economics). This particular course is not “core knowledge” for all math/business students, so its deletion does not affect the academic goals of the program. The addition of the fourth math elective gives students more room to complete math minors. The total number of required courses does not change but it provides students with more flexibility to choose math courses of their interest. Applied Mathematics has agreed to this change.

Plan impacted: http://ugradcalendar.uwaterloo.ca/page/MATH-Mathematics-or-Bus-Admin-Degree-Requirements

3.4 Mathematics/Financial Analysis and Risk Management

To update the Notes section by adding two notes which includes information about co-op and mode of delivery.
Effective date: September 1, 2021

Rationale/Background: With the new FARM online program starting Fall 2020, we identified a need to clarify the process for switching between the modes of delivery. Both FARM online and FARM on campus are the same plan, so switching between modes is not the same as switching between plans. This language should provide some guidance to students. Also, CEE was concerned that international online students would be unaware that enrollment in this plan does not confer eligibility to work in Canada. These words should clarify that somewhat.

Calendar text:

**bold= new**

[...]  

3. Students may study FARM either though the on-campus or online mode of delivery. Students must obtain the approval of the Program Director (or their designate) for changes to mode of delivery.

4. Online students must consult with the Program Director (or their designate) in their first study term to establish their co-op sequence and related processes. Additionally, non-Canadian co-op students studying via the online mode of delivery may be further restricted in the geographic locations in which they are able to secure employment than students studying on-campus. All co-op students have a responsibility to ensure they are limiting their co-op job searches to geographic locations where they are legally eligible to work.

Plan impacted: http://ugradcalendar.uwaterloo.ca/page/MATH-Math-or-Fin-Analysis-Risk-Mgt-Degree-Reqmnt
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1. CHANGES TO EXISTING COURSES

1.1 Chemistry
CHEM 370

1.2 Science and Business
SCBUS 122 and 225

1.3 Science
SCI 252

2. ACADEMIC PLANS (MINOR MODIFICATIONS)

2.1 Honours Biology, Microbiology Specialization (Reg. & Co-op)

Effective Date: September 1, 2020 (current live Calendar)

Background and Rationale:
BIOL 448 was removed as a required BIOL course and added to the list of BIOL elective options, reducing overall required BIOL units from 9.0 to 8.5, and increasing BIOL elective units from 2.5 to 3.0. This change, approved at the January 2019 SUC, should have included an increase in the number of required 400-level BIOL elective courses from 1.5 to 2.0, but was missed. The current approved requirements for this specialization would allow a student to graduate with 2.0 units of 400-level BIOL when they have always required 2.5 units. This error needs correction in the current 2020-2021 Calendar.

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Successful completion of this program:

21.5 units distributed as follows:

- 8.5 BIOL units: BIOL 110, BIOL 120, BIOL 130, BIOL 130L, BIOL 150, BIOL 165, BIOL 239, BIOL 240, BIOL 240L, BIOL 241, BIOL 273, BIOL 308, BIOL 309, BIOL 331, BIOL 346, BIOL 348L, BIOL 359, and BIOL 431
- 3.0 BIOL units chosen from: BIOL 341, BIOL 342, BIOL 345, BIOL 349, BIOL 361, BIOL 365, BIOL 414, BIOL 441, BIOL 442, BIOL 443, BIOL 444, BIOL 447, BIOL 448, BIOL 449, BIOL 475, or BIOL 499A and BIOL 499B with the following condition:
  - 2.0 1.5 of the BIOL units must be at 400-level
- 0.5 BIOL unit 300-level or higher
- 3.0 CHEM units: CHEM 120, CHEM 120L, CHEM 123, CHEM 123L, CHEM 237, CHEM 237L, CHEM 266, and CHEM 266L
- 0.5 unit program elective chosen from: MATH 114, MATH 127, or PHYS 111
- 0.5 STAT unit: STAT 202
- 5.0 elective units
- 0.5 unit ENGL: ENGL 193/SPCOM 193

...........
3 ACADEMIC PLANS (MAJOR MODIFICATIONS)

3.1 Honours Co-operative Biotechnology/Chartered Professional Accountancy

Effective Date: September 1, 2021.

Background and Rationale: The restructuring of AFM courses and the requirement for only six versus eight AFM courses for CPA designation, form the basis for most of the changes to the Honours Biotechnology, Chartered Professional Accountancy plan in the Faculty of Science. As a result, one elective course and one SCBUS course can be added, resulting in a resequencing of required Science courses. Overall program unit requirements remain unchanged (22.0 units total). These program changes have been coordinated with the School of Accounting and Finance and are summarized as follows:

- AFM 101 and 102 are replaced by AFM 191 and 182, respectively, as these are now dedicated accounting courses for students seeking the CPA designation.
- AFM 401 and AFM 479 are removed as requirements because only six instead of eight AFM courses are needed for CPA designation (AFM 362, 382, 451, 462, 482 and 491).
  - AFM 382 was AFM 481 (renumbered)
  - AFM 451 was AFM 351 (renumbered)
  - AFM 373 and 491 change sequence
- AFM 311, an ethics course, is removed; ethics content will be covered via a newly added SCBUS 122 requirement and content changes within SCBUS 225.
- Students no longer select two of four 0.25 unit courses from AFM 205 (Financial Services), AFM 206 (Tax), AFM 207 (Analytics) and AFM 208 (Assurance); students must now take AFM 206 and 208 so they can have two accounting prep courses prior to co-op, resulting in no unit changes.
- ECON 221 is removed and statistic content will be covered via two new AFM requirements, AFM 113 and 121; As a result, program Note #1 is removed because it names STAT 202 as a suitable substitute for ECON 221 (this change is supported by Economics).
- SPCOM 111 is removed as there is already a dedicated Science Communication course (ENGL 193/SPCOM 193) requirement in the program (this change is supported by Communication Arts).
- AFM 112 and AFM 113 are added as two of three new required AFM courses. They are foundation courses for data analytics competency. AFM 113 becomes the statistical prerequisite for AFM 121.
- AFM 121 is the third of three new added AFM requirements, necessary as a prerequisite for a restructure AFM 273.
- ECON 101 and ECON 102 move to Year 2 to allow space in Year 1 for the three new added AFM course requirements (112, 113 and 121)
- The AFM 321, 362, 462 tax sequence replaces the AFM 362, 363, 462 tax sequence set.
- Chemistry requirements move to Years two and three to accommodate a newly added SCBUS 122 to Year 1; most Biology requirements are also re-sequenced around AFM and CHEM course sequence changes.
• One elective is gained and added to Year two.
• The Year 1B term has six courses instead of five, and the Year 2A now has five courses instead of six.
• The Year 2B term has five courses rather than six, and the Year 3A term now has six courses rather than five.
• AFM 231 is renumbered as AFM 335 because it will become a third year course, but remains the law course for the plan.
• Several AFM courses have new titles.

The program will be modified as follows based on the noted changes.

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Continuing in the Honours Biotechnology, Chartered Professional Accountancy program requires a cumulative Science average of 65%, a cumulative Accounting average of 70%, and a cumulative overall average of 70%.

Successful completion of this program requires:
1. 22.0 total units distributed as follows:
   - 8.0 Science units distributed as follows:
     - 4.75 BIOL units: BIOL 130, BIOL 239, BIOL 240, BIOL 240L, BIOL 241, BIOL 309, BIOL 331, BIOL 342, BIOL 432, and BIOL 443
     - 2.75 CHEM units: CHEM 120, CHEM 120L, CHEM 123, CHEM 123L, CHEM 266, CHEM 266L, and CHEM 237
     - 0.5 BIOL or CHEM elective unit chosen from: BIOL 345, BIOL 431, BIOL 434, BIOL 441, BIOL 442, BIOL 444, BIOL 483, CHEM 333, or CHEM 432
   - 0.5 AFM unit chosen from: AFM 205, AFM 206, AFM 207, and AFM 208
   - 1.0 ECON units: ECON 101, and ECON 102, and ECON 221
   - 0.5 SCBUS unit: SCBUS 122 and SCBUS 225
   - 0.5 ENGL unit: ENGL 193/SPCOM 193
   - 0.5 SPCOM unit: SPCOM 111
   - One elective
2. Co-operative program requirements that include:
   - Four work terms: COOP 1, COOP 2, COOP 3, and COOP 4.
   - A minimum of three work-term reports: one as part of PD 11, WKRPT 200S, and WKRPT 300S.
   - Four Professional Development courses: PD 1, PD 11, and two other PD courses.

