University of Waterloo  
SENATE UNDERGRADUATE COUNCIL  
Notice of Meeting  

**Open Session**

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
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<td>1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*</td>
<td>Information</td>
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<td>2. Approval of the 10 December 2019* and Business Arising</td>
<td>UGC</td>
</tr>
<tr>
<td>3. Curricular Items for Approval &amp; Information</td>
<td></td>
</tr>
<tr>
<td>a. Applied Health Sciences*</td>
<td>2 SEN-C; 1 UGC</td>
</tr>
<tr>
<td>b. Engineering*</td>
<td>UGC</td>
</tr>
<tr>
<td>c. Environment*</td>
<td>UGC</td>
</tr>
<tr>
<td>d. Renison*</td>
<td>UGC</td>
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<td>e. Science*</td>
<td>UGC</td>
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<td>4. Academic Program Reviews</td>
<td></td>
</tr>
<tr>
<td>a. Academic Program Reviews - Status</td>
<td>Information</td>
</tr>
<tr>
<td>b. Handling of Final Assessment Reports &amp; Two-Year Progress Reports*</td>
<td>Information</td>
</tr>
<tr>
<td>c. FAR – English Language Studies* (Reviewers: B. Larson, B. MacVicar; Guest: Julia Williams, Director, English Language Studies)</td>
<td>UGC</td>
</tr>
<tr>
<td>d. FAR – Italian Studies* (Reviewers: M. Spafford, B. Charbonneau; Guest: Kerry Lappin-Fortin, Chair, Department of French and Italian Studies, SJU)</td>
<td>UGC</td>
</tr>
<tr>
<td>e. Two-Year Report – Engineering* (Reviewer: R. Tupling; Guest: N/A, Dan Davison)</td>
<td>UGC</td>
</tr>
<tr>
<td>5. Other Business</td>
<td></td>
</tr>
<tr>
<td>6. Next Meeting: Tuesday 10 March 2020, 12:00 to 2:00 p.m. in NH 3318</td>
<td></td>
</tr>
</tbody>
</table>

*material attached/to be distributed**  
“SEN-C” to be recommended to Senate for approval (consent agenda)  
“SEN-R” to be recommended to Senate for approval (regular agenda)  
“UGC” to be approved on behalf of Senate & sent to Senate for information  

31 January 2020  
Rebecca Wickens  
Associate University Secretary
Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

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

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

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

8.04 Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
Present: Katherine Acheson, Kofi Campbell, Benoit Charbonneau, Victoria Chu, Martin Cooke, Vivian Dayeh, David DeVidi (chair), Leeann Ferries, Paul Fieguth, Alysia Kolentsis, Brendon Larson, Cathy Newell Kelly, Marlee Spafford, Cristina Vanin, Chris Vigna, Rebecca Wickens (secretary), Richard Wikkerink, Dan Wolczuk

Resources: Danielle Jeanneault, Amanda McKenzie, Alyssa Voigt

Absent: Joe Barcellos, Carly Benson, Matthew Casale, Matthew Gerrits, Bruce MacVicar*, Clare Mitchell*, Amanda Morin *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 8 OCTOBER AND 12 NOVEMBER 2019 MINUTES AND BUSINESS ARISING
The minutes were accepted as distributed. There was no business arising.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION
Arts. Acheson withdrew items from Accounting and Financial Management (pp.10-11, 20-30, 63-65) indicating a need for further consultation. Following an overview of the new courses and course changes, subject to correcting a typographical error on p.16 (School of Public Health and Health Systems), there was a motion to approve the new courses and course changes on behalf of Senate. Acheson and Campbell. Carried. Members agreed to discuss the use of suffixes in course numbers at a future meeting.

Following a presentation of course inactivations and brief discussion about new courses created to replace inactivated courses, there was a motion to approve the inactivations on behalf of Senate. Acheson and Charbonneau. Carried.

Acheson took members through the plan changes, including the rationale for name changes to plans in communication arts and history, and efforts to streamline and make religious studies plans more flexible. There was a motion to recommend the plan changes to Senate for approval. Acheson and Spafford. Carried.

Following an overview of the regulation re: declaring majors, minors and specializations, there was a motion to recommend that Senate approve the regulation. Acheson and Wolczuk. Carried. The implications for Social Development Studies will be considered and addressed as required at a later date.

4. Registrar’s Office
Awards of Excellence. Newell Kelly spoke to the work to harmonize regulations in the calendar, and, in this case, the language around awards. Members heard that Engineering is still in consultations, but all of the other Faculties have agreed to the new language. There was a motion to recommend that Senate approve the regulation as presented. Newell Kelly and Fieguth. Carried.

Revised Academic Calendar Dates 2020-2021. Members heard that a floating vacation day in July had not been included in the dates previously presented, and adjustments to spring term dates were necessary. There was a motion to recommend that Senate approve the dates as revised. Newell Kelly and Ferries. Carried.
5. **Academic Program Reviews**

Items a and b were received for information.

**FAR – English Language and Literature.** Council’s reviewers spoke to the responsiveness of the department, receptivity to feedback and feasibility of the implementation plan. Following a discussion regarding the interactions between the Waterloo and AFIW departments, there was a motion to approve the report on behalf of Senate. Ferries and Dayeh. Carried.

**Two-year Report – Social Development Studies.** Council’s reviewer spoke to the responsiveness of the department and the speed with which recommendations have been addressed. There was a motion to approve the report on behalf of Senate. Vigna and Dayeh. Carried.

6. **Other Business.**

Fieguth was thanked for his service on Council. There was no other business.

7. **NEXT MEETING**

The 14 January 2020 meeting was cancelled. The next meeting is scheduled for Tuesday 11 February 2020, 12:00 noon to 2:00 p.m. in NH 3318.

3 February 2020

Rebecca Wickens
Associate University Secretary
1. NEW COURSES – Undergraduate Catalog Report 8 (18-DEC-2019)
   1.1. HLTH

2. OTHER BUSINESS
2.1. Department of Recreation and Leisure Studies, University of Waterloo and School of Community Services, Conestoga College, Articulation Agreement
NEW COURSES

1.1. HLTH

Effective September 1, 2021

Public Health and Health Systems - School of
Effective 01-SEP-2021
HLTH 284 (0.50) LEC Microbes in Health and Disease

This course is designed to provide students with a broad overview of microbes in both health and disease. Microbes and the microbiome have important beneficial roles in maintaining health. Other beneficial microbes, such as probiotics, also promote health. Pathogenic microbes, however, can adversely impact health causing severe acute disease to chronic diseases. This course will explore several key groups of microbes and how they either promote health or cause pathology.

Requisites:
Prereq: HLTH 101; Level at least 2A

Rationale:
To add a new course. This course will provide an essential overview of numerous relevant microbes and how they contribute to both health and disease. This course will serve as a free-standing elective and provide content diversity to the School of Public Health and Health Systems curriculum, which currently is heavily weighted towards non-communicable diseases. Finally, this course will provide an option as a campus-wide introductory course for students in other programs interested in how microbes impact health.

End of Report
2. OTHER BUSINESS

2.1. Department of Recreation and Leisure Studies, University of Waterloo and School of Community Services, Conestoga College, Articulation Agreement
Effective upon signing of this agreement.

Background and rationale:
A new articulation agreement has been created between the University of Waterloo and Conestoga College. This articulation agreement facilitates the process of transfer student pathways by outlining progression, admission, and transfer credit information. A summary of changes are as follows:

- This is a new articulation agreement between the University of Waterloo and Conestoga College governing the transfer of students from the School of Community Services, Recreation and Leisure Services (Two (2) year Ontario College Diploma) program at Conestoga College to the Department of Recreation and Leisure Studies, Honours Bachelor of Arts, Recreation and Leisure Studies (Four (4) year) program at the University of Waterloo. The admission requirement is 75% overall with up to 7.5 units of transfer credit for courses with a minimum 70% or higher.
- Students in School of Community Services, Recreation and Leisure Services (Two (2) year Ontario College Diploma) program will be able to take advantage of this pathway effective upon the signing of this agreement.
- This Articulation agreement between the two institutions is expected to increase transfer student enrolment to the Recreation and Leisure Studies programs by simplifying the transfer process and improving the transparency of transfer credit assessment.
- The agreement will be reviewed annually, in March by the partners, and adjusted, as necessary for program changes at the partner institutions.
Articulated Admission and Transfer Credit Agreement

between

University of Waterloo
Faculty of Applied Health Sciences
Waterloo, Ontario, Canada

and

Conestoga College Institute of Technology and Advanced Learning
School of Community Services
Kitchener, Ontario, Canada

WHEREAS, University of Waterloo and Conestoga College Institute of Technology and Advanced Learning have developed this transfer credit agreement (the “Agreement”) with the purpose of facilitating the educational mobility and transfer of students from Conestoga College Institute of Technology and Advanced Learning to University of Waterloo.

WHEREAS, University of Waterloo and Conestoga College Institute of Technology and Advanced Learning enter into this Agreement as cooperating, equal partners who shall maintain the integrity of their separate programs while working to ensure a smooth curriculum transition for interested and qualified students.

NOW THEREFORE in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficient of which is hereby acknowledged, the parties covenant and agrees as follows:

Definitions

In this Agreement, the following terms shall have the following meanings:

“Waterloo” shall mean the University of Waterloo;
“Conestoga” shall mean Conestoga College Institute of Technology and Advanced Learning;
“REC” shall mean the Recreation and Leisure Studies at Faculty of Applied Health Sciences, Waterloo;
“RLS” shall mean Recreation and Leisure Services at Conestoga.

Article I
Organization Information

Sending Organization
Conestoga
School of Community Services
Recreation and Leisure Services – (Two (2) year Ontario College Diploma)

Receiving Organization
Waterloo
Faculty of Applied Health Sciences
• Honours Bachelor of Arts, Recreation and Leisure Studies (Four (4) year program)
Article II
Terms of Agreement

This Agreement shall be effective from the date of signing, and expires on 30 June 2024 unless renewed in accordance with the “Terms for Renewal or Cancellation” section within this Agreement.

The terms of cooperation for each specific activity implemented under this Agreement, including any financial aspects, will be mutually discussed and signed-off by official representatives of both institutions prior to the initiation of that activity.

It is not the intent of this Agreement to create a legally binding partnership, and the participating institutions do not intend to impose financial obligations upon one another. Neither institution has the right to assign any duty or responsibility arising from the Agreement to another institution or individual without the written consent of the other participant.

Intellectual Property Rights

The two institutions here named have independent intellectual property policies:

University of Waterloo
Conestoga College

Students participating in this pathway will fall under the IP policy of the institution that they are attending in accordance with the schedule of attendance at the two institutions.

Indemnification

Conestoga shall indemnify and hold Waterloo, its governors, officers, faculty, students, employees, independent contractors, and agents harmless in respect of any claim, demand, action, cause of action, damage, loss, injury, cost, liability or expense, which may be made or brought against Waterloo or which Waterloo may suffer or incur as a result of or arising out of any breach or non-fulfillment of any representations, warranties, covenants, or other contractual obligations under this agreement or any negligence or willful misconduct on the part of Conestoga or anyone for whom Conestoga is responsible at law. Conestoga agrees that the foregoing indemnity shall survive the termination of this Cooperation Agreement notwithstanding any provisions of this Cooperation Agreement to the contrary. Students are not employees of Conestoga or Waterloo for the purposes of this arrangement.

Waterloo shall indemnify and hold Conestoga, its officers, students, employees, independent contractors, and agents harmless in respect of any claim, demand, action, cause of action, damage, loss, injury, cost, liability or expense, which may be made or brought against Conestoga or which Conestoga may suffer or incur as a result of or arising out of any breach or non-fulfillment of any representations, warranties, covenants, or other contractual obligations under this Cooperation Agreement or any negligence or willful misconduct on the part of Waterloo or anyone for whom Waterloo is responsible at law. Students are not employees of Conestoga or Waterloo for the purposes of this arrangement.
Miscellaneous

Items not covered by this Agreement may be determined and negotiated separately by both institutions without abrogating this Agreement. This Agreement does not prevent additional agreements between the institutions.

