DATE: Tuesday 10 December 2019
TIME: 12:00 noon – 2:00 p.m.
PLACE: NH 3318

Please note:
A light lunch will be served.

Open Session

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<td>c. FAR – English Language and Literature* (Reviewers: L. Ferries, V. Dayeh; Guest: S. Hulan, Chair, Department of English Language and Literature)</td>
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<td>d. Two-Year Report – Social Development Studies* (Reviewers: C. Vigna; Guest: Denise Marigold, Chair, Department of Social Development Studies)</td>
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*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

3 December 2019
Rebecca Wickens
Associate University Secretary
8. Declarations of conflict of interest

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

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

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

8.04 Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Minutes of the 8 October 2019 Meeting
[in agenda order]

Present: Katherine Acheson, Carly Benson, Matthew Casale, Benoit Charbonneau, Martin Cooke, Vivian Dayeh, David DeVidi (chair), Lecann Ferries, Paul Fieguth, Matthew Gerrits, Alysia Kolentsis, Brendon Larson, Bruce MacVicar, Clare Mitchell, Cathy Newell Kelly, Marlee Spafford, Cristina Vanin, Chris Vigna, Rebecca Wickens (secretary), Richard Wikkerink, Dan Wolczuk

Resources: Blair Clarance, Jennifer Coghlin, Danielle Jeanneau, Amanda McKenzie, Alyssa Voigt

Guests: Sacha Geer, Heather Westmorland

Absent: Joe Barcellos, Kofi Campbell*, Victoria Chu*, Amanda Morin, Tiana Zhao

*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 10 SEPTEMBER 2019 MINUTES AND BUSINESS ARISING
Subject to addressing a change in engineering student representatives in the attendance, the minutes were accepted as presented without formal motion. There was no business arising.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION
Arts. Following a brief overview, there was a motion to approve the change to the prerequisite for AFM 341 as presented. Acheson and Charbonneau. Carried.

Engineering. Fieguth spoke to Section I of the submission, including the rationalization of options resulting in the inactivation of certain options, as well as proposed changes to the complementary studies electives (CSE) list. Following discussion re: the implications of adding courses to the CSE list and the consultation that should take place, there was a motion to approve the changes to the CSE list on behalf of Senate and to recommend that Senate approve the inactivation of the mathematics option, water resources option and computer engineering option, effective 1 September 2020. Fieguth and Spafford. Carried.

Following an overview of Section II of the submission re: minor plan changes and courses changes in nanotechnology engineering, there was a motion to approve those items on behalf of Senate effective 1 September 2020. Fieguth and MacVicar. Carried.

Fieguth took members through Section III of the submission, including minor plan changes, course changes and new specializations for architectural, civil, environmental and geological engineering, noting that the water resources specialization will replace the inactivated water resources option. There was a motion to approve the minor plan and course changes on behalf of Senate and to recommend that Senate approve the new specializations for architectural, civil, environmental and geological engineering as outlined in Section III of the submission. Fieguth and Gerrits. Carried.

Fieguth spoke to Section IV of the submission regarding changes to electrical engineering and computer engineering plans and calendar pages, including: minor, housekeeping changes to plans, course changes and inactivations, and changes to the communication requirement for students in the 1A term of electrical engineering and computer engineering. Following discussion re: the communication requirement, resource implications in arts and what consultation had taken place, Fieguth agreed to withdraw the items in the first bullet of Section IV,
subsection c from consideration pending further review and discussion in engineering and arts. There was a motion to approve the remaining items outlined in Section IV on behalf of Senate, effective 1 September 2020. Fieguth and Charbonneau. Carried.

Following presentation of Section V of the submission re: changes in the management sciences option and management engineering, there was a motion to approve those items on behalf of Senate, effective 1 September 2020. Fieguth and Gerrits. Carried. The first Section VI re: mechatronics engineering was received for information and there was a motion to approve the items in the second Section VI re: biomedical engineering on behalf of Senate, effective 1 September 2020. Fieguth and Vigna. Carried. Following an overview of Section VII of the report re: plan and course changes in systems design engineering, there was a motion to approve those items on behalf of Senate, effective 1 September 2020. Fieguth and Gerrits. Carried.