Notes
1. STAT 202 can substitute for ECON 221.
2. Fees for this program are higher than some honours BSc programs because it is a high-fee plan.

Recommended Course Sequence

Year One

Fall
AFM 101 Introduction to Financial Accounting
AFM 112 Analytical Methods for Business 1
AFM 191 Foundations for Financial Reporting
BIOL 130 Introductory Cell Biology
BIOL 240/Biol 240L Fundamentals in Microbiology/Microbiology Laboratory
CHEM 120/CHEM 120L General Chemistry 1/General Chemistry Laboratory 1
SCBUS 225 Organizational Behaviour in Scientific and Technical Workplaces
One of ENGL 193/SPCOM 193 Communication in the Sciences

Winter
AFM 102 Introduction to Managerial Accounting
AFM 113 Analytical Methods for Business 2
AFM 121 Introduction to Global Capital Markets
AFM 182 Foundations for Management Accounting
BIOL 239 Genetics
CHEM 123/CHEM 123L General Chemistry 2/General Chemistry Laboratory 2
ECON 101 Introduction to Microeconomics
SCBUS 122 Management of Business Organizations
One of ENGL 193/SPCOM 193 Communication in the Sciences
SPCOM 111 Leadership, Communication, and Collaboration
Year Two

Fall
AFM 212 Financial Analysis and Planning
AFM 273 Managerial Finance 1
BIOL 240/BIOL 240L Fundamentals in Microbiology/Microbiology Laboratory
BIOL 309 Analytical Methods in Molecular Biology
CHEM 120/ CHEM 120L General Chemistry 1/ General Chemistry Laboratory 1
ECON 101 Introduction to Microeconomics
CHEM 266/CHEM 266L Basic Organic Chemistry 1/ Organic Chemistry Laboratory 1
ECON 102 Introduction to Macroeconomics

Two of:
AFM 205 Introduction to Financial Services
AFM 206 Introduction to Tax
AFM 207 Introduction to Analytics
AFM 208 Introduction to Assurance

Spring
AFM 231 Business Law
AFM 274 Managerial Finance 2
AFM 291 Intermediate Financial Accounting 1
BIOL 309 Analytical Methods in Molecular Biology
BIOL 241 Introduction to Applied Microbiology
CHEM 123/ CHEM 123L General Chemistry 2/ General Chemistry Laboratory 2
CHEM 237 Introduction Biochemistry
ECON 102 Introduction to Macroeconomics
ECON 221 Statistics for Economists
One elective

Year Three

Fall
AFM 273 Managerial Finance 1 Financial Instruments and Capital Markets
AFM 321 Personal Financial Planning
AFM 341 Accounting Information Systems
AFM 362 Taxation 1 – Foundations
AFM 373 Cases and Applications in Corporate Finance
AFM 391 Intermediate Financial Accounting 2
BIOL 342 Molecular Biotechnology 1
CHEM 266/CHEM 266L Basic Organic Chemistry 1/ Organic Chemistry Laboratory
Spring
AFM 274 Managerial Finance 2 - Introduction to Corporate Finance
AFM 335 Business Law for Financial Managers
AFM 311 Connections to Ethical Context
AFM 351 Audit Strategy
AFM 362 Taxation 1 - Foundations
AFM 363 Taxation 2 - Integration
AFM 451 Audit Strategy
AFM 481 Cost Management Systems
BIOL 241 Introduction to Applied Microbiology
CHEM 237 Introduction to Biochemistry

Year Four
Winter
AFM 373 Cases and Applications in Corporate Finance
AFM 382 Cost Management Systems
AFM 433 Business Strategy
AFM 491 Advanced Financial Accounting
BIOL 331 Advanced Cell Biology
BIOL 432 Molecular Biotechnology 2
BIOL or CHEM elective (0.5 unit)

Fall
AFM 401 Accounting Theory
AFM 462 Taxation 3 - Tax Planning Topics
AFM 479 Cases and Applications in Finance II
AFM 491 Advanced Financial Accounting
BIOL 443 Fermentation Biotechnology
BIOL or CHEM elective (0.5 unit)
### Summary: Updated Honours Co-operative Biotechnology/CPA Plan

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<th>1B winter</th>
<th>2A fall</th>
<th>2B spring</th>
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<th>3B spring</th>
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<td>AFM 182 (replaces 102)</td>
<td>AFM 212</td>
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<td>AFM 274 (sequence change)</td>
<td>AFM 382 (was 482)</td>
<td>AFM 462</td>
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<tr>
<td>AFM 112 (newly added)</td>
<td>AFM 113 (newly added)</td>
<td>AFM 206 &amp; AFM 208 (0.25 unit each; 206+208=one course)</td>
<td>BIOL 241 (sequence change)</td>
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<td>CHEM 123/123L (sequence change)</td>
<td>AFM 341</td>
<td>AFM 362</td>
<td>AFM 373 (sequence change)</td>
<td>AFM 482</td>
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<td>BIOL 239 (sequence change)</td>
<td>CHEM 120/120L (sequence change)</td>
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<td>N/A</td>
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<td>CHEM 266/266L (sequence change)</td>
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<td>6 courses vs 5 courses</td>
<td>5 courses vs 6 courses</td>
<td>5 courses vs. 5 courses</td>
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<td>Remains 5 courses</td>
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</tbody>
</table>

- **Removed from program (2.5 units):**
  1. SPCOM 111
  2. ECON 221
  3. AFM 311
  4. AFM 401
  5. AFM 479

- **Added to program (2.5 units):**
  1. AFM 112
  2. AFM 113
  3. AFM 121
  4. SCBUS 122
  5. 1 elective

- **Removed from program (no unit changes)**
  - Option to select two of four: AFM 205, 206, 207 or 208 (0.25 unit each)
  - AFM 205 & 207 are no longer options
4 ACADEMIC PLAN INACTIVATIONS

Effective Date: September 1, 2021

Rationale: The six Biology specializations plans, in both regular and co-op, will become inactivate due to relatively low enrolment and additional scheduling constraints required to maintain the large number of specializations.

4.1.1 Honours Biology, Animal Biology Specialization
4.1.2 Honours Biology, Biotechnology Specialization
4.1.3 Honours Biology, Environmental Biology Specialization
4.1.4 Honours Biology, Microbiology Specialization
4.1.5 Honours Biology, Molecular Genetics Specialization
4.1.6 Honours Biology, Plant Biology Specialization
4.1.7 Honours Co-operative Biology, Animal Biology Specialization
4.1.8 Honours Co-operative Biology, Biotechnology Specialization
4.1.9 Honours Co-operative Biology, Environmental Biology Specialization
4.1.10 Honours Co-operative Biology, Microbiology Specialization
4.1.11 Honours Co-operative Biology, Molecular Genetics Specialization
4.1.12 Honours Co-operative Biology, Plant Biology Specialization
COURSE CHANGES  (for approval)

Chemistry

Current Catalog Information
CHEM  370  ( 0.50 )  LEC, TUT  Introduction to Polymer Science

Basic definitions and polymer nomenclature, molecular weight distributions and averages, molecular weight measurements, step-growth and free radical chain-growth polymerization reactions, chain conformations, glass transition, crystallization, and mechanical properties of polymers. [Offered: F]

No Special Consent Required
Requisites :
Effective  01-SEP-2021
Requisite Change :
Rationale :
CHE 542 has been listed as an antirequisite to CHEM 370 since at least 2001, but became inactive effective September 1, 2010. CHEM 541 is a current introductory course in polymer science and properties, effective September 1, 2017, (June 2016 SUC) and should be listed as the antirequisite for CHEM 370 based on the overlap in content.