The participating institutions will ensure that all in-progress articulation activities will have the opportunity to be completed within a reasonable time frame; however, no new articulations will be undertaken after the expiration date.

Terms for Renewal or Cancellation

This agreement will be reviewed annually in March by a committee to ensure that the academic standards of each institute are being adequately met. The committee will be comprised of representation from the partner institutes, and shall ensure that no program or policy changes have occurred that may affect the accuracy of this Agreement, and agree on necessary changes to the Agreement. Two (2) members from both institutes shall be appointed. The committee shall conduct a minimum of one (1) meeting per year, and may include participation by video or audio conferencing.

Beginning in March 2024, and in March every three (3) years thereafter for which this Agreement has been extended, the committee will review performance pursuant to this Agreement. As part of the review, the committee shall incorporate an evaluation of cooperation and a recommendation of necessary changes (where applicable). As a result of the review, the parties may agree to extend this Agreement for an additional three years, beginning on 1 July of the then current year and expiring on 30 June of the third year thereafter. Such extension of this Agreement may be done with or without amendment. If no agreement is reached on extension of this Agreement by 15 June of the then current year, then this Agreement shall expire on 30 June of the then current year.

Any amendments to and renewals of this Agreement shall be done with a view to the integrity of each party’s academic programs, as well as to improve the processes and student articulation implemented under this Agreement, with a view overall to student success. The Agreement may be amended only in writing signed by all parties.

Termination of the agreement, with or without statement of the reasons for termination may be made in writing at any time and shall incorporate a six (6) month notice.

The parties agree that in the event of revision, expiration or termination of this Agreement, students enrolled in the program will have the opportunity to complete the program under the terms of this Agreement.

Program and Policy Changes

Conestoga and Waterloo agree to communicate any substantive changes at the annual review to their program including changes in admission standards, graduation requirements, curriculum, course offerings, length of program, hours of instruction, delivery method, co-op or work-integrated learning (where applicable). Substantive change is any change that alters learning outcomes, admission or graduation requirements, or delivery.

Conestoga and Waterloo agree to communicate any policy changes at the annual review which may affect the agreed upon relationship. Such policy changes will be considered during discussions at the time this Agreement is reviewed, as referred to above.
Organizational Contacts

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.

Sending organization:
Kim Carr
Academic Agreements and Pathways Officer
Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Drive
Kitchener, ON, N2G 4M4
Phone: 519-748-5220 Ext. 3198
Email: kacarr@conestogac.on.ca

Receiving organization:
Heather O’Leary
Manager, Admissions Pathways
University of Waterloo
200 University Avenue West
Waterloo, ON, N2L 3G1
Phone: 519-888-4567 Ext. 43207
Email: heather.oleary@uwaterloo.ca

Article III
Agreement Information

Type of Agreement
Articulated Admission and Transfer Credit Agreement

Transfer Pathway Progression Recreation and Leisure Services Diploma (Two (2) year)
The following table depicts typical progression for students moving from RLS into the REC, Regular program. The sequence will depend on which program the student is following and the number of courses taken per term.

<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>Program:</td>
<td>Conestoga RLS Off</td>
<td>Conestoga RLS Off</td>
<td>Waterloo RLS Off</td>
<td>Waterloo RLS Off</td>
<td>Waterloo RLS</td>
</tr>
<tr>
<td>Academic term:</td>
<td>F W S</td>
<td>F W S</td>
<td>2B 3A S</td>
<td>3B 4A S</td>
<td>4B</td>
</tr>
<tr>
<td>Units per term:</td>
<td>2.5 2.5</td>
<td>2.5 2.5</td>
<td>2.5 2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Unit totals:</td>
<td>10.0 12.5</td>
<td>15.0 17.5</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Co-op note: Since 7.5 units of transfer credits offered through this agreement, the co-op program is not available due to sequencing issues and the number of credits transferred. Any student interested in co-op should contact their REC academic advisor before they arrive in their first fall term on campus.
Admission Requirements

Recreation and Leisure Services

This agreement recognizes that a student who has completed a diploma at Conestoga in the two (2) year RLS program, with a minimum average of 75%, including a minimum of 70% in an acceptable English writing course (COMM 1085), will be eligible for admission into Rec with transfer credits as outlined in this Agreement.

Using the 105 form on the Ontario Universities’ Application Centre (OUAC), applicants will apply to the Honours Recreation and Leisure Studies (WX OUAC code) program at Waterloo. Conestoga applicants will be required to submit their high school transcript and all post-secondary transcripts, including their final Conestoga transcript showing graduation from the program.

Conestoga graduates will be considered in the same applicant pool as other external transfer students, but will be given preferential consideration over all other college Recreation and Leisure Services programs where agreements do not exist. Each student’s application and academic record will be assessed on an individual basis.

This Agreement recognizes the high quality of courses that Conestoga students currently take and the confidence Waterloo’s Faculty of Applied Health Sciences has in considering Conestoga graduates for admission.

Transfer Credit Recreation and Leisure Services

Conestoga RLS diploma graduates are eligible for up to 7.5 units of transfer credit (equivalent of 15 courses of 0.5 unit weight).

Transfer credit according to the outline below will be offered to qualified students, transferring from the Conestoga RLS program into the Rec program at Waterloo.

<table>
<thead>
<tr>
<th>Conestoga Course Code</th>
<th>Conestoga Course Title</th>
<th>UW Course Code</th>
<th>Credit Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC1040</td>
<td>Developmental Psychology</td>
<td>SDS 150R</td>
<td>0.50</td>
</tr>
<tr>
<td>REC1060</td>
<td>Group Dynamics for Recreation</td>
<td>SPCOM 1XX</td>
<td>0.50</td>
</tr>
<tr>
<td>REC1080</td>
<td>Dynamics of Leadership</td>
<td>SPCOM 227</td>
<td>0.50</td>
</tr>
<tr>
<td>REC1090</td>
<td>Program Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REC2170</td>
<td>Community Research and Planning</td>
<td>REC 120</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2180</td>
<td>Program Design and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REC1130</td>
<td>Introduction to Field of Recreation and Leisure</td>
<td>REC 101</td>
<td>0.50</td>
</tr>
<tr>
<td>REC1140</td>
<td>Volunteerism in Recreation &amp; Leisure</td>
<td>REC 319</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2100</td>
<td>Special Event and Festival Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REC2010</td>
<td>Community Development</td>
<td>REC 2XX</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2150</td>
<td>Inclusive and Therapeutic Recreation</td>
<td>REC 252</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2160</td>
<td>Leisure Education in Recreation and Therapeutic Settings</td>
<td>REC 2XX</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2200</td>
<td>Advanced Therapeutic Practices in Recreation</td>
<td>REC 2XX</td>
<td>0.50</td>
</tr>
<tr>
<td>REC2210</td>
<td>Community Evaluation and Service Enhancement</td>
<td>REC 420</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES UNITS TRANSFERRED:**
**UP TO 5.50**
1 OUT OF THE FOLLOWING 3 COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>UW Course Code</th>
<th>Credit Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC1150/FPLT1270</td>
<td>Fundamentals of Practice</td>
<td></td>
<td>REC 253 and/or REC 312 0.50</td>
</tr>
<tr>
<td>REC2190/FPLT2300</td>
<td>Expansion of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REC2220/FPLT2310</td>
<td>The Emerging Professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICUM COURSE UNITS TRANSFERRED: UP TO 0.50

<table>
<thead>
<tr>
<th>Conestoga Course Code</th>
<th>Conestoga Course Title</th>
<th>UW Course Code</th>
<th>Credit Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 1110</td>
<td>World Religions</td>
<td>RS 100</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1170</td>
<td>Introduction to Astronomy</td>
<td>SCI 237</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1180</td>
<td>Issues in World Affairs</td>
<td>PSCI 150</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1420</td>
<td>Issues in Canadian Politics</td>
<td>PSCI 260</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1500</td>
<td>Aesthetics and Visual Cultures</td>
<td>VCULT 1XX</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1650</td>
<td>Quest for Wisdom</td>
<td>PHIL 1XX</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1660</td>
<td>Viewing Philosophy Through Film</td>
<td>PHIL 1XX</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1690</td>
<td>Applied Organizational Behavior</td>
<td>PSYCH 238</td>
<td>0.50</td>
</tr>
<tr>
<td>LIBS 1910</td>
<td>Environmental Science</td>
<td>SCI 2XX</td>
<td>0.50</td>
</tr>
<tr>
<td>SOC 1030</td>
<td>Sociology I</td>
<td>SOC 101</td>
<td>0.50</td>
</tr>
</tbody>
</table>

LIBERAL STUDIES ELECTIVE COURSE UNITS TRANSFERRED: UP TO (3 COURSES) 1.5

TOTAL UNITS TRANSFERRED: UP TO 7.50

Other Liberal Studies elective courses offered by Conestoga may be assessed and awarded for transfer by the University of Waterloo and are not limited to those assessed and listed in the chart above. Up to 1.5 units of Liberal Studies elective courses may be awarded into RLS program at Waterloo.

The transfer credit assessment outlined in the chart above 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 7.5 units, will be awarded for courses (listed above) in which a minimum grade of B- (70%) has been achieved.

In order to receive the transfer credit for REC 253 and/or REC 312 a grade of B- (70%) must be achieved in either REC1150/FPLT1270 or REC2190/FPLT2300 or REC2220/FPLT2310 AND a grade of 70% must be achieved in their respective WORK course. Applicants should submit documentation outlining following criteria to adequately document their practicum achievement.

- Name of placement setting
- Name and credentials of placement supervisor
- Dates of placement and number of hours
- Evaluation from placement supervisor – must have satisfactory rating (minimum)
- Numeric grade for academic components (course cannot be P/F)
Credits that must be achieved at the receiving organization:

Credits are as outlined by the Faculty of Applied Health Sciences graduation requirements at Waterloo. All Faculty of Applied Health Sciences Four (4) year degrees require a minimum of 40 courses of 0.5 unit credit weight, for a minimum total of 20 units.

Credential(s) to be granted on successful completion of all required components:

- Honours Bachelor of Arts (Four (4) year program)
  - Recreation and Sport Business
  - Recreation and Leisure Studies
  - Therapeutic Recreation
  - Tourism Development

Article IV
Communication and Marketing

Communication

The Chair of Human Services, School of Community Services at Conestoga shall be responsible for the ongoing communication and monitoring of the Agreement at Conestoga. Waterloo will designate an individual responsible for this Agreement at Waterloo.

These individuals will work together to develop marketing and recruitment strategies for this Agreement. Furthermore, the two individuals will co-ordinate annual pathway reviews.

Positioning

Opportunities pursuant to this Agreement will be advertised in the respective University and College promotional materials. Conestoga and Waterloo will exchange, where applicable, such items as marketing publications, academic calendars, student guides, housing information, course outlines, and/or research materials.

Each party will obtain the other’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).

Conestoga agrees to inform its students of this Agreement in order to provide opportunity for eligible graduates of the RLS program to apply to the REC program and apply for transfer of credit. Conestoga agrees to set aside class time for promotion of this Agreement during the winter term of the first and second years of the RLS program.
Signatories

This Agreement is effective upon signature of all parties. The signatories hereby warrant that they have express and sufficient authority to execute this Agreement on behalf of the institutions on whose behalf they have signed.