Environment. Following an overview, there was a motion to approve the new, revised and inactivated courses outlined in attachment 1 to the environment submission, effective 1 September 2020. Larson and Mitchell. Carried. Larson presented minor revisions to environment and business and international development plans, following which there was a motion to approve those revisions on behalf of Senate, effective 1 September 2020. Following a brief overview of the new geography and environmental management (GEM) aviation specialization and minor revisions to the business option, GEM specializations and diploma in ecological restoration and rehabilitation, there was a motion to approve the revisions to the option, specializations and diploma on behalf of Senate and to recommend that Senate approve the new GEM aviation specialization, effective 1 September 2020. Larson and Charbonneau. Carried. Larson spoke to the increase in the number of online courses and the proposed regulatory change to allow students to audit online courses. There was a motion to recommend that Senate approve this regulatory change, effective 1 September 2020. Larson and Newell Kelly. Carried.

Mathematics. Charbonneau spoke to the plan changes outlined in Section 2 of the submission, as well as the regulatory changes in Section 4 of the submission. Following discussion re: the number of students impacted by and plans to communicate the retroactive change outlined in Section 2.3, there was a motion to approve the plan changes on behalf of Senate and to recommend that Senate approve the regulatory changes as outlined in the submission. Charbonneau and Wolczuk. Carried. Members discussed the implications for scheduling and student contact hours with the addition of scheduled test slots, and heard that this is formalizing a practice already followed by the Faculty. There was a motion to approve the new courses, course changes and course inactivations outlined in the catalog report on behalf of Senate. Charbonneau and Wolczuk. Carried.

Science. There was a motion to approve the aviation course changes on behalf of Senate, effective 1 September 2020. Spafford and Acheson. Carried.

Software Engineering. Following an overview of the proposed plan changes, there was a discussion regarding the implications of adding courses from other Faculties as electives and the consultation necessary. There was a motion to approve the plan changes on behalf of Senate, effective 1 September 2020. Fieguth and Charbonneau. Carried.

4. Registrar’s Office
Reading Week. Newell Kelly informed members that the language approved last meeting to clarify the days included in a reading week has been implemented in the 2019-20 calendar. Members discussed communication plans regarding reading weeks more generally, noting that clarification regarding expectations would be helpful.

5. Student Success Office
Global Experience Certificate. Members heard that the staff in the Student Success Office conducted a thorough review of the list of courses counting towards the Global Studies course requirement, and have proposed a new list for the 2020-21 calendar. Discussion included: the rationale for including such an extensive list; ensuring the certificate is accessible to students from all six Faculties; the intent to show exposure not mastery. Following discussion there was a motion to approve the proposed change to the Global Experience Certificate. Spafford and Gerrits. Carried.
6. **Framework for the Assessment of Unauthorized Collaboration Involving Undergraduate Students**
Members heard; following endorsement by this council, the framework was approved by Executive Council with a few revisions; the revisions were circulated to the associate deans for review; the document will be sent to the Secretariat for inclusion on the guidelines page of the website and in the list of related documents in Policy 71.

7. **Academic Program Reviews**
This item was received for information.

8. **Other Business.**
The chair reported on the information session held prior to the meeting, including the intent to streamline submissions and processes so as to free up time at meetings to discuss academic matters arising out of the strategic plan.

9. **NEXT MEETING**
The next meeting is scheduled for Tuesday 12 November 2019, 12:00 noon to 2:00 p.m. in NH 3318.

5 November 2019

Rebecca Wickens
Associate University Secretary
Present: Katherine Acheson, Matthew Casale, Benoit Charbonneau, Victoria Chu, Vivian Dayeh, David DeVidi (chair), Leaann Ferries, Paul Fieguth, Matthew Gerrits, Brendon Larson, Bruce MacVicar, Clare Mitchell, Cathy Newell Kelly, Marlee Spafford, Cristina Vanin, Rebecca Wikkenks (secretary), Richard Wikkerink, Dan Wolczuk

Resources: Blair Clareance, Danielle Jeanneault, Amanda McKenzie, Alyssa Voigt

Absent: Joe Barcellos, Carly Benson, Kofi Campbell*, Martin Cooke, Alysia Kolentsis*, Amanda Morin, Chris Vigna, Tiana Zhao *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 2019 MINUTES AND BUSINESS ARISING
Approval was deferred until the next meeting, as the minutes were not available.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION
Engineering. Following an overview of the proposed changes and rationales, there was a motion to approve the course and plan changes presented in the Engineering submission on behalf of Senate, effective September 1, 2019 and September 1, 2020, respectively.