Dean of Science Office

Current Catalog Information
SCBUS  122  ( 0.50 )  DIS, LAB, LEC  Management of Business Organizations

This course deals with the essential activities that comprise the management of business organizations: planning, organization, leadership and control. It includes case studies, project management, team/group dynamics and strategies, the importance of diversity/globalization, human resource management and a comparison of traditional and entrepreneurial leadership and management. [Offered: W]

No Special Consent Required
Requisites :
Effective  01-SEP-2021
Description Change:  This course uses case studies, project management, team/group dynamics, and strategies to explore the essential parameters that comprise the management of business organizations: planning, organization, leadership, control, and ethics. The course considers the importance of diversity/globalization, human resource management, a comparison of traditional and entrepreneurial leadership, and management as well as business ethics. [Offered: W]
Requisite Change :
Rationale :
CPA Ontario requires ethics be a material part of the CPA stream programs and Science will do this via the two required SCBUS courses. The
description is reworded and updated to specifically indicate that ethics is a component of this course. SCBUS 122 is a newly added requirement for the Biotechnology/CPA program, therefore the requisites are updated to include this program in the prerequisites.

Current Catalog Information
SCBUS 225 (0.50) DIS, LEC Organizational Behaviour in Scientific and Technical Workplaces
This workshop provides a basic understanding of how organizations work and how people interact within organizations in order to achieve human, organizational, and social objectives. Topics include case studies, lectures and discussions on organizational structure and models, organizational theory, organizational culture, motivation, diversity, negotiation, communication, leadership and management and how these principles are applied in start-ups or scientific and technical environments. The major project focuses on an aspect of organizational behavior in a scientific or technical firm or application and is presented in writing and orally.
No Special Consent Required
Requisites:
Prereq: Honours Science and Business, Biotechnology/Chartered Accountancy and Biotechnology/Economics students only. Antireq: MSCI 211, PSYCH 238/338, BUS 288W
Effective 01-SEP-2021
Description Change:
This workshop uses case studies, lectures, and discussions to explore a basic understanding of how organizations work, and how people interact within organizations in order to achieve ethical human, organizational, and social objectives. This course considers organizational structure and models, ethics, organizational theory, organizational culture, motivation, diversity, negotiation, communication, leadership, and management, and how these principles are applied in start-ups or scientific and technical environments. There is a major project that focuses on an aspect of organizational behavior in a scientific or technical firm or application, and is presented in writing and orally. [Offered: F, W]
Rationale:
CPA Ontario requires ethics be a material part of the CPA stream programs and Science will do this via the two required SCBUS courses. The description is reworded and updated to specifically indicate ethics is a component of this course. A note is also added to the description to indicate the term of offering for SCBUS 225.

Current Catalog Information
SCI 252
(0.00)

Effective 01-SEP-2021
Subject/Catalog Nbr Change:
Unit Change:
Component Change:
Title Change:
Description Change:
Quantum Mechanics for Everyone
Quantum mechanics is driving a technological revolution. This course offers
an introduction to the basic concepts of quantum mechanics from a historical and philosophical perspective. The course will supply the background needed to understand the controversies surrounding the interpretation of quantum mechanics as well as the principles behind the cutting-edge research being carried out at the Perimeter Institute and the University of Waterloo.

Consent Change: No Special Consent Required
New Cross Listing: PHIL 252
Rationale: PHIL 252 is cross-listed with SCI 252. This cross-listed course draws on the philosophy and history of quantum mechanics to teach the core concepts and methods of quantum mechanics to non-majors. Many of the other SCI courses share the same aim of introducing topics in science to non-majors. PHIL 252 has significant shared content with the cross-listed discipline making it a suitable cross-listing with a SCI course. Both the Departments of Philosophy and Physics and Astronomy consulted with each other regarding this cross-listing. Other quantum mechanics PHYS courses will not be listed as anti-requisites to SCI 252 because this cross-listed course has a different perspective from other quantum mechanic courses in Physics, and, can likely add value to the student who has taken a whole sequence of PHYS courses in quantum mechanics.
CONTENT

1. COURSE CHANGES
   1.1. Bachelor of Social Work (SWREN) ................................................................. 2

2. ACADEMIC PLANS (MINOR MODIFICATIONS)
   2.1. Bachelor of Social Work (SWREN) ................................................................. 5
1. **Course Changes - SWREN**

1.1 Request to withdraw Add Department Consent to Add to SWREN courses.

**Calendar path:** Bachelor of Social Work  
**Effective date:** September 1, 2020

**Rationale:** At the February 11, 2020 SUC meeting the motion to add consent to the SWREN 100-300 level courses was approved. These courses are for students who have been conditionally admitted to the Bachelor of Social Work (BSW) and need to complete prerequisites prior to starting the program.

Following the SUC meeting Renison University College’s Registrar’s Office was informed that because SWREN 100-300 level courses are cross listed with courses offered by Social Development Studies (SDS), department consent would need to be added to the SDS courses as well and could not be only applied to the SWREN 100-300 level courses. In consultation with stakeholders it was agreed that adding department consent creates an unnecessary enrolment barrier for students enrolling in the SDS courses; therefore, Renison University College would like to withdraw its submission to have consent added to these courses.

- SWREN 120R (Cross listed with SOCWK 120R)
- SWREN 220R (Cross listed with SOCWK 220R)
- SWREN 221R (Cross listed with SOCWK 221R)
- SWREN 222R (Cross listed with SOCWK 222R)
- SWREN 224R (Cross listed with SOC 224R)
- SWREN 250R (Cross listed with SDS 250R)
- SWREN 251R (Cross listed with SDS 251R)
- SWREN 300R (Cross listed with SOCWK 300R)
- SWREN 301R (Cross listed with SOCWK 301R)
- SWREN 311R (Cross listed with LS 373, SDS 311R)
- SWREN 312R (Cross listed with SDS 312R)
- SWREN 321R (Cross listed with SOCWK 321R)
- SWREN 331R (Cross listed with SDS 331R)
- SWREN 349R (Cross listed with PSYCH 349R)
1.2 Approval of the recommendations of course changes submitted by the Faculty of Arts.

**Calendar path:** Bachelor of Social Work

**Rationale:** Renison University College approves the courses changes made to the courses put forward in the Faculty of Arts report as they are cross listed with courses in the Bachelor of Social Work program. The changes affect the following courses.

**SWREN 222R (0.50) LEC Community Organization 1**
An examination of social work practice as it relates to functional and geographical communities. The course will explore the theoretical foundations of organization practice as well as a variety of models. [Note: SWREN 222R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]
No Special Consent Required
Requisites: Prereq: SWREN 120R
Cross-listed as: SOCWK 222R
**Effective 01-SEP-2021**

**Title Change:** Community Organization

Rationale: Change the title to mirror the title with its cross listed course SOWCK 222R.

**SWREN 224R (0.50) LEC Poverty in Canada and its Social Consequences**
A sociological analysis of poverty in contemporary Canada as it underlies a multiplicity of interlocking social problems. [Note: SWREN 224R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]
No Special Consent Required
Requisites: Prereq: SOC 101/101R or 120R
Cross-listed as: SOC 224R
**Effective 01-SEP-2021**

Rationale: To remove online attribute. This course was last taught online in winter 2017 and is not planned to be offered again in that modality. It has been over 10 years since the last large-scale redevelopment of course content and structure with no plans to revisit. It serves as a Bachelor of Social Work prerequisite, but the department offers multiple online sections each year of SDS 331R (Social Inequality, Social Justice, and Social Action) in its replacement, to ensure online students have access to the associated prereq-block. The Centre for Extended Learning agreed to the removal of this course from online offerings.