<table>
<thead>
<tr>
<th>For University of Waterloo</th>
<th>For Conestoga College ITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. James Rush</td>
<td>Dr. Barbara Kelly</td>
</tr>
<tr>
<td>Vice-President Academic &amp; Provost</td>
<td>Vice President, Academic / Student Affairs and Human Resources</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>Conestoga College ITAL</td>
</tr>
<tr>
<td>I have authority to bind the Corporation.</td>
<td>I have authority to bind the Corporation.</td>
</tr>
</tbody>
</table>

Date

Date

Dr. Lili Liu  
Dean of Applied Health Sciences  
University of Waterloo

I have authority to bind the Corporation.

Date

Jacinda Reitsma  
Vice President, Finance and Corporate Services  
Conestoga College ITAL

I have authority to bind the Corporation.
MEMORANDUM

January 28, 2020

TO: Rebecca Wickens, Associate University Secretary, Secretariat

FROM: Daniel E. Davison, Associate Dean, Undergraduate Studies, Faculty of Engineering

SUBJECT: Items for Approval at February 11, 2020 Senate Undergraduate Council

FACULTY OF ENGINEERING REPORT TO
SENATE UNDERGRADUATE COUNCIL

February 11, 2020

1. COURSE CHANGES
   1.1 ARCH .......................................................... ............................................. ............. ........ 2

2. PLAN MODIFICATION (MINOR)
   2.1 ARCH .......................................................... ............................................. ............. ........ 2

3. APPENDIX A: Course Catalogue Reports .......................................................... 4

Daniel E. Davison
Associate Dean, Undergraduate Studies
Faculty of Engineering
1. COURSE CHANGES

1.1 ARCH 192, 193, 292, 293, 392, 393, 492, 493

Effective Date: September 1, 2021

Background and Rationale: Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

See Appendix A for revised course catalogue reports for each of these courses.

2. PLAN MODIFICATION (MINOR)

2.1 Bachelor of Architectural Studies

Effective Date: September 1, 2021

Background and Rationale: The plan for the degree of Bachelor of Architectural Studies needs to be revised to align with the course changes as outlined in Item 1.1 of this agenda.

### Passing Requirements

<table>
<thead>
<tr>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A term of study refers to a particular four-month period of enrolment including the 1A fall and 1B winter terms and all &quot;A&quot; and &quot;B&quot; terms.</td>
</tr>
<tr>
<td>**A minimum passing grade in any course is 50. The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293, ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.</td>
</tr>
</tbody>
</table>

In order to proceed unconditionally from one term* to the next in the Honours Bachelor of
Architectural Studies (BAS), the student must satisfy each of the following requirements:

1. Students will be required to maintain a minimum cumulative overall average of 70% (calculated at the end of each term). Students successfully completing all requirements of the fourth year and obtaining a cumulative average of 75% will be considered for admission to the MArch.
2. Pass** the studio course.
3. Not fail** more than 0.50 units or equivalent (excluding studio) in any single term.
Appendix A

Course Catalogue Reports

ARCH 192
ARCH 193
ARCH 292
ARCH 293
ARCH 392
ARCH 393
ARCH 492
ARCH 493
COURSE CHANGES  (for approval)

Architecture - School of

Current Catalog Information
ARCH 192  (1.50)  STU Design Studio
Development of the means to appreciate the art and science of building; introduction
to the study of theories of architecture; development of skills in graphic
communication; introduction to a study of building elements; promotion of the
application of theory in the practice of design. [Note: Field trip (one week). Field
trip cost: $300 - $450. Offered: F]
No Special Consent Required
Requisites: Prereq: Architecture students only
Effective  01-SEP-2021
Description Change:
Development of the means to appreciate the art and science of building;
introduction to the study of theories of architecture; development of
skills in graphic communication; introduction to a study of building
elements; promotion of the application of theory in the practice of design.
[Note: Passing grade is 60%. Field trip (one week). Field trip cost
$300-$450. Offered: F]
Rationale:
Design studio courses are the focus of architectural education, and these
courses are conceived as a continuum where skills are developed in earlier
courses and are tied to success in later courses. Students need to achieve
critical levels of competency. The increase in passing grade from 50% to
60% in each design course helps to ensure that students are better prepared
for subsequent design courses, and also better prepares students for
admission into the Master of Architecture program.

Current Catalog Information
ARCH 193  (1.50)  STU Design Studio
Further development of basic skills, and the application of theory and design in
small scale architectural design projects. Introduction to issues of inhabitation,
program and context. [Offered: W]
No Special Consent Required
Requisites: Prereq: ARCH 192
Effective  01-SEP-2021
Description Change:
Further development of basic skills, and the application of theory and
design in small scale architectural design projects. Introduction to issues
of inhabitation, program and context. [Note: Passing grade is 60%. Offered:
W]
Rationale:
Design studio courses are the focus of architectural education, and these
courses are conceived as a continuum where skills are developed in earlier
courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

### Current Catalog Information

**ARCH 292** (1.50) **STU**  
Design Studio  
The exploration of design as a thinking process through the medium of small scale design projects. The development and analysis of architectural propositions concerning personal space within the context of a larger community. [Note: Required two day field trip, cost range $150 - $200. Offered: F]  
No Special Consent Required  
Prereq: ARCH 193  
**Effective 01-SEP-2021**

**Description Change:**  
The exploration of design as a thinking process through the medium of small scale design projects. The development and analysis of architectural propositions concerning personal space within the context of a larger community. [Note: Passing grade is 60%. Required two day field trip, cost range $150-$200. Offered: F]

**Rationale:**  
Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

### Current Catalog Information

**ARCH 293** (1.50) **STU**  
Design Studio  
Design involving problems of human perception and dimension in more complex environments, and dealing with issues of public and private space. Development of skills in analysis and programming, and further exploration of questions of siting and context. [Note: Field trip (one week). Estimated field trip cost: $400 - $500. Offered: S]  
No Special Consent Required  
Prereq: ARCH 292  
**Effective 01-SEP-2021**

**Description Change:**  
Design involving problems of human perception and dimension in more complex environments, and dealing with issues of public and private space. Development of skills in analysis and programming, and further exploration of questions of siting and context. [Note: Passing grade is 60%. Field trip (one week). Estimated field trip cost $400-$500. Offered: S]

**Rationale:**  
Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve
critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

Current Catalog Information
ARCH 392 (1.50) STU Design Studio
Development of design skills and theoretical knowledge through their application in projects involving various building types in urban situations. Emphasis is placed upon issues of materiality and technology in architectural design. [Note: Required four to five day field trip, cost range $400 - $500. Offered: W]
Requisites:
Effective 01-SEP-2021
Description Change:
Development of design skills and theoretical knowledge through their application in projects involving various building types in urban situations. Emphasis is placed upon issues of materiality and technology in architectural design. [Note: Passing grade is 60%. Required four to five day field trip, cost $400-$500. Offered: W]
Rationale:
Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

Current Catalog Information
ARCH 393 (1.50) STU Option Design Studio
This Design Studio is subdivided into distinct studio sections, each of which provides a specific platform for advanced research and design presented within the context of a topic or set of issues to be explored in relation to a specific design project, program and site. These studios range in both scale and scope, traversing an array of academic investigations, design hypotheses, research agendas, interdisciplinary explorations, and pedagogical intentions. These topics foreground the disciplinary arenas within architecture in the areas of architectural theory, media, technology, urbanism, and landscape. [Offered: F]
Requisites:
Effective 01-SEP-2021
Description Change:
This Design Studio is subdivided into distinct studio sections, each of which provides a specific platform for advanced research and design presented within the context of a topic or set of issues to be explored in relation to a specific design project, program and site. These studios range in both scale and scope, traversing an array of academic investigations, design hypotheses, research agendas, interdisciplinary
explorations, and pedagogical intentions. These topics foreground the
disciplinary arenas within architecture in the areas of architectural
theory, media, technology, urbanism, and landscape. [Note: Passing grade is
60%. Offered: F]

Rationale:
Design studio courses are the focus of architectural education, and these
courses are conceived as a continuum where skills are developed in earlier
courses and are tied to success in later courses. Students need to achieve
critical levels of competency. The increase in passing grade from 50% to
60% in each design course helps to ensure that students are better prepared
for subsequent design courses, and also better prepares students for
admission into the Master of Architecture program.

Current Catalog Information
ARCH 492 (1.50) STU Design Studio
The studio course is mounted in Rome, Italy, with the school's own faculty and
premises, and offers a unique opportunity to undertake design studies in a truly rich
architectural heritage. The main focus is the nature of the institution and its
relationship to the city and its culture. Students participating in the Rome term
are expected to defray the costs of travel, accommodation and food. For students
unable to study in Rome, an alternative studio is offered in Cambridge. It presents
similar design projects and theoretical questions in a North American context.
[Offered: F]
No Special Consent Required
Requisites: Prereq: ARCH 393
Effective 01-SEP-2021
Description Change:
The studio course is mounted in Rome, Italy, with the school's own faculty and
premises, and offers a unique opportunity to undertake design studies in a truly rich architectural heritage. The main focus is the nature of the institution and its relationship to the city and its culture. Students participating in the Rome term are expected to defray the costs of travel, accommodation and food. For students unable to study in Rome, an alternative studio is offered in Cambridge. It presents similar design projects and theoretical questions in a North American context. [Note: Passing grade is 60%. Offered: F]

Rationale:
Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.

Current Catalog Information
ARCH 493 (1.50) STU Design Studio/Comprehensive Building Design
This studio represents a culmination of the pre-professional degree, through the integration and application of skills and knowledge to a complex building project.
Students will develop designs to a high level of detail. A concern for technical material, environmental and legal aspects of architecture will support open speculation and innovative design. [Offered: S]

No Special Consent Required

**Requisites:**

Prereq: ARCH 492

**Effective 01-SEP-2021**

**Description Change:**

This studio represents a culmination of the pre-professional degree, through the integration and application of skills and knowledge to a complex building project. Students will develop designs to a high level of detail. A concern for technical material, environmental and legal aspects of architecture will support open speculation and innovative design. [Note: Passing grade is 60%. Offered: S]

**Rationale:**

Design studio courses are the focus of architectural education, and these courses are conceived as a continuum where skills are developed in earlier courses and are tied to success in later courses. Students need to achieve critical levels of competency. The increase in passing grade from 50% to 60% in each design course helps to ensure that students are better prepared for subsequent design courses, and also better prepares students for admission into the Master of Architecture program.
Approval agenda:

1. New courses (attachment 1)
2. Course Changes (attachment 1)

Information:

3. Course notes updated in calendar (attachment 2)
4. Changes made to 2020/21 calendar not requiring SUC approval (attachment 3)
NEW COURSES  (for approval)

Environment, Resources & Sustainability, School of

**Effective  01-SEP-2021**

ERS  222 ( 0.50 )  LEC War and the Environment

This course examines environmental security and the political ecology of violence. War, colonialism, and other forms of social conflict are discussed as both drivers and consequences of environmental change including the extraction, consumption and depletion of resources. Topics may include nuclear war and emerging technologies as existential threats to humanity; (neo) environmental determinism; eco-fascism and totalitarianism; and eco-terrorism. Hopeful insights for transitioning towards sustainability are drawn from rapid societal mobilization and transformation during wartimes and the role of the environment and environmentalism in peacebuilding.

**Requisites :** Antireq: ERS 275 S18, ERS 275 S19

**Rationale :** This course has been offered twice as ERS 275 course with excellent reviews from students and covers an area of inquiry that is not currently available in other offerings.

**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, understanding, and talking constructively about bullshit and other types of false claims. The course will cover a broad range of issues, including logical fallacies, misrepresentations of science, comparisons of how true and false claims spread in mainstream and social media, and tactics used to manipulate and influence people and public debates. This course emphasizes 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 and PHIL courses have been reviewed to
ensure there is no overlapping content.

Effective 01-SEP-2021
INTEG 499 (0.50) LEC Independent Studies
An independent studies course provides opportunities for students to work one-on-one
with faculty members in an area of interest to the student.