Science. Spafford spoke to the submission, noting: the pharmacy course needs to specify a passing grade of 60%; there are not enough online courses in Science at present to support offering the online Three-Year General Science program; some of the changes made to the Honours Biochemistry, Biotechnology specialization in September 2019 were not reflected in the excerpt from the calendar circulated with the agenda (a revised page was distributed at the meeting); the Honours Co-operative Biotechnology/Economics plan has declining enrollment and retention rates, so Science is proposing the plan be inactivated. Discussion included: the trend with respect to online plans; Science’s interest in reopening the Three-Year General Science program when possible; the reason for declining interest in the Honours Co-operative Biotechnology/Economics plan. There was a motion to approve the course change and minor modifications on behalf of Senate and recommend that Senate approve the major modifications and plan inactivations with the effective dates specified in the Science submission. Spafford and Larson. Carried.

4. Registrar’s Office
New Undergraduate Scholarships, Awards and Bursaries. Discussion included: the binary language re: gender in scholarships and awards; awards that impose additional obligations on associate deans and/or entrance committees (e.g. reading essays). Representatives from Advancement will be invited to Undergraduate Operations Committee to discuss the terms of scholarships, awards and bursaries.

5. Senate Undergraduate Council and the Strategic Plan 2020-2025
The chair spoke to the recent approval of the strategic plan, the 8 October 2019 curriculum workshop and the intent to have discussions at Council around the implications of the strategic plan for undergraduate academic matters. Discussion included: barriers to interdisciplinary and, in particular, inter-Faculty activities (e.g. budget model, approval processes); how these discussions could be factored into strategic mandate agreement negotiations; ensuring more detailed action items from the white paper and the work of existing committees/task forces are taken into consideration; faculty members’ perceptions re: the implications of certain recommendations for their teaching and research; how recommendations around flexibility and interdisciplinarity will work in programs with
accreditation requirements; the rationale for ‘Business at Waterloo’ being coded green rather than red; objectives around lifelong learning and its relevance to Waterloo’s mission.

6. **Academic Program Reviews**  
This item was received for information.

7. **Other Business.**  
Members shared some questions and comments they had re: applying the recommendations from the 8 October 2019 curriculum workshop, including: how to group items for omnibus motions; how the recommended format interacted with the existing format for Faculty-level committees; the goal of streamlining and standardizing to free up time for discussion; the hope of obtaining curriculum software to aid with the foregoing.

8. **NEXT MEETING**  
The next meeting is scheduled for Tuesday 10 December 2019, 12:00 noon to 2:00 p.m. in NH 3318.

3 December 2019

Rebecca Wickens  
Associate University Secretary
1. **NEW COURSES** [for approval]
   1.1. AFM .............................................................................................................................................
   1.2. Conrad Grebel University College
   1.2.1. MUSIC .....................................................................................................................................
   1.3. ECON ............................................................................................................................................
   1.4. ENGL ..........................................................................................................................................  
   1.5. FINE .............................................................................................................................................  
   1.6. PHIL ..........................................................................................................................................  
   1.7. St. Jerome’s University
   1.7.1. PHIL (SJU) ...............................................................................................................................  
   1.8. PSYCH .......................................................................................................................................  
   1.9. Renison University College
   1.9.1. ARABIC ....................................................................................................................................  
   1.9.2. CHINA .....................................................................................................................................  
   1.9.3. SI .............................................................................................................................................  
   1.10. RS.............................................................................................................................................  
   1.11. SOC ..........................................................................................................................................  

2. **COURSE CHANGES** [for approval]
   2.1. AFM .............................................................................................................................................
   2.2. ANTH ..........................................................................................................................................  
   2.3. ARTS ..........................................................................................................................................  
   2.4. Conrad Grebel University College
   2.4.1. MUSIC .....................................................................................................................................  
   2.5. ECON ..........................................................................................................................................  
   2.6. ENGL ..........................................................................................................................................  
   2.7. HIST ...........................................................................................................................................  
   2.8. GSJ .............................................................................................................................................  
   2.9. PSCI ..........................................................................................................................................  
   2.10. Renison University College
   2.10.1. EASIA ..................................................................................................................................  
   2.10.2. MOHAWK .............................................................................................................................  
   2.10.3. SI .........................................................................................................................................  
   2.11. JS .............................................................................................................................................  
   2.12. RS .............................................................................................................................................  
   2.13. SOC ..........................................................................................................................................  
   2.14. St. Paul’s University College
   2.14.1. CDNST ................................................................................................................................  
   2.14.2. INDG ....................................................................................................................................