**SWREN 301R (0.50) LEC Understanding Diversity in Canada**
This course explores culture; its components, characteristics, processes, theories, issues; and the history of diversity in Canadian social systems. It also examines the implications of diversity for social work practice and fosters culturally competent practice with micro and macro social systems. [Note: SWREN 301R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]
No Special Consent Required
Requisites: Prereq: SWREN 120R
Cross-listed as: SOCWK 301R
**Effective 01-SEP-2021**

**Description Change:** This course explores the meaning of diversity in contemporary Canadian society through social work and social justice perspectives. Students will critically analyze the ideas of "self" and "others" across micro, mezo,
and macro levels of practice. Concepts of power, privilege, oppression, discrimination, stereotypes, prejudice, multidimensionality, and intersectionality will be explored. [Note: SWREN 301R is available only to students who have been given conditional admission to the BSW program; such students must have already completed their first undergraduate degree.]

Rationale: To change description to better reflect the content covered in SWREN 301R and keep its description current. Approved for relevancy by its core instructor.
2. Academic Plan (minor modification)

2.1 Bachelor of Social Work

Calendar path: Bachelor of Social Work
Effective date: September 2021

Modification: conditional admission process for applicants with a completed Social Service Worker diploma.

Background and Rationale: The School of Social Work is proposing a change to the application and admission process for applicants with a Social Service Worker (SSW) Diploma from an Ontario College of Applied Arts and Technology who intend to complete an Honours Bachelor of Social Work (BSW) degree at Renison University College (RUC).

In the context of increasing expansion of social work programs in southwestern Ontario and the province, it is imperative that the School enhance admission pathways for college transfer students. The existing two-step application process to the BSW degree for SSW applicants is a deterrent for interested applicants given admission processes of other BSW programs (e.g., King’s College, Western; WLU-Brantford) in close proximity to RUC/UW and beyond that offer a one-step admission process for this applicant cohort. The two-step application process creates substantial uncertainty for SSW applicants. At best, this uncertainty leads to the BSW Program/RUC/UW not ranked as SSW applicants’ first choice; at worst, they do not apply to the BSW Program at RUC. A one-step admission process for the SSW applicant cohort will eliminate this uncertainty, offering this applicant cohort direct (conditional) admission to the BSW degree.

The proposed change to the application and admission process as described above has just recently been identified through discussion with stakeholders at relevant Colleges of Applied Arts and Technology in southern Ontario as having strong potential to support the School’s recruitment effort. This information was not available to the School at the time of previous program change proposals submitted to SUC in February 2020.

Current Admissions procedures for applicants with a SSW diploma:

The existing pathway to the BSW degree for SSW applicants is a two-step process.

Step 1: The SSW applicant applies to the Faculty of Arts, University of Waterloo to complete a three-year Social Development Studies (SDS) degree, during which they complete ten (10) BSW prerequisite courses (i.e., a social work specialization).

Step 2: Upon successful completion of the SDS degree and BSW prerequisite courses, (students must achieve an overall GPA of 75% in the BSW prerequisite courses and meet the BSW eligibility GPA of 70%) students are eligible to apply to the Honours BSW degree. Most often students apply in their final year of the SDS degree in order to begin the Honours BSW degree in the Fall term of the next academic year.

Proposed Admissions procedures for applicants with a SSW diploma (see attached flow chart):

The proposed pathway to the BSW degree for SSW applicants is a one-step process. SSW applicants will apply directly to the BSW degree through the School of Social Work (using the School’s current application documents and processes) to be assessed for conditional admission to the BSW Program. Upon conditional admission, SSW applicants will be required to complete a three-year SDS degree and the ten (10) BSW
prerequisite courses (i.e., a social work specialization) (students must achieve an overall GPA of 75% in the BSW prerequisite courses and meet the BSW eligibility GPA of 70%). Upon the successful completion of the SDS degree and BSW prerequisite courses, students will be transferred to the BSW Program.

UW Registrar’s Office can attach a new program code “SWCOND” to an applicant’s record identifying their conditional admissions into the BSW program. Administrative details regarding application process, deadlines, and coordinated decisions between Renison Registrar’s Office and UW Registrar’s Office, and the Faculty of Arts and School of Social Work will create an admissions process that adheres to both department’s needs and requirements and is straightforward for applicants.

In addition to adding information about this new SSW pathway outlined above, the proposed changes to the calendar text are of an editorial (in) nature to facilitate the understanding of the different pathways for admissions to the BSW program for post degree and post diploma holders.

Updated Calendar Text for BSW Admissions Page:

Admission requirements to the 10-month Bachelor of Social Work program include the successful completion of either a three-year or four-year undergraduate university degree (Bachelor of Arts or equivalent) with a 70% overall average and at least 6.0 units in the social sciences, including 10 required prerequisite courses or their equivalents. Qualified applicants with a Bachelor of Arts degree (or equivalent), but who lack one or more of the prerequisite courses for admission to the Bachelor of Social Work (BSW) program, may be eligible for conditional admission to the full-time or part-time program.

Successful conditional admission applicants will be given admission to the next available entry point to the Bachelor of Social Work program, conditional on successful completion of the prerequisite courses listed below with a cumulative overall average in the courses of at least 75%.

Applicants who have completed a Bachelor of Arts degree (or equivalent) four or more years prior to applying and who do not meet the minimum required 70% overall average may be considered for admission to the BSW Program upon completion of the prerequisite courses with a cumulative overall average in the courses of at least 75%. For further information contact the School of Social Work.

Applicants will be selected on a competitive basis, considering both academic and non-academic factors, including demonstration of relevant volunteer and/or employment experience, community participation, and professional suitability as well as proof of personal qualities such as reliability, cooperation and collaboration, and sensitivity to others and to social problems.

Entrance to the full-time program must be for the full academic year beginning in September. Entrance to the part-time program is available for September and January entry points.

Conditional Admission:

Applicants may receive a conditional offer of admission to the BSW program and will be required to meet specific criteria to assure their place in the next available entry point.

1. Applicants with a completed Bachelor of Arts degree or equivalent:

Successful conditional admission applicants with a completed Bachelor of Arts degree (or equivalent) but who have not completed one or more of the BSW prerequisite courses will be given admission to the next available entry point to the Bachelor of Social Work program, conditional on successful completion of the prerequisite courses listed below with a cumulative overall average in the courses of at least 75%.
Once admitted to the BSW program, conditional admission students must register for the prerequisite courses using the SWREN designation.

- **SWREN 120R** Introduction to Social Work
- **SWREN 220R** Social Work with Individuals - Theory and Practice 1
- **SWREN 221R** Social Group Work
- **SWREN 222R** Community Organization 1
- **SWREN 224R** Poverty in Canada and its Social Consequences or **SWREN 312R** Homelessness & Public Policy or **SWREN 331R** Social Inequality, Social Justice, and Social Action
- **SWREN 250R** Social Statistics
- **SWREN 251R** Social Research
- **SWREN 300R** Canadian Social Welfare Policy
- **SWREN 301R** Understanding Diversity in Canada or **SWREN 349R** Cross-Cultural Psychology or **SWREN 311R** Indigenous Peoples and Canadian Public Policy
- **SWREN 321R** Social Work with Families

2. Applicants with a completed Social Service Worker diploma or equivalent:

Successful conditional admission applicants with a Social Service Worker diploma (or equivalent) with an overall average of at least 75% will be given admission to the next available entry point to the Bachelor of Social Work program, conditional on successful completion of a Three-Year General Bachelor of Arts degree in Social Development Studies with an overall average of 70%, including the completion of the prerequisite courses listed below with a cumulative overall average in the courses of at least 75%.

Applicants with a completed Social Service Worker diploma (Can remoreor equivalent) will be assessed for relevant transfer credit towards the Bachelor of Arts degree.