Rationale:
KI students occasionally request to work with faculty members one-on-one on
an area of interest and we currently have to offer a special topics course
(INTEG 475: Special Topics) to accommodate these requests. Given that we
have offered such a course three of the past four terms, we believe it is
time to create a permanent course / course number for an independent
studies course. Instructor consent required.

COURSE CHANGES (for approval)

Dean of Environment

Current Catalog Information
ENVS 401 (0.50) LEC Aboriginal Law and Natural Resource Development
Detailed consideration of recent developments in Canadian environmental and resources
regulatory regimes.
No Special Consent Required
Requisites: Prereq: Level at least 3A

Effective 01-SEP-2021
Title Change: Canadian Law, Indigenous Peoples, and Natural Resource Development
Description Change: The course examines the historical development of the constitutional
relationship between the Crown (the Canadian and provincial governments)
and Indigenous Peoples, and the current impact of this constitutional
relationship on the development of resources in Canada. Particular focus
will be paid to the judicial development of Aboriginal rights and
Aboriginal title, the duty to consult and accommodate Indigenous Peoples in
the context of resource development, and the future trajectory of the
relationship between the Crown, Indigenous Peoples, and resource
developers.

Rationale: Updates the course description to reflect current content. Changes the term
"Aboriginal" to "Indigenous" where appropriate, though maintains the term
"Aboriginal" when referring to Canadian law, rather than a group of people, tracking the terminology of s.35 of the Constitution and that of Canadian courts.

Environment, Resources & Sustainability, School of

Current Catalog Information
ERS 401 (0.50) LEC, TUT Sustainability Science and its Critiques
This course is the capstone opportunity for students to engage in an advanced critical analysis regarding the validity and evidence for the notion of sustainability and where it intersects with the full range of the sciences (social, physical, natural) and political action. The course will explore what alternatives exist within and outside of the theoretical framework of sustainability and what implications these all have for the relationship and practical operations between society and the sphere of issues related environment and resources. While there will be some lectures, the intent is to have students participate more intensively in both class and tutorial discussions.
No Special Consent Required
Requisites:
Prereq: ERS 300 and ERS 301; Environment, Resources and Sustainability students only

Effective 01-SEP-2021
Component Change: LEC, PRJ
Title Change: Translational Ecology
Description Change: Translational ecology analyses ecosystems in a manner that leads to better policies, decision-making, and action. It is where environmental sciences meet environmental policy and governance. Translational ecology further embraces how the arts, media, and culture can act upon what emerges from analysis of socioecological systems. ERS 401 will focus student efforts on action-based and innovative modules and projects that provide a path to students designing their short- and long-term careers.
Requisite Change:
Prereq: ERS 400
Rationale: Changes are required to accurately reflect the course content and delivery.

Planning - School of

Current Catalog Information
PLAN 203 (0.50) LEC, TUT Transportation Planning and Analysis
This course provides an in-depth exploration of Transportation Planning. Topics covered will include fundamentals of transportation systems, the historical evolution of transportation planning, modern approaches to urban and regional transportation planning, and relevant transportation planning methods. Applied analysis emphasizing Canadian urban examples will be undertaken.
No Special Consent Required
Requisites:
Prereq: PLAN 104, ENVS 178

Effective 01-SEP-2021
Component Change: LAB, LEC, TUT
Rationale: This course is always scheduled with lab sessions in the computing lab but the LAB component has not been set up by the scheduling office.

Current Catalog Information

PLAN 401 (0.50) LEC, STU Planners and Planning Tribunals

The course focuses on contemporary planning problems before the Ontario Municipal Board (OMB). Students analyze and synthesize the various planning perspectives involved in real OMB cases. Students explore the challenges associated with presenting a case or appearing as a witness before the Board through lectures, observation and participation in a moot OMB hearing. [Note: Estimated additional cost for document preparation will not exceed $100+HST.]

No Special Consent Required

Requisites: Prereq: Level at least 4A Planning students

Effective 01-SEP-2021

Description Change: An examination of tribunals and boards that adjudicate matters related to land use planning, environmental and heritage protection, property assessment, land valuation, and other matters. Topics include tribunal/board history; appeal rights and procedures; the roles and responsibilities of planners, lawyers, and stakeholders; and critical perspectives regarding current and alternative practices. [Note: Additional cost for document preparation will not exceed $100+HST.]

Rationale: The Ontario Municipal Board (OMB) was replaced by the Local Planning Appeals Tribunal (LPAT) in 2018 and there are several other tribunals and boards such as the Environmental Review Tribunal (ERT), the Conservation Review Board (CRB) and the Toronto Local Appeals Board (TLAB) with which many students should be familiar before they graduate. There is potential for further change in the number and mandate of Ontario’s planning tribunals and boards so generic wording is used to give instructors the flexibility to address the ones they deem appropriate at the time. Specific reference to moot hearings has been removed because recent class sizes (i.e., 90 - 110) have resulted in teams of 10-12 and these are too large for all students to have a meaningful and consistent learning experience. The proposed wording does not preclude use of moot hearings in the future should the opportunity arise.

The proposed course description no longer refers to Ontario so that instructors have latitude to examine tribunals and boards in other jurisdictions. This change contributes to making our program is a little less Ontario-centric, thereby helping to address comments previously received from the PSB about our program.

Environment, Enterprise & Development - School of

Current Catalog Information
ENBUS 402B (0.50) PRJ  
Environment and Business Project  
A continuation of ENBUS 402A. [Note: Course fee $30-$60]  
No Special Consent Required  
Requisites: Prereq: ENBUS 402A. Antireq: ENBUS 403B  
Effective 02-SEP-2021  
Component Change: PRJ, WSP  
Rationale: The workshops are not mandatory yet provide a window of time for students to meet to complete their capstone projects. In the past, without this blocked time in their schedules, students found it very difficult to find a time in which all group members were available to meet.

Current Catalog Information
INDEV 401 (1.50) PRA  
International Development Placement 1  
INDEV 401 and 402 comprise an 8 month internship abroad with a development project, organization or institute. INDEV 402 immediately follows INDEV 401. Students are expected to fulfil work duties, language milestones and academic assignments. The culmination of both courses is a professional service report based on projects and the wider work undertaken by the student and their organization during their placement.  
[Note: Students are responsible for all travel and subsistence costs associated with their international placement]  
No Special Consent Required  
Requisites: Prereq: Level at least 4A International Development students  
Effective 01-SEP-2021  
Consent Change: Department Consent Required  
Rationale: Adding department consent will prevent students from enrolling in the placement who have not met the academic criteria to do so.

End of Report
As agreed to, an alternative to listing the term offering for each course within the course description found in the calendar is to update the course notes found at the top of each course page. As of the 2020/21 calendar, the course notes will direct the reader to the relevant unit webpage for term course offering information:

EB: Refer to the Environment and Business plan requirements web page to determine the terms in which core courses are offered. For non-core ENBUS-labelled courses, refer to the Schedule of Classes to determine if a course is offered.

ENVS: Refer to the Faculty of Environment, Environment course information web page to determine the terms in which ENVS courses are normally offered.

ERS: Refer to the School of Environment, Resources and Sustainability (ERS) plan requirements web page to determine the terms in which core courses are offered. For non-core ERS-labelled courses, refer to the Schedule of Classes to determine if a course is offered.

GEOG: Refer to the Geography and Environmental Management undergraduate courses web page to determine the terms in which GEOG courses are offered.

INDEV: Refer to the International Development plan requirements web page to determine the terms in which core courses are offered. For non-core INDEV-labelled courses, refer to the Schedule of Classes to determine if a course is offered.

KI: Refer to the Knowledge Integration course offerings web page to determine the terms in which INTEG courses are offered.

PLAN: Refer to the School of Planning undergraduate plan web page to determine the terms in which PLAN courses are offered.
<table>
<thead>
<tr>
<th>Plan / Calendar section</th>
<th>Course change</th>
<th>Action</th>
<th>Reason</th>
<th>effective date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Sustainability</td>
<td>SYDE 332</td>
<td>change to SYDE 532</td>
<td>course number change</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Diploma in Sustainability</td>
<td>GEOG/AVIA 315</td>
<td>change to GEOG/AVIA 416</td>
<td>course number change</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td>removal of text: Admission Overview</td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students who have not determined the field or subject in which they wish to concentrate are encouraged to read the academic plan and core course descriptions in this Calendar. Admission categories, requirements, and procedures are outlined in detail in the Admissions section of this Calendar as well as the Faculty website.</td>
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<tr>
<td></td>
<td></td>
<td>The Calendar is designed to enable students to make an informed decision about plans and courses. Students are encouraged to consult with their high school guidance counselor, the recruitment and student engagement co-ordinator, or the undergraduate academic officer of the appropriate unit.</td>
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<td></td>
<td>Applicants should apply to the plan most suited to their interests. Transfer to other units within the Faculty or to other Faculties may be considered after Year One, depending upon the student's academic record and plan. It is simpler to transfer between some academic plans than others, so students considering a transfer should speak with the academic advisor of the academic plan they wish to enter as early as possible.</td>
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<tr>
<td>Degree</td>
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<td>renamed Overview (see note below)</td>
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<tr>
<td>Introduction</td>
<td></td>
<td>removed page</td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Internal and External Transfer Credits</td>
<td></td>
<td>edit of text - replaced: For maximum number of transfer credits allowed, see below (Minimum Course Requirement for Calculation of Plan Averages). Added: The University's policies, guidelines and academic regulations allow for a maximum number of courses which a student can count towards a degree which are not calculated in the plan's cumulative major and overall averages.</td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Internal and External Transfer Credits</td>
<td></td>
<td>Moved notes from the Minimum Course Requirement for Calculation of Plan Averages to External Transfer Students. Notes</td>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
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<td></td>
<td>The School of Planning may grant a maximum of 5.0 units at time of admission from an external accredited post-secondary institution. Geography and Aviation maximum transfer credit allowance includes flight training requirements.</td>
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</tbody>
</table>

Minimum Course Requirement for Calculation fo Plan Averages section is being deleted due to the new university level rule regarding the 50% in average requirement; however, these notes do not fall under the new university rule and need to remain in the calendar.
### Academic Standing

**Note 4: revised:** A student who is given a failed standing at the end of their second term (1B) of study normally will be required to successfully complete the Foundation Term. A student maintains the option to withdraw for two academic terms. **New text:** A student who is given a failed standing at the end of their second term (1B) of study normally will be given the options of applying to complete the Foundation Term or withdraw for two academic terms. to reflect current processes in which students can opt for either progression.

### INDEV Minor

The International Development Minor requires the completion of a pre-approved community service experience or educational seminar focused on community development issues of at least three weeks duration in Canada or internationally. Pre-approval is required by the International Development Field Placement Coordinator (INDEV FPC) Manager of International Work Placements. This requirement must be organized by the student with support from the INDEV FPC and is to be completed at the student’s own expense. Co-op work terms that meet the above description will normally qualify for this requirement. to reflect the current title of the position

### Geomatics

- **From:**
  - Minimum Required Units
    - Total: 20.0 units. Geomatics Plan: 13.5 units (9.5 GEOG, 2.0 CS, 1.0 ENVS, 0.5 ENGL/EMLS, 0.5 MATH). All courses for which 1.0 units are awarded will count as the equivalent of two courses. All units designated Geography (GEOG) and Environmental Studies (ENVS) are included in the cumulative major average. All Computer Science (CS) and Mathematics (MATH) courses are included in the cumulative overall average (see note 2).
  - Average Requirements
    - Students in the Geomatics Honours academic plans must maintain an overall cumulative average of at least 65%, a Computer Science and Math cumulative average of at least 60%, and a major cumulative average of at least 70%. All required courses must be passed.