3. **COURSE INACTIVATIONS** [for approval]
   3.1. ENGL ..........................................................................................................................................  
   3.2. Germanic & Slavic Studies
   3.2.1. CROAT ...................................................................................................................................  
   3.2.2. REES .....................................................................................................................................  
   3.3. Renison University College
3.3.1. EASIA
3.3.2. SI
3.3.3. JS
3.3.4. RS

4. ACADEMIC PLAN CHANGES [for approval]
   4.1. Communication Arts
   4.2. History
   4.3. Accounting and Financial Management
   4.4. Religious Studies

5. REGULATIONS [for approval]
   5.1. Declaring a Major, Minor or Specialization
NEW COURSES  (for approval)

Accounting & Finance - School of

Effective  01-SEP-2020

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

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

Requisites :  Prereq: AFM 132, AFM 191.
Antireq: AFM 102, AFM 123/ARBUS 102, BUS 247W, MSCI 262

Rationale :  Historically, separate sections of AFM 101 (Introduction to Financial Accounting) and AFM 102 (Introduction to Managerial Accounting) were established for Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy and Biotechnology/Chartered Professional Accountancy students. This separation allowed program specific messaging to be delivered in those sections. Going forward, learning outcomes for accounting profession bound students in the introductory financial reporting and managerial accounting courses will be unique and more advanced than for non-accounting profession bound students. AFM 191 and AFM 182 are the accounting profession bound student versions of AFM 101 and AFM 102.

Effective  01-SEP-2020

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

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

Antireq: AFM 101, AFM 123/ARBUS 102, BUS 127W/227W, MSCI 262

Rationale :  Historically, separate sections of AFM 101 (Introduction to Financial Accounting) and AFM 102 (Introduction to Managerial Accounting) were established for Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy and Biotechnology/Chartered Professional Accountancy students. This separation allowed program specific messaging to be delivered in those sections. Going forward, learning outcomes for accounting profession bound students in the introductory financial reporting and managerial accounting courses will be unique and more advanced than for non-accounting profession bound students.
AFM 191 and AFM 182 are the accounting profession bound student versions of AFM 101 and AFM 102.

**Effective 01-SEP-2020**

**AFM 480 (0.50) LEC, TST, TUT Introduction to Organizational Behaviour**

An introduction to the concepts concerning the behaviour of individuals and groups in organizations. Topics may include motivation, influence, communication, diversity, goal-setting and incentive compensation, culture and ethical systems, and decision-making.

**Requisites:** Prereq: Level at least 4A; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students.

Antireq: AFM 280, MSCI 211, PSYCH 238/338

**Rationale:** The organizational behavior course will provide students with an opportunity to learn organizational theory and how to manage individuals effectively with emotional intelligence. An important aspect of this is requiring students to be in at least 4A so they will have practical organization experience from more than prior coop term.

**Conrad Grebel University College**

**Effective 01-SEP-2020**

**MUSIC 416 (0.25) ENS Music Ensemble**

The study of selected music literature through rehearsals and performance in one of the Music Department ensembles: Chamber Choir, Chapel Choir, University Choir, Vocal Techniques, Orchestra, Instrumental Chamber Ensembles, Jazz Ensemble, World Music Ensemble. Regular attendance at rehearsals and performances is required. [Note: For musical reasons, admission to any particular ensemble is at the discretion of the director. Audition required for some ensembles. Contact music department prior to first day of class. Course will be graded on a CR/NCR basis.]

**Course Attributes:** Offered at Conrad Grebel University College

**Requisites:** Prereq: MUSIC 317

**Rationale:** Many students who have enrolled in the current maximum of six available courses for ensemble seek to continue to participate in music ensembles. Adding 416 and 417 will allow students to earn credit for music ensemble participation throughout their undergraduate careers.

**Effective 01-SEP-2020**

**MUSIC 417 (0.25) ENS Music Ensemble**

The study of selected music literature through rehearsals and performance in one of the Music Department ensembles: Chamber Choir, Chapel Choir, University Choir, Vocal Techniques, Orchestra, Instrumental Chamber Ensembles, Jazz Ensemble, World Music Ensemble. Regular attendance at rehearsals and performances is required. [Note: For musical reasons, admission to any particular ensemble is at the discretion
of the director. Audition required for some ensembles. Contact music department prior to first day of class. Course will be graded on a CR/NCR basis.]

Course Attributes: Offered at Conrad Grebel University College
Requisites: Prereq: MUSIC 416
Rationale: Many students who have enrolled in the current maximum of six available courses for ensemble seek to continue to participate in music ensembles. Adding 416 and 417 will allow students to earn credit for music ensemble participation throughout their undergraduate careers.