Required Prerequisite Courses (or equivalents)

- **SDS 250R** Social Statistics
- **SDS 251R** Social Research
- **SOC 224R** Poverty in Canada and its Social Consequences or **SDS 312R** Homelessness & Public Policy or **SDS 331R** Social Inequality, Social Justice, and Social Action
- **SOCWK 120R** Introduction to Social Work
- **SOCWK 220R** Social Work with Individuals - Theory and Practice 1
- **SOCWK 221R** Social Group Work
- **SOCWK 222R** Community Organization
- **SOCWK 300R** Canadian Social Welfare Policy
- **SOCWK 301R** Understanding Diversity in Canada or **PSYCH 349R** Cross-Cultural Psychology or **SDS 311R** Indigenous Peoples and Canadian Public Policy
- **SOCWK 321R** Social Work with Families

**Mature Student Admission**

Applicants who have completed a Bachelor of Arts degree (or equivalent) four or more years prior to applying and who do not meet the minimum required 70% overall average may be considered for admission to the Bachelor of Social Work Program upon completion of the prerequisite courses with a cumulative overall average in the courses of at least 75%. For further information contact the School of Social Work.
Notes:

1. Once admitted to the BSW program, conditional admission students must register for the prerequisite courses using the SWREN designation.
   - SWREN 120R Introduction to Social Work
   - SWREN 220R Social Work with Individuals - Theory and Practice 1
   - SWREN 221R Social Group Work
   - SWREN 222R Community Organization 1
   - SWREN 224R Poverty in Canada and its Social Consequences or SWREN 312R Homelessness & Public Policy or SWREN 311R Social Inequality, Social Justice, and Social Action.
   - SWREN 250R Social Statistics
   - SWREN 251R Social Research
   - SWREN 300R Canadian Social Welfare Policy
   - SWREN 301R Understanding Diversity in Canada or SWREN 349R Cross-Cultural Psychology or SWREN 311R Indigenous Peoples and Canadian Public Policy Public Policy and Native Peoples in Canada SWREN 321R Social Work with Families

1. Applicants who have taken courses equivalent to the required prerequisite courses should submit all documentation for course equivalency evaluation, including official transcripts and full course outlines to the Renison Registrar’s Office.
2. Applicants must also demonstrate sufficient work and/or volunteer experience in the social services and professional suitability as evidenced by letters of reference and a personal statement. For further information contact the School of Social Work.

Application Deadlines

Visit the School of Social Work website for application deadlines.

Application Procedures

Whether applying to the full-time or part-time BSW program, all applications must be submitted through OUAC using the School of Social Work application link.

For further information visit the Bachelor of Social Work website.
Application to BSW via OUAC and sent to UW

UW Registrar’s Office Admissions Support
- Acknowledgement email
- Decisions form
- Transcript processing (paper, electronic & uploads)
- Admissions Information Form
- Personal Statement
- Reference(s)
- Offers
- Offer conditions
- Transfer Credits

Direct Admit to SWREN
- No conditions

Conditional Admit to SWREN
- Simple conditions (e.g. final transcript)

Conditional Admit to SWCOND (has Bachelor of Arts)
- Conditions, needs SWRK course(s) & average(s)

Conditional Admit to SDEV3G AND SWCOND (no Bachelor of Arts)
- Complex conditions
  o Complete B of A in SDEV
  o 2 specific Averages
  o 10 SWRK courses

Denied, not admitted

ADMT to USW05/SWREN

COND to USW05/SWREN with conditions to be cleared before admit term begins

COND/DEFL to USW05/SWCOND

COND/DEFL to UAR30/SDEV3G [plan 10] AND [plan 20] SWCOND

DEIN/MATR to USW05/SWREN established Student Records policy & practice

DEIN/MATR to USW05/SWCOND

Academic Advisement indicates when all averages & courses complete
- ‘Plan Change’ to move to USW05/SWREN

DEIN/MATR to USW05/SWCOND

Academic Advisement indicates when all averages & courses complete
- ‘Intent to Graduate’ for SDEV3G and ‘Internal transfer’ or ‘Request for Re-admission’ to start USW05/SWREN
To: Senate Undergraduate Council

From: David DeVidi, Associate Vice-President, Academic

Re: Process for Approving Temporary Adjustments to Academic Programming Requirements in Response to COVID-19

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**Motion:** That Senate Undergraduate Council endorse the use of the below described processes for making necessary adjustments, exceptions and waivers to academic programming in response to the wide-spread impact of COVID-19 and the shift to remote learning, effective Spring 2020, Fall 2020 and, if on campus instruction has not yet resumed, Winter 2021.

**Rationale:** Due to the COVID-19 global pandemic, all of the Spring 2020 courses will be offered remotely, and many of the experiential learning components will not be available or will require modification. As of May 2020, the University does not yet know what modes of course delivery will be available for Fall 2020. In the interests of transparency, Senate Undergraduate Council (SUC), Senate Graduate & Research Council (SGRC) and Senate are being asked to endorse the use of the below described, existing processes for making adjustments, exceptions and waivers to academic programming requirements, rather than bringing the temporary changes through the usual academic governance process.

**Process and Range of Application:** The organization-wide shift to remote instruction requires a number of adjustments to academic programming to facilitate students’ ability to progress though their programs while not substantially negatively impacting the ability of students completing the program to achieve the program’s learning goals.

In consultation with associate deans, the following types of temporary adjustments were determined to be ones that may be necessary during this period:

1. For programs with experiential components (placements, co-operative education, field work, studio), resequencing the program or adjusting the component to allow impacted students to fulfill those requirements at another time or in another way (within the standards of any accreditation requirements for that program).
2. For co-op programs, in particular, changing the number of required work terms, PD courses, or work reports required for affected student cohorts (within the University’s accreditation requirements).
3. Temporary changes to programs or courses, such as changes in course sequencing, adjustments in prerequisites, addition of new course types (e.g., SEM to LEC), changes to number of required electives, move of components such as labs from one course to another in later term, reduction to the unit weights for a course, restrictions on courses counting as program requirements (e.g., whether students can count courses taken on a Letter of Permission), and adjustments to lists of required courses for programs/specializations/etc.
4. Waiving desirable but not essential requirements for impacted students that are difficult to implement remotely, such as whether a final exam is required for a course, participation in a field trip, or that a course is required to be delivered on campus rather than online.
5. Temporary changes to requirements to meet milestones (e.g. to take account of increased number of CR/NCR grades in Winter 2020).
6. Minor changes to timelines for inter-faculty transfers and applications to foundation terms.
Some of the above adjustments require no approval at the Faculty level or above, because the decision, for example, to offer a course in a given term is at the discretion of those offering the course. Many of the above changes, if intended to be permanent and apply to all students, would require approval by the responsible Faculty committees and SUC or SGRC, because they represent course and minor plan changes. None of the proposed adjustments qualify as major modifications requiring Senate approval, however, there are a few regulations impacted, which if intended to be changed on a permanent basis would require Senate approval. Changes intended to be ongoing and generally applicable are reflected in the academic calendar in the year in which they take effect.

Since, at this time, there is no intention to make any of the adjustments contemplated in response to COVID-19 permanent, those responsible for academic programming would like to rely on existing approval mechanisms for allowing temporary adjustments and waivers to be made to academic requirements. These adjustments or waivers are currently made on a time or cohort restricted basis by or after consultation with departments, academic advisors, associate deans and the Registrar’s Office. Some of the language in the calendar is already flexible enough to permit exceptions to be made on a discretionary basis. Where the language is stricter, there are formal processes such as the petitions process or forms that can be submitted to the Registrar’s Office to request a temporary exception or adjustment. These types of adjustments are communicated to those impacted and not included in the academic calendar.