- **To:**
  - Minimum Required Units
    - Total: 20.0 units. Geomatics Plan: 13.5 units (9.5 GEOG, 2.0 CS, 1.0 ENVS, 0.5 ENGL/EMLS, 0.5 MATH). All courses for which 1.0 units are awarded will count as the equivalent of two courses. All units designated Geography (GEOG) and Environmental Studies (ENVS) are included in the cumulative major average. (see note 2).
  - Average Requirements
    - Students in the Geomatics Honours academic plans must maintain a cumulative overall average of at least 65%, a cumulative special major average, comprised of all Computer Science and Math courses, of at least 60%, and a cumulative major average of at least 70%. All required courses must be passed.

reflect proper calculations of plan averages
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography and Aviation</td>
<td>removed: For more information on rules governing this program, please see Geography and Environmental Management.</td>
<td>This link was a carry forward from previous years. There are no longer any rules under GEM that are not included in the notes for AVIA.</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Planning</td>
<td>Planning students have the option of adding up to two specializations to their plan in third year. In the School of Planning, a course that is required for both the Bachelor of Environmental Studies and a specialization is considered a double count.</td>
<td>removal of text to reflect approved counting rule</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Geography and Environmental Management</td>
<td>3 yr general</td>
<td>GEOG 201 to GEOG 205</td>
<td>this plan was missed in the information package presented at SUC October 2019 (attachment 9)</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>INTEG 320</td>
<td>add: [Note: WHMIS required.]</td>
<td>add note to course description as WHMIS is a requirement to work in the workshop for building their museum displays.</td>
</tr>
<tr>
<td>GEM: Aviation Specialization</td>
<td>GEOG 323</td>
<td>correct course title: Tourism Impacts - International Perspectives</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>GEM: Economy and Society Specialization</td>
<td>GEOG 336</td>
<td>correct course title: Space, Power, and Politics: Citizenship in a Changing World</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>GEM 3 yr General</td>
<td>GEOG 201</td>
<td>change to GEOG 205 as approved at Oct SUC</td>
<td>missed on list of plans affected by this course number change.</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>GEOG 407</td>
<td>Add [Note: WHMIS required]</td>
<td>updating course description to include WHMIS note</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>ERS 340</td>
<td>Add [Note: WHMIS required]</td>
<td>updating course description to include WHMIS note</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>ERS 341</td>
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<tr>
<td>Course description - SA Catalog</td>
<td>ENVS469</td>
<td>Add [Note: WMIS may be required pending project lab analysis.]</td>
<td>updating course description to include WHMIS note</td>
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<tr>
<td>Course description - SA Catalog</td>
<td>GEOG 391</td>
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<td>Course description - SA Catalog</td>
<td>GEOG 405</td>
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<td>Course description - SA Catalog</td>
<td>ENVS444</td>
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<td>updating course description to include WHMIS note</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>GEOG 490</td>
<td>Add [Note: WMIS may be required pending project lab analysis.]</td>
<td>updating course description to include WHMIS note</td>
</tr>
<tr>
<td>Course description - SA Catalog</td>
<td>ERS 403</td>
<td>Add [Note: WMIS may be required pending project lab analysis.]</td>
<td>updating course description to include WHMIS note</td>
</tr>
<tr>
<td>Planning section</td>
<td>remove note 6: A number of important guidelines and regulations are available online on the School of Planning undergraduate program web page. Areas covered include admission, academic standing, certificates, co-op, courses, Oxford Brookes field trip (PLAN 480), leave-of-absence, senior honours essay, teaching assistants, etc.</td>
<td>not relevant to plan curriculum</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>
CONTENT

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1. Course Changes

1.1 Bachelor of Social Work (SWREN)

Effective: Sept 1, 2020

Change: Add department consent to add to following courses

SWREN 120R
SWREN 220R
SWREN 221R
SWREN 222R
SWREN 224R
SWREN 250R
SWREN 251R
SWREN 300R
SWREN 301R
SWREN 311R
SWREN 312R
SWREN 321R
SWREN 331R
SWREN 349R

Rationale: The SWREN 100-300 level courses are only available to students who have been given conditional admission to the BSW program. In the past, Renison scheduling representatives have to add department consent each term, if this step is not completed, the University of Waterloo’s scheduling department reverts to the current course catalogue and that allows for non-BSW student to enrol incorrectly. Adding department consent to the calendar will prevent non-BSW students from enrolling incorrectly; and allow Renison to better support conditional admission students with their course enrolment. Conditional admitted students will be block enrolled by the Renison Registrar’s Office.
2. Academic Plans (Minor Modifications)

2.1 Bachelor of Social Work (SWREN)

**Effective:** Sept 1, 2021

**Modifications:** lowering minimum GPA admissions requirement to 70%; and the creation of mature student category for the program.

**Background and Rationale:** The School of Social Work is proposing a change of the minimum GPA requirement for the BSW Program from 75% to 70%. The proposed change is a reflection of the School’s current practices. Between 2013-2018, of the 430 applicants registered in the BSW Program, 96 or 22% were admitted with a GPA of under 74% i.e. under the current minimum GPA of 75%. The proposed change is meant as an equity-strategy, enhancing the transparency of the School’s admission practices (see proposed Calendar changes).

The mature student category has been developed to support pathways to the BSW Program for applicants who have a completed related-BA and who have been out of postsecondary education for 4 or more years. More specifically, the mature student category has been developed to support applicants who have a completed related-BA, who have been out of postsecondary education for 4 or more years, and who do not meet the minimum 70% GPA requirement. The School’s experience is that applicants who completed related BAs some years ago and who do not meet the minimum 70% GPA requirement often have substantial related paid and unpaid work experience. They, thus are often strong applicants. To be considered as eligible for applying, applicants in the mature student category must have grades in at least 2 additional degree courses (BSW prerequisite courses or approved social work/social science courses) with a minimum overall average of 75% (courses must be taken within the same academic year). The mature student category is meant as an equity-strategy providing a pathway for this groups of students into the BSW program. See proposed Calendar changes).

**Calendar text:**

Admission requirements include the successful completion of either a three-year or four-year undergraduate university degree (Bachelor of Arts or equivalent) with a **B average 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%.

New to be inserted: 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.

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.

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 Organization1
- 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

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 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 Native Peoples in Canada SWREN 321R Social Work with Families

2. 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.
3. 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 contact the Bachelor of Social Work website.
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1 COURSE CHANGES
   (report #2)

1.1 OPTOM

2 ACADEMIC PLANS (MINOR MODIFICATIONS)

2.1 Pharmacy – Degree Requirements

   Effective Date: September 1, 2021

   Background and Rationale: Pharmacy Executive Committee has decided to remove
   specific post-admission requirements mandated by the Ontario College of Pharmacists
   (OCP) from the Calendar, listing them instead on a Pharmacy web page
   ([https://uwaterloo.ca/pharmacy/undergraduate-pharmd-students/post-admission-requirements](https://uwaterloo.ca/pharmacy/undergraduate-pharmd-students/post-admission-requirements)). As a result, some edits are required on the Degree Requirement page, within the 'Pharmacy Program and Co-op” and “Added Non-Academic Requirements” sections, as noted below.

Pharmacy Program and Co-op

Pharmacy students must complete three co-op work terms. During each work term, students must complete one PDPHRM labelled course.

In their first academic year, students are required to register as a pharmacy student with the Ontario College of Pharmacists (OCP). The OCP is the body that is responsible for issuing certificates of registration for students, interns, and pharmacists as well as regulating the pharmacy profession in Ontario. At the start of their work terms in Ontario, students must register the position with OCP, by submitting a completed Notice of Pharmacy Work Placement - Non-Credit Position form. Only students registered with the OCP are able to perform the controlled acts of a pharmacist/pharmacy student under the direct supervision of a pharmacist. Students should make themselves aware of any OCP requirements that must be followed during degree studies.

Note
In September 2016 the OCP Council approved a plan to recommend changes to the regulations in Ontario that would eliminate the “Student” registration category. If the Ontario government approves the proposed regulatory changes then pharmacy students would no longer be required to register with OCP while in the degree program. The College is also proposing to require registrants to complete a police background check as part of the registration process post-graduation, so prospective applicants should be aware of this potential requirement.
General co-op requirements are described in the Co-operative Education and Career Action (CECA) section of this Calendar. The School of Pharmacy has specific co-op work-term requirements.

Added Non-Academic Requirements

In addition to the academic requirements there are a number of non-academic or post-admission requirements that must be completed prior to proceeding to the first co-op term. These requirements are mandated by the OCP and/or most co-op employers and clinical placement sites, (e.g., immunization, cardiopulmonary resuscitation (CPR), and First Aid). Students are held individually accountable for submission of required documentation, and should review the current requirements.
COURSE CHANGES  (for approval)

Optometry & Vision Science - School of

Current Catalog Information
OPTOM  106  ( 0.50 )  LAB, LEC, TUT  Geometrical, Physical and Visual Optics
No Special Consent Required
Requisites : Prereq: PHYS 121 and 121L and PHYS 122 and 122L and MATH 127 and 128; Optometry students only
Effective  01-SEP-2021
Requisite Change : Prereq: (PHYS 111, 111L, 112, and 112L) or (PHYS 121, 121L,122, and 122L) and MATH 127; Optometry students only
Rationale : MATH 128 is removed as a prerequisite and PHYS 111/111L & PHYS 112/112L are added as optional PHYS prerequisites to align with admission requirements listed in the Calendar.

Current Catalog Information
OPTOM  387  ( 0.50 )  LAB, LEC  Gerontology and Low Vision
Aging and its effects on the visual system in both health and disease, care and management of the aging patient. Assessment and management of visual impairment and disability, including both optical and non-optical therapies. Epidemiology and psychology of vision impairment, and associated rehabilitative services.
No Special Consent Required
Requisites : Prereq: OPTOM 152, 252, 346/346A; Optometry students only. Antireq: OPTOM 368
Effective  01-SEP-2021
Title Change: Low Vision and Geriatrics
Requisite Change : Prereq: OPTOM 152, 252, 346; Optometry students only
Rationale : Requisites are removed (OPTOM 346A was last offered in 1999/2000 and OPTOM 368 was last offered in 2000/2001) and the title is updated to better reflect the content of the course.

COURSE INACTIVATIONS  (for approval)
Earth and Environmental Sciences

Effective 01-SEP-2018
EARTH 321 (0.50) Introduction to Geomicrobiology
Rationale: This course will not be offered in near future.
Handling of Final Assessment Reports & Two-Year Progress Reports 
related to academic program reviews

Introduction
Waterloo’s Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have a duty to consider all aspects relating to the academic quality of undergraduate studies and graduate studies within the University. As described in Waterloo’s Institutional Quality Assurance Process (IQAP), documentation emerging from the cyclical program review process includes:

- **Final Assessment Report,** which summarizes the self-study, external reviewers’ report, program response, and implementation plan, and
- **Two-Year Progress Report,** which reports on progress related to the implementation plan.

Final Assessment Reports (FARs), require two SUC or SGRC members to review the report, whereas, Two-Year Progress Reports only require one SUC or SGRC member, although at the SUC/SGRC Chair’s discretion, a second reviewer may be sought. In order to ensure that student representatives have the opportunity to review each report, the WUSA VP, Education and GSA President receive these documents in advance for information. Any questions or concerns they might have can be raised and addressed, if needed, prior to the report being approved at SUC/SGRC. This review process is coordinated by the Quality Assurance (QA) Office.

To promote transparency and foster integrity in the review process, reviewers should not be members of the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) from which the report originates.

Assessment
Reviewers will consider a series of **guiding questions** (see below) in arriving at their recommendation for revision or approval to SUC or SGRC. Before reporting to SUC or SGRC, reviewers will ask questions and share their observations, as well as any concerns they have identified with the report, to the Quality Assurance Office, who will then connect with the Chair or Director of the program. The FEDS and GSA representative will also receive these reports for information prior to submission to SUC/SGRC.