Economics

Effective 01-SEP-2020
ECON 437 (0.50) LEC Urban Economics
This course examines how spatial relationships inform many economic behaviours, and contribute to urban development and inequality. Topics include how geography, cumulative investments, and state structures influence the spatial distribution of economic activity.

Requisites: Prereq: One of ECON 206, 207, 231, 306; Level at least 3A.
Antireq: ECON 483 taken spring 2015, 2016, winter 2017, 2018, 2019, 2020
Rationale: We have been offering this course as a special topics course since the spring 2014 term. There has been stable interest from students and we would now like to make it part of our regular offering of courses. Given that students majoring in economics have to take at least two electives at the 400 level, we are trying to offer more variety to our students.

English Language & Literature

Effective 01-SEP-2020
ENGL 230 (0.50) LEC The Pleasure of Poetry
This course is an introduction to the enjoyment of poetry: what we like about it, what makes it fun, and how we can enjoy it more. Students will have an opportunity to expand their understanding of poetry. A range of poems will be sampled, and students will have opportunities to share poems that they like.

Rationale: Many students are curious about poetry but intimidated by its formal study. This course is aimed at such an audience. It is focused on highlighting a key dimension of the reading experience for students, pleasure, and the value of pleasure to literary study. This course is distinct from our other introductory poetry course (ENGL 100B Poetry) in that the study of the technical and historical features defining poetry will be subordinated to the course theme.

Effective 01-SEP-2020
ENGL 242 (0.50) LEC Literature, Rhetoric, and the Visual Arts
This course will study literature and rhetoric in dialogue with the visual arts, including potential materials such as paintings, photography, illustrations, sculpture, monuments and memorials, installation art, multimedia and digital media. Course material will draw on a variety of literary and rhetorical genres, historical periods, and forms of visual art.

Rationale: English wishes to enrich its offerings in courses with appeal to non-majors, particularly now that the UCOI (University Communication Outcomes Initiative) is broadening the profile of English in other faculties. At the same time, we believe that this course will also attract more of our rhetoric majors to literary study and boost enrolment in literature courses. This course also highlights particular strengths of English study at the University of Waterloo: the unique bridging of literary and rhetorical study, as well as the interdisciplinary and multimedia character of English at Waterloo.

Effective 01-SEP-2020
ENGL 243 (0.50) LEC Literature, Rhetoric, and Music

This course explores the cultural, historical, and aesthetic relationships between literature, rhetoric, and music. Course materials may draw on a range of historical periods and themes, as well as a variety of literary, lyrical, and musical genres. Attention will be paid to ways that literary, rhetorical, and musical arts exist in artistic dialogue.

Rationale: English wishes to enrich its offerings in courses with appeal to non-majors, particularly now that the UCOI (University Communication Outcomes Initiative) is broadening the profile of English in other faculties. At the same time, we believe that this course will also attract more of our rhetoric majors to literary study and boost enrolment in literature courses. This course also highlights particular strengths of English study at the University of Waterloo: the unique bridging of literary and rhetorical study, as well as the interdisciplinary and multimedia character of English at Waterloo.

Effective 01-SEP-2020
ENGL 324 (0.50) LEC Modern and Contemporary American Drama

This course explores traditions and experiments in American drama through an analysis of American plays, especially those from the 1940s to the present, in their historical, textual, and theatrical contexts.

Requisites: Prereq: Level at least 2A
Rationale: American drama is not well represented in the current curriculum. This course provides students with exposure to work by playwrights such as Arthur Miller, Eugene O'Neill, Tennessee Williams, Loraine Hansberry, August Wilson, David Mamet, Paula Vogel, Tony Kushner, Suzan-Lori Parks,
Effective 01-SEP-2020
ENGL 411 (0.50) LEC Eighteenth-Century Literature: Sex, Satire, and Sentiment
A selection of writing embracing the themes of sex, satire, and sentiment that characterize the Restoration and 18th century. Authors may include Behn, Swift, Finch, Pope, Defoe, and Radcliffe.

Requisites: Prereq: Level at least 2A
Rationale: This course is part of a larger initiative to streamline and modernize offerings in 18th-century literature. The total number of courses offered is being reduced from four to three in response to the reduction in the historical literature requirement in the English literature plans. The course offerings are being modernized to better reflect the current state of the field, and course titles and descriptions use more student friendly language.