Because the shift to remote instruction has impacted every program, the adjustments that may be required are on a larger scale and for a greater length of time than usually managed through these processes. As a result, those involved in decision-making re: temporary exceptions and adjustments to academic programming will look for evidence of discussion and approval of the proposed adjustments at the Faculty level before agreeing to an exception or waiver. They will also flag any proposed adjustment that will be made permanent for redirection to the regular academic governance process. Although SUC and SGRC are not generally involved in granting temporary exceptions, waivers and adjustments, those bodies could act as fora for discussion and issue-identification during this exceptional time.
## Senate Undergraduate Council - Effective Dates Chart

### Meetings: 2020 - 2021

<table>
<thead>
<tr>
<th>SUC meeting dates</th>
<th>Motions for COURSES not listed in UG Calendar (see note 3)</th>
<th>Motions for COURSES listed in UG Calendar (see note 3)</th>
<th>Plans/programs, regulations: New, changes, inactivations</th>
<th>New entry programs (enrol in 1A)</th>
<th>SENATE meeting dates</th>
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<tbody>
<tr>
<td>February 2021</td>
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**Notes:**

1. Dates listed above are the earliest effective date possible for any given motion; option to use later dates exists.
2. If an earlier effective date is desired, consultation with the Office of the Registrar is advised to ensure it is feasible; a rationale for the exception is required.
3. Courses appearing in ANY plan pages of the Undergraduate Calendar are considered "listed in the UG Calendar" (whether "required" or part of an electives list).
4. For changes to courses not requiring SUC approval: the earliest effective date is September 1 that matches SUC meeting (of when the change is requested). For example, a change requested on March 1, would follow a Sept 2022 effective date.
5. Motions for courses are approved at SUC on behalf of Senate.

<table>
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<tr>
<th>Last opportunity to</th>
<th>SUC meeting</th>
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<tbody>
<tr>
<td>Make changes to 2021-2022 Calendar (plans/regulations)</td>
<td>October 2020</td>
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<tr>
<td>Make changes to 2021-2022 Calendar (courses listed in Calendar)</td>
<td>October 2020</td>
</tr>
<tr>
<td>Make changes to 2021-2022 Calendar (courses not listed in Calendar)</td>
<td>February 2021</td>
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<tr>
<td>Create new entry program for fall 2022</td>
<td>April 2021</td>
</tr>
<tr>
<td>Make changes to 2022-2023 Calendar (plans/regulations)</td>
<td>October 2021</td>
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<td>October 2021</td>
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<tr>
<td>Make changes to 2022-2023 Calendar (courses not listed in Calendar)</td>
<td>February 2022</td>
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Summary of winter 2020 faculty rule changes
Submitted to May Senate Undergraduate Council and Senate (for information)

List of rule changes being reported:

1. Academic Progression Rules
2. Co-op requirements rules
3. Term Dean’s Honours List rules (Math = for approval)
4. Declaration of Major rules
5. CR grades and prerequisites
6. Communication Requirement rules
7. 50% rule (for approval)

The majority of changes indicated in this document do not require changes to the text in the Undergraduate Calendar. These changes, which impact certain cohorts only or are temporary for one term, are treated like mass petitions/exceptions to existing rules. Exceptions are noted.

1. Academic Progression Rules

This winter 2020 term, there will be CR/NCR grades on some students’ records. Instructors may have changed the course grading basis and/or students may have elected to have numeric grades changed to CR/NCR as a result of COVID-19 impacts on course delivery and assessment. The AP rules will have to be applied, for most students, with less numeric grade information. This is an extraordinary time served by compassionate, student-centric approaches. COVID-19 transcript text will be added to all student records for the term.

In all faculties (except Engineering), students with prior term INCs (winter 2019, spring, 2019, and fall 2019) resolved to numeric grades in winter 2020 may also request conversion to CR/NCR.

A) Faculty of Applied Health Sciences

<table>
<thead>
<tr>
<th>Normal rules</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with a conditional standing are normally given only one additional term to attain a satisfactory standing.</td>
<td>A second conditional standing will apply for all students to provide them with 1 additional term to meet minimum average requirements for the plan.</td>
</tr>
<tr>
<td>Failure to meet minimum average requirements for the plan may result in a conditional standing or a failed decision (FLGR or FL3).</td>
<td>Students with an FLGR standing will receive a conditional standing for 1 term to increase their grades to stay in their original plan. Students with an FL3 standing will receive a deferred standing for 1 term. All students will have the option to change their grades to CR/NCR.</td>
</tr>
<tr>
<td>Students with a conditional or failed standing may, in consultation with their academic advisor, choose to enrol voluntarily in the Foundation Term.</td>
<td>Students with a conditional or deferred standing will have the option to enrol in the Foundation Term.</td>
</tr>
</tbody>
</table>
B) Faculty of Arts

<table>
<thead>
<tr>
<th>Normal rules</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who begin the term in conditional standing must raise their plan and/or overall averages or they may be advised to proceed to an alternate plan or required to withdraw.</td>
<td>All students up to 3A who began Winter 2020 in conditional standing and whose standing does not improve as a result of Winter 2020 grades will be allowed to continue in conditional standing for the next academic term. We will also consider an additional conditional term for students in 3B or higher.</td>
</tr>
</tbody>
</table>

C) Faculty of Engineering

**Engineering plans (including students on reduced load and on a repeat term)**

<table>
<thead>
<tr>
<th>Normal rules</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>A “failed-required to repeat” (FLR) term decision</td>
<td>Automatically be converted to a “failed-required to repeat, no penalty” (FLRN) decision.</td>
</tr>
<tr>
<td>See table below</td>
<td>It the term has only CR/NCR grades, or there’s a mixture of CR/NCR and numeric grades (numeric are mapped to CR/NCR for purposes of academic standing):</td>
</tr>
<tr>
<td></td>
<td>• No term averages will be calculated</td>
</tr>
<tr>
<td></td>
<td>• If grades are all CR, the term decision is “promoted” (PROM).</td>
</tr>
<tr>
<td></td>
<td>• If there are one or two NCR grades, the decision depends on the “to be cleared (TBC)” count:</td>
</tr>
<tr>
<td></td>
<td>• if the TBC count is under 3, the term decision is “promoted (conditional)” (PRMC)</td>
</tr>
<tr>
<td></td>
<td>• if the TBC count is at least 3, the term decision is “may not proceed” (MNP)</td>
</tr>
<tr>
<td></td>
<td>• If there are three or more NCR grades, the term decision is “failed-required to repeat, no penalty” (FLRN).</td>
</tr>
<tr>
<td></td>
<td>From the point of view of allowing supplementary exams, any grade of NCR should be interpreted as a 49%.</td>
</tr>
</tbody>
</table>
Normal rules (based on previous term’s standing decision):

<table>
<thead>
<tr>
<th>Previous Decision</th>
<th>Term average greater than or equal to 60 and:</th>
<th>Term average greater than or equal to 60 and either</th>
<th>Term average less than 50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. No failed courses</td>
<td>1. full-load term and more than two failed courses, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Full-load term, one or two failed courses, and less than three TBC courses</td>
<td>2. reduced-load term and more than one failed course, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Reduced-load term, one failed course, and less than three TBC courses</td>
<td>3. term average greater than or equal to 50 but less than 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. TBC courses more than two, and term 2A or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promoted</th>
<th>1. Promoted</th>
<th>Failed - required to repeat</th>
<th>Failed - withdrawal required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Promoted (conditional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Promoted (conditional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. May Not Proceed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No previous term</th>
<th>1. Promoted</th>
<th>Failed - required to repeat</th>
<th>Failed - withdrawal from 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Promoted (conditional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Promoted (conditional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. May Not Proceed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failed - required to repeat</th>
<th>1. Promoted if no failed courses</th>
<th></th>
<th>Failed - withdrawal required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. (any failed courses)</td>
<td>Failed - withdrawal required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Failed - withdrawal required</td>
<td>Failed - withdrawal required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Failed - withdrawal required</td>
<td></td>
<td>Failed - withdrawal required</td>
</tr>
</tbody>
</table>

2019-2020 Undergraduate Calendar changes:


“See amendments page (insert date) for rule changes applicable to the winter 2020 term.”