The Quality Assurance Office will ensure that any revisions to the reports are completed by the Chair or Director of the program, prior to the QA Office submitting the report for approval at a SUC or SGRC.

**Does the Final Assessment Report:**

1) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:

   - What actions will follow from specific recommendations?
   - Who will be responsible for acting on those recommendations?
   - Who will be responsible for providing resources?
   - Priorities for implementation and realistic timelines for initiating and monitoring actions?

2) Provide a rationale as to why a recommendation(s) will not be pursued?
The program Chair or Director (or their chosen delegate) will attend the SUC or SGRC meeting to address any questions or concerns that might arise during SUC/SGRC.

SUC’s and SGRC’s responsibility will be to focus on the overall credibility and feasibility of the report and the proposed plan of action – seeking to uncover, for example, unexplained disjunctions between the reviewers’ recommendations and the program’s response – as opposed to the minutiae of course content and curriculum structure.

A Final Assessment Report or Two-Year Progress Report that is approved by a majority vote of SUC/SGRC will be submitted to Senate for information. Should the discussion at SUC or SGRC reveal issues of concern that require revision, the Quality Assurance Office will work with the program Chair or Director to address the concern(s). If minor revisions are needed, the report will be edited and then it will proceed to Senate for information without re-approval from SUC/SGRC; however, any major revisions will require SUC/SGRC review and approval.

**Status of Reports under Review**

A summary of the status of all reports under review, including reports for which the QA Office is seeking reviewers, can be found at the following link: [https://uwaterloo.ca/academic-program-reviews/status-reports-under-review](https://uwaterloo.ca/academic-program-reviews/status-reports-under-review)

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**Does the Two-Year Progress Report:**

1) Clearly describe progress achieved on the various action items in the implementation plan?

2) Explain convincingly any circumstances that would have altered the original implementation plan?

3) For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?

4) Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process?
Executive Summary
External reviewers were satisfied with the programs in English Language Studies, including the Certificate in English for Multilingual Speakers, delivered by the Department of Cultural and Language Studies at Renison University College.

“The Certificate in English for Multilingual Speakers (EMLS) and related EMLS credit courses offered through English Language Studies (ELS) at Renison University College appear to be in good standing. Students, both undergraduate and graduate, consistently expressed appreciation for the dedication and enthusiasm of the ELS teaching team in providing engaging in-class sessions and detailed feedback both in and outside of the EMLS courses.”

A total of 4 recommendations were provided by the reviewers, pertaining to reviewing workload of teaching staff, fostering research expertise, and marketing the EMLS program across campus. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2024-2025.

Background
In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the programs in English Language Studies, including the Certificate in English for Multilingual Speakers, delivered by the Department of Culture and Language Studies. A self-study (Volumes I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on August 11, 2017. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). Appended to Volume I were the course outlines for all courses in the program. The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.
From Volume III, two arm’s-length reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Carol Acton, Professor of English Language and Literature, and Dr. Carolyn MacGregor, Professor of Systems Design Engineering.

Reviewers appraised the self-study documentation and conducted a site visit on March 13, 2018. The visit included interviews with the Associate Vice-President, Academic; President and Vice-Chancellor and the Academic Dean of Renison University College; Acting Chair of the Department of Culture and Language Studies; Director of English Language Studies, as well as a number of faculty and staff. The reviewers also had the opportunity to meet with representatives from the library, and current undergraduate and graduate students.

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

Program characteristics
English Language Studies (ELS) offers English for Multilingual Speakers (EMLS) credit courses and certificates at both the undergraduate and graduate levels.

The Undergraduate Certificate in English for Multilingual Speakers is intended for undergraduate students whose first language is not English to demonstrate their commitment to mastering English communication skills. Requirements include three EMLS courses (1.5 credits) and a cumulative average of 70%. Likewise, the Graduate Certificate in English for Multilingual Speakers is intended for graduate students whose first language is not English to demonstrate their commitment to mastering English communication skills. Requirements include three EMLS courses (1.5 units) and a cumulative average of 60%.

EMLS courses are open to University of Waterloo (UW) students, from all faculties, who self-identify as English language learners. EMLS courses are English language communication skills courses.

At the undergraduate level, EMLS courses are embedded within several University of Waterloo programs and initiatives. These are the most notable:

- The Math Faculty’s Communication Skills Initiative requires all undergraduate Math students to complete two communication skills courses within the first two years of study. Math students whose first language is not English may choose to take EMLS courses to satisfy this requirement.
- EMLS participation in the Arts First program
At the graduate level, EMLS courses are frequently used to support the English language communication skills of students whose English language proficiency scores (from, for example, the Test of English as a Foreign Language [TOEFL] or the International English Language Testing System [IELTS] exams) are slightly below admission standards as determined by their admitting departments.

Summary of strengths, challenges and weaknesses based on self-study

Strengths

- The strength of the ELS unit lies in its teaching. In the 2016-2017 academic year, instructors in ELS taught 1,744 students in 84 sections, and teaching evaluations are strong. Survey data indicate students clearly see the relevance of their EMLS courses to their other academic courses. In this way, ELS fulfills its mission to support undergraduate and graduate students who use English as a second or additional language to succeed in their academic work.
- ELS is embedded in the University of Waterloo context with many connections at both the undergraduate and graduate levels. ELS is a significant participant in many university-wide initiatives. Further, ELS instructors are active participants at the college, university, local, provincial, national, and international levels of their profession.

Challenges

- As ELS delivers courses, and not a full program, recognition of the courses is not as broad as we might like. Some people are aware of EMLS undergraduate courses, but not graduate ones. Growing awareness of the EMLS courses and the impact the courses can have on student learning outcomes will ensure admissions staff and faculty keep them in mind as they admit and advise EMLS students.
- A further challenge relates to the high fluctuation in enrolment over the three terms of the academic year. Consistently low spring term enrolment means that ELS will remain dependent on sessional instruction during high-enrolment fall and winter terms.
- While ELS has had solid representation within the Undergraduate Communication Outcomes Initiative (UCOI) and the Steering Committee, English Language Competency Initiative (SCELCI), Engineering, Science and Applied Health Sciences faculties have opted to develop communication skills courses without seeking ELS input.
- Continuing Lecturers (CLs) in ELS teach eight courses per year and carry a 20 percent service requirement. ELS would like to gather more information about comparable
teaching loads for CLs on main campus. If there is a discrepancy, ELS would like to explore the possibility of moving to commensurate workloads.

Weaknesses

- ELS should work more closely with admitting units from all faculties so enrolment highs do not come as a surprise. For example, some programs admit more students than expected or make offers to more students with EMLS program conditions than expected. This causes the ELS to scramble to accommodate students seeking communication skills courses that term. Greater communication with admissions early in the course scheduling cycle would likely be helpful to prevent the surprise factor in terms when enrolment exceeds expectations.

Summary of key findings from the external reviewers

The Certificate in English for Multilingual Speakers (EMLS) and related EMLS credit courses offered through English Language Studies (ELS) at Renison University College appear to be in good standing. Those interviewed, from senior administrators to students, praised the Director for fostering opportunities to contribute to the growth and direction of the ELS offerings to UW. A common theme from the interviews is that instructors and support staff are committed to delivering a quality program – often at their own personal expense. Students, both undergraduate and graduate, consistently expressed appreciation for the dedication and enthusiasm of the ELS teaching team in providing engaging in-class sessions and detailed feedback both within and outside of the ELMS courses.

Program response to external reviewers’ recommendations

Recommendations

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

d. Financial and time-supported opportunities for interested faculty to do program, curriculum, and professional development that would otherwise be at the expense of faculty personal resources, vacation time, and/or personal health. Supported opportunities to add balance and rejuvenation in one’s professional life can help offset burnout. In additional to reasonable FPER, an ELS discretionary fund to help supplement attendance at primary ELMS-related conferences could be used for both full-time and contract instructors.

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

Response
ELS appreciates the reviewers’ recognition of the workload demands of the ELS Director, Continuing Lecturers, and Definite-Term Lecturers (referred to as teaching staff). The reviewers have broad knowledge of comparable positions and workload demands across the University, and they have offered useful ways to begin investigating issues of equity and parity.

All workload-related issues are being addressed though the negotiation of the first Memorandum of Agreement (MoA) between Renison administration and the new Renison Association of Academic Staff (RAAS). RAAS executive members and negotiators, as well as the Renison administrative team, are aware of the reviewers’ recommendations. The negotiations are ongoing, and we hope the MoA will be implemented by spring 2020.

We hope the MoA will address the workload issues identified by the reviewers, specifically that the Director will receive further teaching workload relief; and CLs and DTLs will see an annual one-course reduction (from eight to seven) and provisions for non-teaching terms.
2. Foster ELS research expertise by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship through potential “living lab” opportunities involving participation of current students and alumni to continue to build and share best practices for ELS support – both inside and outside of the classroom. Given the rarity of credit-based EMLS courses offered at North American universities and the expertise among the ELS teaching team, there is rich opportunity for ELS to promote Renison and UW through its research contributions.

Response

The possibility of CLs and DTLs officially allocating 10% of their workload to research activities is also under consideration in the negotiation process between Renison’s administrative team and RAAS. We anticipate that the Memorandum of Agreement will be implemented by spring 2020.

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

Response

ELS and APPLS units currently have a part-time marketing assistant who creates website and social media content, writes promotional materials for the Renison This Month electronic newsletter (and occasionally for the Daily Bulletin), represents the units at college and university open house events, and designs and distributes marketing materials related to unit initiatives. We hope to increase the impact of the assistant’s efforts by integrating her more fully into Renison’s larger Marketing department, which, in the past, has been largely focused on Renison’s other programs. As Renison’s Marketing department is open to this possibility, this is a good opportunity to encourage greater integration to extend ELS’s marketing efforts.

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

Response

The implementation of this recommendation requires a multi-pronged approach involving a variety of people.

- The Chair of Culture and Language Studies will continue to represent English Language Studies on the university-level Steering Committee for English Language Competency Initiatives (and hopefully on any official body that may replace it);
- The Director of English Language Studies will continue to represent English Language Studies on the ARTS First Steering Committee;
• The Renison Dean and the Chair of Culture and Language Studies will engage with the Deans and Associate Deans of the faculties of Engineering, Science, Applied Health Sciences, and Environment to encourage them to consider including EMLS versions of communication skills courses in their communication skills initiatives. If successful, English language learners in these faculties will have a choice to study in courses that explicitly address English language issues in tandem with communication skills development as they do within the Math and Arts First communication skills initiatives;

• The Director and other CLs of English Language Studies will continue to work collaboratively with both the CTE and the Writing and Communications Centre by participating in the Undergraduate Communication Outcome Initiatives (UCOI) Community of Practice Meetings.