On amendments page:

1. If the term has only numeric grades, apply the usual rules.
   Exception: A “failed - required to repeat” (FLR) term decision will automatically be converted to a “failed - required to repeat, no penalty” (FLRN) decision.
2. If the term has only CR/NCR grades, then no term average is reported, the cumulative average is not affected, and
   a. If grades are all CR, the term decision is “promoted” (PROM).
   b. If there are one or two NCR grades, the decision depends on the “to be cleared (TBC)” count:
      i. if the TBC count is under 3, the term decision is “promoted (conditional)” (PRMC) 
      ii. if the TBC count is at least 3, the term decision is “may not proceed” (MNP)
c. If there are three or more NCR grades, the term decision is “failed - required to repeat, no penalty” (FLRN).

3. If the term has a mixture of numeric and CR/NCR grades, then map, only for the purpose of promotion considerations, all numeric grades to CR or NCR, and apply the rules from rule 2. No term average is reported, and the cumulative average is not affected.

4. From the point of view of allowing supplementary exams, any grade of NCR should be interpreted as a 49%.

<table>
<thead>
<tr>
<th>Architecture plan</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal rules</td>
<td></td>
</tr>
<tr>
<td>May Not Proceed - the student may not proceed to the next academic term. In the case of a failed studio, the student must repeat and pass the studio prior to continuation in the program. In the case of other failed core courses, the student will be given an Academic Advice Hold and must make arrangements with the undergraduate officer to retake the core courses. In the case of incomplete courses, these must be completed before the standing decision will be changed.</td>
<td>It the term has only CR/NCR grades, or there’s a mixture of CR/NCR and numeric grades (numeric are mapped to CR/NCR for purposes of academic standing):</td>
</tr>
<tr>
<td></td>
<td>• If grades are all CR, the term decision is “promoted” (PROM).</td>
</tr>
<tr>
<td></td>
<td>• If one and only one NCR grade is recorded, and that course has no more than 0.5 unit weight, the term decision is “promoted” (PROM).</td>
</tr>
<tr>
<td></td>
<td>• Otherwise the term decision is “may not proceed” (MNP).</td>
</tr>
</tbody>
</table>

2019-2020 Undergraduate Calendar changes:
“See amendments page (insert date) for rule changes applicable to the winter 2020 term.”

On amendments page:
1. If the term has only numeric grades, apply the usual rules.
2. If the term has only CR/NCR grades, then no term average is reported, the cumulative average is not affected, and...
   a. If the grades are all CR, the term decision is “promoted” (PROM).
   b. If one and only one NCR grade is recorded, and that course has no more than 0.5 unit weight, the term decision is “promoted” (PROM).
   c. Otherwise the term decision is “may not proceed” (MNP).
3. If the term has a mixture of numeric and CR/NCR grades then map, only for the purpose of promotion considerations, all numeric grades to CR or NCR, and then apply the rules from rule 2. No term average is reported, and the cumulative average is not affected.

D) Faculty of Mathematics

No changes to current rules. To introduce a new standing for all students in Business Administration/Math or CS double degree plans only: PROM (defined as "promoted; may proceed"). The implication of PROM standing will be similar to the “deferred” (DEF) standing, except that deferred standings need eventually to be resolved. The intent with PROM standing, in contrast, is that it will be applied permanently to the winter 2020 term.
Rationale/Background: When AP runs for the Winter 2020 term, we anticipate that we will have no grade information for WLU courses. Further, we anticipate that when the WLU grades do become official, there should be no failing grades (since any student with a failing grade will have the option of changing it to WD). Since we will not have sufficient information to determine appropriate standings, but we have agreed that we will not remove any student from a double degree plan following the winter 2020 term, the intent is to defer the next meaningful standing decision until after the spring 2020 term.

E) Faculty of Science

<table>
<thead>
<tr>
<th>Bachelor of Science Academic Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal rule or standing</td>
</tr>
</tbody>
</table>
| Failed attempt counts | • NCR will appear in the student record but be cleared from the program fail count  
  • For stated limits to the failed attempt count of a course, the NCR will not count as a failed attempt. |
| Conditional Standing | Student will have an additional term to clear this standing |
| FLP, FLH, FLG Standing  
(Unsatisfactory – eligible for...) | Conditional standing (student remains in academic plan) |
| FL3 Standing  
(Failed – Required to Withdraw) | Deferred standing (1 term)¹ |
| FRW Standing  
(Required to withdraw – may not continue in Faculty) | Deferred standing, if triggered by average(s) OR  
FRW, if triggered by fail count |

<table>
<thead>
<tr>
<th>Doctor of Optometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal rule or standing</td>
</tr>
</tbody>
</table>
| Failed attempt counts | • NCR will appear in the student record but be cleared from the program fail count  
  • For stated limits to the failed attempt count of a course, the NCR will not count as a failed attempt. |
| Conditional Standing (CNDX) | Student will have an additional term to clear this standing |
| MNP Standing (May not proceed) | No change (revised NCR rule applies) |
| FRW Standing  
(Failed - Required to withdraw) | MNP rules apply (revised NCR rule applies) |
| FLO Standing  
(Failed – May not Continue in Optometry) | MNP rules apply, if triggered by repeat course failure  
OR  
FLO, if triggered by fail count |
2019-2020 Undergraduate Calendar changes:

May Not Proceed
A student receives this standing if,

- the student achieves a term average of 60% or better but has failed two courses in a term.
- the student, at the end of the third year, has not successfully completed all Optometry courses in the first three years.
- during the winter 2020 term, would have received a Failed – Required to Withdraw standing or a Failed – May not Continue in Optometry standing (if triggered by failure of a repeated course).

A student will be required to leave the program until the next term the courses are offered. A student clearing failed courses under this rule must achieve a passing grade in the courses; otherwise the student will receive a Failed standing from Optometry. Only after the failed courses are cleared will the student be permitted to proceed to the next degree term.

Doctor of Pharmacy

<table>
<thead>
<tr>
<th>Normal rule or standing</th>
<th>Winter 2020</th>
</tr>
</thead>
</table>
| Failed attempt counts   | • NCR will appear in the student record but be cleared from the program fail count  
                          • For stated limits to the failed attempt count of a course, the NCR will not count as a failed attempt. |
| Conditional Standing (CNDX) | Student will have an additional term to clear this standing |
| MNP Standing (May not proceed) | No change (revised NCR rule applies) |
| FRW Standing (Failed - Required to withdraw) | MNP rules apply (revised NCR rule applies) |
| FRWP Standing (Failed – May not Continue in Pharmacy) | MNP rules apply, if triggered by repeat course failure OR FRWP, if triggered by fail count |

2019-2020 Undergraduate Calendar changes:

May Not Proceed
Results if a student achieves a minimum term average of 60% but fails a maximum of two term courses, or during the winter 2020 term, would have received a Failed – Required to Withdraw standing or a Failed – May not Continue in Pharmacy standing (if triggered by failure of a repeated course). The failed courses must be cleared (passed) before the student is permitted to proceed to the next academic term.

Notes
A student with only one failure per term may be permitted to proceed to the next term; however, any failed course must be cleared. The student must make arrangements with the course instructor as to the mechanism for clearing the failed course.
1. In the event that the failed course is a prerequisite for a course in the following academic term, and it is not cleared before the start of the term, the student must obtain the appropriate approvals by completing a Course Override Form. This form should be accompanied by a statement of the arrangements made with the instructor to clear the failed course. If the instructor of the subsequent course does not approve the course override, the student will be required to clear the failed course before proceeding to the next academic term. Due to the limited scheduling of Pharmacy courses, this will typically result in the student falling behind and extending the time required for program completion.

2. In the event that the next term is a co-op work term, the student will be permitted to begin the co-op work term. Depending on individual circumstances, the School of Pharmacy may contact the student's employer, who may elect to terminate the student's employment. For work terms that continue to completion, the student will be required to submit the appropriate evaluations and the work term report.