We hope these efforts will disseminate knowledge more broadly about how English Language Studies may contribute to English language communication skills initiatives across campus.
## Implementation Plan

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Proposed Actions</th>
<th>Responsibility for Leading and Resourcing (if applicable) the Actions</th>
<th>Timeline for addressing Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Immediate review of workload, task weighting, and compensation for teaching staff and the Director to ensure equity and parity for the ELS teaching team when compared to similar at the University of Waterloo.</td>
<td>Workload issues are currently under negotiation as the RAAS and Renison negotiation teams develop a new MoA.</td>
<td>RAAS and Renison negotiating teams.</td>
<td>Possibly spring 2020</td>
</tr>
<tr>
<td>2. Foster ELS research expertise by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship both inside and outside of the classroom.</td>
<td>The possibility of allocating 10% of CL/DTL workload to research is currently under negotiation as the RAAS and Renison negotiation teams develop a new MoA.</td>
<td>RAAS and Renison negotiating teams.</td>
<td>Possibly spring 2020</td>
</tr>
<tr>
<td>3. Strategically position marketing to raise awareness of the EMLS program and its success stories.</td>
<td>Work more closely with Renison’s college-wide Marketing department to raise awareness of the EMLS program in more systematic ways.</td>
<td>Director of ELS; Marketing Assistant to ELS (no additional resources required)</td>
<td>Starting fall 2018 and ongoing</td>
</tr>
<tr>
<td>4. Encourage broader collegial support across campus for both EMLS teaching staff and new tenure-track hire to better leverage EMLS teaching expertise.</td>
<td>Work continuously to ensure strong representation on communication skills initiative planning committees.</td>
<td>Director of ELS; Research faculty in APPLS/EMLS</td>
<td>Representation on communication skills initiative planning committees is ongoing.</td>
</tr>
</tbody>
</table>

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

2024-2025

Date

Signatures of Approval

[Signature]
Jan 10, 2019
Chair/Head
Date

[Signature]
AFIW Administrative Dean/Head (For AFIW programs only)
Date

[Signature]
Faculty Dean
Date

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

[Signature]
Dec 11, 2018
Associate Vice-President, Academic
(For undergraduate and augmented programs)
Date

[Signature]
Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)
Date
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: English Language Studies, November 2018

Name of Reviewer: Brendon Larson

Date: 12/16/2019

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
   - The actions that will follow from specific recommendations? ☒ Yes ☐ No
   - Those who will be responsible for acting on those recommendations? ☒ Yes ☐ No
   - Those who will be responsible for providing resources? ☒ Yes ☐ No
   - Priorities for implementation and realistic timelines for initiating and monitoring actions? ☒ Yes ☐ No

2. Provide rationales for any recommendations that have not been pursued? ☒ Yes ☐ No

General Comments

The program has made several revisions to the document in response to reviewers’ feedback. I now think that it is acceptable, though clearly some outcomes will depend on productive new RAAS - Renison MoA.

Requested Revisions

See tracked changes and comments in Word document.
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: English Language Studies

Name of Reviewer: Bruce MacVicar

Date: 11/4/2019

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
   - The actions that will follow from specific recommendations? ☒ Yes ☐ No
   - Those who will be responsible for acting on those recommendations? ☒ Yes ☐ No
   - Those who will be responsible for providing resources? ☒ Yes ☐ No
   - Priorities for implementation and realistic timelines for initiating and monitoring actions? ☒ Yes ☐ No

2. Provide rationales for any recommendations that have not been pursued? ☒ Yes ☐ No

General Comments

Nov 4, 2019

Overall the report is positive and the response is good. I did find some vague wording in the program characteristics and it is not clear to me how the authors are using the word ‘notable’. More definition, with estimates of numbers of students and impacts on resources and ability to hire full-time team members would be useful.

I also note that the 10% allocation time to foster ELS research is not addressed by adding a research faculty member because it doesn’t encourage others to participate. Should address whether the recommendation will be followed or not, and what the resource implications would be if it were to be implemented.

Recommendation 4 has a list of activities, but does not address who is responsible for ensuring that they are completed.

Jan 20, 2020

I have had a chance to review it now and find that the comments and changes are all positive. I do not have any further comments.
Final Assessment Report
Italian Studies (Minor)
December 2019

Executive Summary
External reviewers found that the Italian Studies Minor delivered by the Department of Italian and French Studies at St. Jerome’s University (SJU) was in good standing.

“The Review Team commends the colleagues at SJU for their efforts and determination to provide a quality program in the face of very challenging times. Students enjoy the courses [they] offer”.

A total of two recommendations were provided by the reviewers. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2025-2026.

Number of Students Graduating with a Minor in Italian Studies

<table>
<thead>
<tr>
<th>Degree Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
</tr>
</tbody>
</table>

Background
In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Italian Studies Minor delivered by the Department of Italian and French Studies at St. Jerome’s University (SJU). A self-study (Volumes I, II, III) was submitted to the Associate Vice-President, Academic on August 30, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the program, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program were included in Volume II of the self-study.
From Volume III, two arm’s-length reviewers were selected by the Associate Vice-President, Academic: Dr. David Porreca, Associate Professor in the Department of Classical Studies, and Dr. Monica Leoni, Associate Professor in the Department of Spanish and Latin American Studies.

Reviewers appraised the self-study documentation and conducted a site visit on January 23, 2019. The visit included interviews with the Associate Vice-President, Academic; Dean of Arts; Acting Dean of St. Jerome’s University; Chair of the Department of Italian and French Studies; faculty members and staff. The review team also had the opportunity to meet with a group of current students, tour the facilities, and meet with a representative from the SJU Library.

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

Program characteristics

Minor in Italian Studies: Students enrolled in any degree program may pursue a minor designation in Italian Studies. This program offers students the possibility to study and understand the language and culture – including the art, music, and dolce vita – of one of the world’s greatest contributors to knowledge. Literary texts may be studied either in the original Italian or in English. Graduates may capitalize on job opportunities in government agencies, school boards, as well as multinational companies in Italy.

Summary of strengths, challenges and weaknesses based on self-study

Strengths

- The strength of Italian Studies continues to be teaching excellence. Student surveys revealed high levels of satisfaction, which were attributed primarily to the passion, dedication, and enthusiasm of their instructors.
- Enrolment in both beginner Italian language courses (30 to 40 per class) and Italian culture courses (50 to 70 per class) has remained strong. The new course offering, ITALST 265 (Mafia) drew 89 students in the Winter 2019 term.
- Over the years, class size in upper-level literature courses has typically been small, but nevertheless compares favourably to enrolment in similar courses at the University of Waterloo in other disciplines such as French and English; for example, ITALST 370 (Women Writers of the Italian Renaissance) had an enrolment of 16 when last taught in Winter 2015, ITALST 360 (Dante) had an enrolment of 19 in Fall 2015.

Challenges

- Student recruitment for the Italian Studies Minor has been the greatest challenge (there are no more than one or two candidates a year).
• There is also chronically low enrolment in the intermediate Italian language courses (ITAL 201 and 202).

Weaknesses
• One noticeable weakness of the Minor program in comparison to others across North America is that the completion of four language courses, or the equivalent of intermediate-level language competency, is not compulsory. Students are free to choose six courses from ITAL (language) or ITALST (culture) offerings. It is therefore possible to earn a minor in Italian Studies while having only a basic knowledge of the Italian language.

Summary of key findings from the external reviewers
The reviewers found that courses related to the minor in Italian Studies were enjoyed by students and they commended the instructors at SJU for being able to offer such a quality program under challenging circumstances, including the retirement of two key faculty members.

Program response to external reviewers’ recommendations

Recommendations
1. Institutionally, if the program is indeed “Mission Critical” to SJU, it should receive proportional consideration and support. The Review Team feels that this support would be most directly demonstrated by the immediate replacement of at least one of the two retired Italian Studies full-time faculty members with at least one tenure-track position. The long-term survival of the program depends on this being made a top priority. Replacing both retired faculty members should be a longer-term goal.

Response
As one of St. Jerome’s few unshared disciplines, Italian Studies represents unique possibilities for growth that the SJU administration recognizes and is committed to supporting.

a) The SJU Interim Vice President Academic and Dean (VPAD) (previously the Acting Dean) authorized the hiring of a Lecturer for 2019-2020 who will teach seven courses. Additional courses will be offered by sessional instructors. This Lecturer was hired on a one-year contract, effective Sept 1, 2019-Aug. 31, 2020.

b) The search has begun for a tenure-track position effective July 1, 2020, subject to budgetary approval. At SJU, the normal teaching load of full-time faculty members is five courses/year. Therefore, in the short term the program will continue to rely on sessional instructors to teach additional course offerings.

c) The VPAD requested a five-year plan for growth from the Department. This plan was delivered in August 2019. The department has already taken measures to enrich our Italian Studies program. For example, in Spring 2020, in collaboration with the University of Guelph, students will have the opportunity to study in Sorrento, Italy.
2. The Department of [Italian and French] Studies should also consider offering some key culture courses online to attract larger numbers of students. The development of such courses requires, however, support from the administration in the form of a tenure-track faculty member who can manifest a longer-term commitment to the program and the institution.

Response
The VPAD has authorized the Chair to propose new online courses to be approved at SJU and at the University of Waterloo in the Winter 2020 term. These will be proposals for a series of online courses, including online versions of existing key courses, as well as one new culture course. Depending on the capacity of the Centre for Extended Learning (CEL) to accommodate these requests, one course will ideally be launched in 2021-2022, and another by 2023.

Recommendations that were not selected for implementation
The reviewers’ report included a third recommendation, concerning parking facilities for instructors; however, it was based on a misunderstanding and later found not to be factually valid.
### Implementation Plan

<table>
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b) The VPAD authorized the search for a tenure-track position effective July 1, 2020, subject to budgetary approval.  
c) The VPAD has requested a five-year plan for growth, to be delivered no later than the end of the Fall 2019 term. | The Department Chair will take the lead, in consultation with SJU senior administration.  
Department Chair | Fall 2019  
A Lecturer was hired on a one-year contract, effective Sept 1, 2019-Aug. 31, 2020.  
July 2020  
The program has begun the search for a tenure-track position, effective July 1, 2020, subject to budgetary approval.  
The Chair submitted the plan in August 2019. The department has already taken measures to enrich the Italian Studies program. For example, in Spring 2020, in collaboration with the University of Guelph, students will have the opportunity to study in Sorrento, Italy. |
| 2. The Department of Italian and French Studies should also consider offering some key culture courses online to attract larger numbers of students. The development of such courses requires, however, support from the | The VPAD has authorized the Chair to propose new online courses, to be approved at SJU and the University of Waterloo in Winter 2020. | Department Chair | 2023  
Depending on the capacity of the CEL to accommodate these requests, one course will ideally |
administration in the form of a tenure-track faculty member who can manifest a longer-term commitment to the program and the institution. | be launched in 2021-2022, and another by 2023.

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

2025-2026

Date

Signatures of Approval

December 10, 2019

Chair/Director

Date

December 10, 2019

AFIW Administrative Dean/Head (For AFIW programs only)

Date

January 2020

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

Date

Date

Date
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: Italian Studies Minor

Name of Reviewer: Benoit Charbonneau

Date: 1/14/2020

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
   - The actions that will follow from specific recommendations? ☒ Yes ☐ No
   - Those who will be responsible for acting on those recommendations? ☒ Yes ☐ No
   - Those who will be responsible for providing resources? ☒ Yes ☐ No
   - Priorities for implementation and realistic timelines for initiating and monitoring actions? ☒ Yes ☐ No

2. Provide rationales for any recommendations that have not been pursued? ☒ Yes ☐ No

General Comments
This FAR is well-written and clearly addresses the external reviewers’ recommendations.

Requested Revisions
Minor edits were suggested by this reviewer and adopted. Some reworking of the report had to be done regarding resourcing and feasibility of passing through the various University academic bodies. The revised report addresses these concerns.
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: Italian Studies Minor

Name of Reviewer: Marlee M. Spafford
Date: 1/14/2020

Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
   - The actions that will follow from specific recommendations? ☒ Yes ☐ No
   - Those who will be responsible for acting on those recommendations? ☒ Yes ☐ No
   - Those who will be responsible for providing resources? ☒ Yes ☐ No
   - Priorities for implementation and realistic timelines for initiating and monitoring actions? ☒ Yes ☐ No

2. Provide rationales for any recommendations that have not been pursued? ☒ Yes ☐ No

General Comments
This FAR is well-written and clearly addresses the external reviewers’ recommendations.

Requested Revisions
Some minor edits were suggested and adopted. A small number of statements required clarification, including:

- Specify the challenging circumstances that SJU instructors faced in delivering a quality program (p. 3).
- Add context to the Recommendation #1 response that explains the use of the term ‘Mission Critical’ (p. 3-4).
- Indicate the University of Guelph collaboration into the Recommendation #1 response (p. 3-4) that is mentioned in the table (p. 5).
- Clarify who is the lead in responding to each Recommendation (p. 5-6).
- Update Recommendation response timelines, as needed (p. 5-6).

Requested changes were made.
Two Year Progress Report

Engineering Undergraduate Programs
(Chemical, Civil, Computer, Electrical, Environmental, Geological, Management, Mechanical, Mechatronics, Nanotechnology, Software, Systems Design)
May 2018, revised January 2020

Background: The Faculty of Engineering employs an integrated approach for the Canadian Engineering Accreditation Board (CEAB) accreditation and undergraduate program review processes. The CEAB process is required as the primary external assessment of the program quality.

In the 2014 CEAB accreditation, nine of 12 programs (Chemical, Civil, Environmental, Management, Mechanical, Mechatronics, Nanotechnology, Software and Systems Design) received the maximum accreditation of six years to June 30, 2020. Three programs (Computer, Electrical, and Geological) received recommendations that resulted in requirement to follow-up to the CEAB after three years (2017). The following document provides a summary of the CEAB recommendations and resulting actions that the programs took to address the specific concerns.

For Computer, Electrical and Geological engineering, the CEAB identified the professional status of the professoriate as a weakness, for Electrical and Geological engineering programs, additional issues related to curriculum content required addressing, and for Geological engineering, the CEAB determined that student morale needs attention. With the exception of these issues, all three programs were positively appraised.

Progress on Implementation Plan:

Recommendations:

Computer Engineering
1. Increase the number of Accreditation Units (AU) in Engineering Design (ED) taught by faculty licensed to practice engineering in Canada. (Criterion 3.5.5)

Status: completed
Details:
- The program revised the assignment of teaching tasks to ensure that ED AUs taught by licensed faculty is well above threshold (Actual: 274 CEAB accreditation units (AU));
Electrical Engineering

2. Increase the teaching of statistics and numerical analysis. (Criterion 3.4.3.1)

Status: completed
Details:
• Created two new half weight, lab courses (ECE 204A Numerical Methods 1 and ECE 204B Numerical Methods 2) and then combined the two courses ECE204A/B into a full weight lecture-based course, ‘ECE 204 Numerical Methods’, which was introduced into the Electrical Engineering curriculum in the 2017-2018 academic calendar year.
• The course ‘ECE 316 Probability and Random Processes’ was revised to ‘ECE316 Probability Theory and Statistics’ with increased content of statistics

3. Increase the number of AUs in ED taught by licensed engineers. (Criterion 3.5.5)

Status: completed.
Details:
• The program revised the assignment of teaching tasks to ensure that ED AUs taught by licensed faculty is well above threshold (Actual: 233 CEAB accreditation units (AU); required: 225 CEAB AU).

Geological Engineering

4. Increase the Engineering Design (ED) and Engineering Science (ES) content of the program. (Criterion 3.4.4).

Status: completed.
Details:
• The curriculum was revised to increase the ES and ED content (Actual: 932 accreditation units (AU); required: 900 AU) and was first implemented in September 2015. New courses were introduced, changes were made to the content of existing courses, and courses were inactivated in support of the proposed changes. The changes of courses containing ES and ED are outlined below.

First Year
• Replaced PHYS 115 Mechanics with a new course CIVE 104 Mechanics 1 (0.25 weight) that retains key mechanics content from PHYS 115 and presents this content in a manner to emphasize understanding of civil engineering structures and applications.
• Renamed ENVE 127 as CIVE 105 Mechanics 2; increased its weight to 0.75 to accommodate new content on foundations and fluid statics.
• Revised the content of GENE123 Electrical Circuits and Instrumentation; addition of an instrumentation component and emphasis of the application of electrical engineering principles to instrumentation and data acquisition.
• Renamed CIVE 121 as Computational Methods.

Second Year
• Renamed ENVE 214 as ENVE 280 Fluid Mechanics; decreased its weight to 0.5 by moving the fluid statics content to ENVE 127; modified the offering from 2B to 2A.
• Added CIVE 204 Solid Mechanics 1. Material related to structural analysis was needed as foundation material for CIVE 354 Geotechnical Engineering 2 in order to design subsurface structures.
• Moved and changed the status of EARTH 221 Geochemistry 1 from a core course in second year to a technical elective in third year.

Third Year
• Removed ENVE 321 Environmental Modeling.
• Added one technical elective in 3A: students must choose one of: ARCH 277 Timber Design, Structures and Construction; CIVE 205 Solid Mechanics 2; EARTH 221 Geochemistry 1.
• Replaced CIVE 381 Hydraulics with CIVE 382 Hydrology and Open Channel Flow. This course combines the introductory material from CIVE 381 Hydraulics and from CIVE 486 Hydrology.
• Modified EARTH 438 Engineering Geology. Increased lab hours from 2 to 3 hours per week to provide time to introduce practical field exercises with engineering design implications.

Fourth Year
• All third and fourth year CIVE, EARTH and ENVE courses that are accessible to the students based on pre-requisites are listed.

5. Increase the engineering design content of the GEO 400/401 course (Criterion 3.4.4.4)

Status: completed.
Details:
• Since Fall 2013, the engineering design content of the GEO 400/401 course has been increased by holding the course in conjunction with ENVE430/431 (Environmental Engineering program) which has engineering design content.

6. Increase the Engineering Science (ES) and Engineering Design (ED) taught by faculty licensed to practice engineering in Canada. (Criterion 3.5.5)

Status: completed.
Details:
• The program has assisted those faculty members teaching ES and ED to apply and receive their PEng license.
• The Civil and Environmental Engineering department responsible for delivering most of
the courses with ES and ED for the Geological Engineering program is requesting that all new faculty hires apply immediately for licensure and that they work towards satisfying the licensing requirements within five years of their appointment.

- The program revised the assignment of teaching tasks to ensure that ES and ED AUs taught by licensed faculty are well above threshold (Actual: 834 CEAB accreditation units (AU); required: 600 CEAB AU).

7. The morale of the students should be improved. The quality of the education experience may be adversely affected by the morale of the students. (Criterion 3.5.1.1)

**Status:** in progress.

**Details:**

- The morale of Geological Engineering students has improved immensely since 2014. As stated by the Director of Geological Engineering in January 2020, “The dark days are behind us.” The 2019 CEAB Accreditation visitors spoke specifically about the positive morale among the students. This dramatic improvement in morale is attributed to two main factors:
  - The program has improved communication between the program and the students:
    - The Director of Geological Engineering interacts with all the cohorts of students and follows them through their undergraduate career.
    - Formal 90-minute ‘town hall’ meetings are now held every term with all cohorts on campus. These town halls, chaired by the Director of Geological Engineering, have been running for about two years. At each meeting, students discuss what is going well and what needs addressing in their program.
  - The program has remounted the course EARTH 490 (Field Course) as an elective for Geological Engineering students. This course features a major field trip (e.g., to Peru) and is a highlight of the curriculum.

**Explain any circumstances that have altered the original implementation plan:**

**Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:**
## Updated Implementation Plan:

<table>
<thead>
<tr>
<th>Recommendations</th>
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</tr>
</thead>
</table>
| **1. Computer Engineering**  
Increase the number of Accreditation Units (AU) in Engineering Design (ED) taught by faculty licensed to practice engineering in Canada. (Criterion 3.5.5) | The program revised the assignment of teaching tasks to ensure that ED AUs taught by licensed faculty is well above threshold (Actual: 274 CEAB accreditation units (AU)); required: 225 CEAB AU). | Electrical and Computer Engineering Department Chair | Completed. |
| **2. Electrical Engineering**  
Increase the teaching of statistics and numerical analysis. (Criterion 3.4.3.1) | First created two new half weight, lab courses (ECE 204A Numerical Methods 1 and ECE 204B Numerical Methods 2) and then combined the two courses ECE204A/B into a full weight lecture-based course, ‘ECE 204 Numerical Methods’.  
The course ‘ECE 316 Probability and Random Processes’ was revised to ‘ECE316 Probability Theory and Statistics’ with increased content of statistics | Electrical and Computer Engineering Department Chair. | Completed |
| **3. Electrical Engineering**  
Increase the number of AUs in ED taught by licensed engineers. (Criterion 3.5.5) | The program revised the assignment of teaching tasks to ensure that ED AUs taught by licensed faculty is well above threshold (Actual: 233 CEAB AU; required: 225 CEAB AU). | Electrical and Computer Engineering Department Chair. | Completed |

May 2018, revised January 2020
<table>
<thead>
<tr>
<th></th>
<th><strong>Geological Engineering</strong></th>
<th></th>
<th><strong>Geological Program Director.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Increase the Engineering Design (ED) and Engineering Science (ES) content of the program. (Criterion 3.4.4).</td>
<td>The curriculum was revised to increase the ES and ED content (Actual: 932 AU; required: 900 AU) and was first implemented in September 2015. New courses were introduced, changes were made to the content of existing courses, and courses were inactivated in support of the proposed changes.</td>
<td>Completed.</td>
</tr>
<tr>
<td>5.</td>
<td>Increase the engineering design content of the GEO 400/401 course (Criterion 3.4.4.4)</td>
<td>Since Fall 2013, the GEO 400/401 project course has been held in conjunction with the ENVE430/431 course (Environmental Engineering program), which has engineering design content.</td>
<td>Completed.</td>
</tr>
</tbody>
</table>
| 6. | Increase the Engineering Science (ES) and Engineering Design (ED) taught by faculty licensed to practice engineering in Canada. (Criterion 3.5.5) | • The program has assisted those faculty members teaching ES and ED to apply and receive their PEng license.  
• The Civil and Environmental Engineering department responsible for delivering most of the courses with ES and ED for the Geological Engineering program is requesting that all new faculty hires apply immediately for licensure and that they work towards satisfying the licensing requirements within five years of their appointment.  
• The program revised the assignment of teaching tasks to ensure that ES and ED AUs taught by licensed faculty are well above threshold (Actual: 834 CEAB AU; Required: 600 CEAB AU). | Completed. |
7. **Geological Engineering**  
The morale of the students should be improved. The quality of the education experience may be adversely affected by the morale of the students. (Criterion 3.5.1.1)

<table>
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<th>The program has improved Communication between the program and the students:</th>
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<tr>
<td>• The Director of Geological Engineering meets with all cohorts of students regularly.</td>
</tr>
<tr>
<td>• Formal 90-minute ‘town hall’ meetings are held every term with all cohorts on campus</td>
</tr>
</tbody>
</table>

In addition, the field trip course EARTH490 has been mounted, bringing an exciting highlight to the curriculum.

Geological Program Director.

Completed.

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

Signatures of Approval:

Sign here  

Chair – Electrical Engineering  

Date  

Sign here  

Director – Geological Engineering  

Date  

Faculty or Administrative Dean  

Date  

Associate Vice-President, Academic  

(For undergraduate and augmented programs)  

Date  

Associate Provost, Graduate Studies  

(For Graduate and augment programs)  

Date  

May 2018, revised December 2018
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Two-Year Progress Report: Engineering Undergraduate Programs

Name of Reviewer: Russ Tupling
Date: 1/13/2020

Does the Two-Year Progress Report:

1. Clearly describe progress achieved on the various action items in the implementation plan? ☒ Yes ☐ No

2. Explain convincingly any circumstances that would have altered the original implementation plan? ☒ Yes ☐ No

3. For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible? ☒ Yes ☐ No

4. Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process? ☒ Yes ☐ No

General Comments

The Engineering progress report was very straightforward and the Faculty programs did an excellent job at addressing all of the reviewers’ recommendations. I only had a few minor comments/suggestions related to details on specific actions that were taken to improve student morale in Geological Engineering. These were addressed fully in the revised report.