2. Co-op requirements rules

A) Faculty of Applied Health Sciences

<table>
<thead>
<tr>
<th>Normal rule</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be eligible to receive a co-op designation at the time of graduation, students in the Faculty of Applied Health Sciences who are unemployed during the Spring 2020 work term must successfully complete:</td>
<td>To be eligible to receive a co-op designation at the time of graduation, students in the Faculty of Applied Health Sciences who are unemployed during the Spring 2020 work term must successfully complete:</td>
</tr>
<tr>
<td>• A minimum of three professional development (PD) courses: PD1, PD12, and two additional PD course of the student’s choice</td>
<td>• A minimum of three professional development (PD) courses: PD1, PD12, and one additional PD course of the student’s choice</td>
</tr>
<tr>
<td>• A minimum of three work reports</td>
<td>• A minimum of three work reports</td>
</tr>
<tr>
<td>• A minimum of three work terms</td>
<td>• A minimum of three work terms</td>
</tr>
</tbody>
</table>

B) Faculty of Arts and Faculty of Environment

<table>
<thead>
<tr>
<th>Normal rule</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of co-op work terms is dependent on program</td>
<td>For unemployed students: The minimum number of required work terms in a co-op program is being reduced by one.</td>
</tr>
</tbody>
</table>

C) Faculty of Mathematics

<table>
<thead>
<tr>
<th>Normal rule</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on a co-op in winter 2020 are expected to complete a work report during this term unless they have already met their work-report requirement.</td>
<td>Flexibility has been added:</td>
</tr>
<tr>
<td>• students may request a one-month extension and may submit a non-confidential report without an employer's evaluation if getting one will be difficult in the current circumstances.</td>
<td></td>
</tr>
</tbody>
</table>
If a student feels that they cannot complete a report at all this term, it may be deferred to their next co-op, though the number of required work reports has not changed.

<table>
<thead>
<tr>
<th>Normal rule</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on a co-op in spring 2020 are expected to complete a work report during this term unless they have already met their work-report requirement.</td>
<td>These students will not be expected to complete a work report during the term if they are unemployed, though the number of expected work reports to be completed has not been reduced across the faculty.</td>
</tr>
<tr>
<td>In most math programs, students have 5-6 work term opportunities and need to complete 4 work reports, so missing one report in spring 2020 should not affect most student's ability to complete co-op degree requirements.</td>
<td>Math/CPA students only have 4 scheduled work terms, and already have a calendar fallback, in extreme circumstances, to graduate with a co-op degree with only three co-op terms and three work reports. This process will be used for these students.</td>
</tr>
</tbody>
</table>

3. Term Dean’s Honours List rules

A) Faculty of Engineering

<table>
<thead>
<tr>
<th>Normal Term DHL rules</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve this designation for a particular term, students must meet the following criteria for the term in question:</td>
<td>Students who elect CR/NCR grades in the winter 2020 term are not eligible for the Term Dean’s Honours List as they cannot have “Excellent” decisions.</td>
</tr>
<tr>
<td>1. They must be unconditionally promoted at the end of that term (standings and official grades are available on Quest as specified in the Calendar of Events and Academic Deadlines).</td>
<td></td>
</tr>
<tr>
<td>2. They must have term decisions of Excellent and have received no penalties under Policy 71 during the term.</td>
<td></td>
</tr>
<tr>
<td>3. Their term averages minus their percentile ranks from the tops of their classes for that academic term must be greater than or equal to 80.</td>
<td></td>
</tr>
</tbody>
</table>
4. They must be in cohorts with 10 or more students.
5. Their course loads must equal or exceed the minimum number of academic units specified by their plan for that term.
This designation will be reflected on students' transcripts. Students not in the top 10% of their classes are normally not eligible.

B) Faculty of Mathematics (spring 2020 = for approval)

<table>
<thead>
<tr>
<th>Normal Term DHL rules</th>
<th>Winter 2020 and Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>In recognition of outstanding academic achievement in an academic term, the designation &quot;Term Dean's Honours List&quot; is awarded to undergraduate Math students who satisfy all of the following criteria for the term:</td>
<td></td>
</tr>
<tr>
<td>• registered in an honours plan with a term average (TAV) of at least 87%;</td>
<td></td>
</tr>
<tr>
<td>• normally enrolled in at least 2.5 units of courses with numeric or letter grades;</td>
<td></td>
</tr>
<tr>
<td>• no failed or excluded courses;</td>
<td></td>
</tr>
<tr>
<td>• no INC, IP, or UR grades;</td>
<td></td>
</tr>
<tr>
<td>• at least 2.5 units of courses without a grade of WD.</td>
<td></td>
</tr>
<tr>
<td>To more closely align with the approved changes starting fall 2020, awarding the Term DHL award if a student has 1.0 unit of numeric or letter grades (for average determination), and any student that would satisfy the conditions for “Term Distinction” as per the 2020-21 Undergraduate Calendar be given that honour if they not have the Term DHL honour.</td>
<td></td>
</tr>
</tbody>
</table>

2019-2020 Undergraduate Calendar changes:

In recognition of outstanding academic achievement in an academic term, the designation "Term Dean's Honours List" is awarded to undergraduate Math students who satisfy all of the following criteria for the term:

• registered in an honours plan with a term average (TAV) of at least 87%;
• normally enrolled in at least 2.5 units of courses with numeric or letter grades (for winter and spring 2020, at least 1.0 unit must have numeric or letter grades);
• no failed or excluded courses;
• no INC, IP, or UR grades;
• at least 2.5 units of courses without a grade of WD.

For the winter and spring 2020 terms, a student is eligible to receive “Term Distinction” based on their average in all courses taken during a term while in a degree-granting program. In order to receive “Term Distinction”, the following must be true:

• The term must have at least one alpha/numeric grade in the average.
• A minimum term average of 80.0% must be achieved.
• An academic standing for the term of Promoted, Good, or Excellent.
• The term cannot have an INC, IP, MM, or UR. When these grades are resolved to alpha/numeric grades, the term’s average will be reviewed for eligibility.

Note: Students may be deemed ineligible at the discretion of the associate dean – undergraduate studies.

4. Declaration of Major rules

A) Faculty of Arts

Students who enter the University in Honours Arts or Honours Arts and Business are normally admitted to majors based on their grades at the end of their 1B term. We admit to major with the same requirements of cumulative minimum overall and major averages for continuation in plans. Those levels are stipulated in the first sentence of each major plan description in the Calendar, where they apply to continuation in the plan. Because of the events of the winter 2020 term, the following accommodations will be made:

1. We will allow students to be admitted to Major Plans at average levels that are up to two percent below what the Calendar requires. This will be applied for both Co-op and Regular plans.
2. Students who are admitted to a major with an average below what is stipulated in the Calendar will be informed that they need to raise their averages by the end of their next academic term.
3. In the event that a student has no numeric grades in courses within the major, their admission to the major will be determined on an individual basis.

5. CR grades and prerequisites

A) Faculty of Mathematics

CR grades acquired in winter 2020 will satisfy grade-based prerequisites where the required grade is 70 or below. Some courses, particularly in the School of Computer Science, require a minimum grade in a previous course of 85 or 90. For these courses, CR grades will not satisfy the prerequisite.

6. Communication Requirement rules

A) Faculty of Mathematics

CR grades acquired in winter 2020 will be deemed sufficient to meet the Communication Requirement rules. Note that the Registrar’s Office applies the UCR1 and UCR 2 milestones upon satisfactory completion of the first and second courses, and so CR grades acquired in winter 2020 will also be deemed sufficient for the application of these milestones.

7. 50% Rule

A) University-wide rule (for approval)

Any CR/NCR grades on a student's winter 2020 term record, whether determined by the instructor or student-initiated, will count as numerical grades for the purpose of 50% rule. This means some plans may be completed with less than 50% of the academic units being counted in the average.
The new campus-wide rule applies to students studying fall 2020 and beyond.

Students completing their degree in winter or spring 2020 should see their faculty-specific text in the 2019-20 Undergraduate Calendar.

2020-21 Undergraduate Calendar (and beyond) changes:

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

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