Effective 01-SEP-2020
ENGL 412 (0.50) LEC Eighteenth-Century Literature and Media
A study of oral, printed, and popular media and literature (such as ballads, fiction, and newspapers) in the Restoration and 18th century. Topics may include the role of women in the rise of print culture, the social role of popular print forms, and the literary reception of new media technologies.

Requisites: Prereq: Level at least 2A
Rationale: This course is part of a larger initiative to streamline and modernize offerings in 18th-century literature. The total number of courses offered is being reduced from four to three in response to the reduction in the historical literature requirement in the English literature plans. The course offerings are being modernized to better reflect the current state of the field, and course titles and descriptions use more student friendly language.

Effective 01-SEP-2020
ENGL 425 (0.50) LEC Transnational Feminisms and Contemporary Narratives
This course examines the dialogue between transnational feminist theories and literary practices. Drawing on a range of literary and media genres from the late 20th and early 21st centuries, this course considers the historical developments, as well as contemporary contexts (e.g., migration, globalization), that gave rise to the framework of transnational feminism and its negotiations with Anglo-American and European feminist literary theories.

Requisites: Prereq: Level at least 2A
Rationale: English currently offers no courses on feminist literature or theory. This course addresses that gap while also extending the English department's offerings in global literatures. It also reflects the unique character of...
English study at the University of Waterloo through the bridging of media, rhetorical, and literary study.

**Fine Arts**

**Effective 01-SEP-2020**

**FINE 377 (0.50) LEC** Religion in Science Fiction Films and Television

This course examines how religion, religious themes, and the religious imagination are explored in and through science fiction film and television. Topics include the use of science fiction to discuss questions of transcendence, humanity, and divinity, as well as the challenge of extraterrestrial and artificial lifeforms.

Cross-listed as: **RS 377**

Rationale: This course was successfully piloted using a special topics course and this, along with conversations with students, gives us confidence that a course focused on a specific genre is warranted and will attract student interest.

**Philosophy**

**Effective 01-SEP-2020**

**PHIL 228 (0.50) LEC** Ethics and Artificial Intelligence

Philosophical perspectives on the ethical issues raised by developments in artificial intelligence and machine learning. Potential topics include fairness and bias in the use of algorithms, accountability and responsibility for autonomous systems, privacy and surveillance, and what it might mean for a machine to engage in moral reasoning.

Rationale: Growth in artificial intelligence has raised a range of important ethical issues. Ethical concerns about artificial intelligence have also been attracting an increasing amount of attention from the public and researchers in the field. This course will introduce students to ethical issues such as fairness and bias in the use of algorithms, accountability and responsibility for autonomous systems, privacy and surveillance, and what it might mean for a machine to engage in moral reasoning. Students and other departments have expressed an interest in a Philosophy course on this topic.

**Effective 01-SEP-2020**

**PHIL 262J (0.50) LEC** Postmodernist Philosophy

A critical examination of postmodernism as a philosophical movement that has profoundly influenced the contemporary world. The course will introduce students to the main tenets of postmodernist philosophy in areas such as rationality, morality, politics, religion, art, and culture.

Course Attributes: Offered at St. Jerome's University

Rationale: The influence of postmodernist philosophers on contemporary philosophy and,
more generally, on today’s culture is significant. In order to equip students with a better understanding of the world in which they live and to empower them to engage critically with the arguments and ideas expounded by postmodernism, it is crucial to offer instruction on the main themes of this philosophical movement. This course aims to fill a gap in the University’s course catalog, as there is currently no course specifically devoted to this topic.

Effective 01-SEP-2020
PHIL 321J (0.50) LEC The Philosophy of Palliative Care
An exploration of the principles and approaches of the hospice-palliative care movement as it was developed by its founders in the 20th century and as applied today. Topics may include the principles of pain and suffering management, holistic care of patients and their families, value of life at all stages, and integrating palliative care into mainstream medicine.

Course Attributes: Offered at St. Jerome’s University
Rationale: The course offers a more in-depth consideration of a particular field of ethics which our aging population brings to the fore and which presently occupies less than a tenth of the material covered by the more general, currently existing PHIL 319J (Ethics of End-of-Life Care). The School of Public Health intends to add the new course to their list of pre-approved electives for the Gerontology minor and Aging Studies option, if it is approved. Biomedical Sciences has also shown interest in listing the new course among its complementary electives.

Psychology

Effective 01-SEP-2020
PSYCH 337 (0.50) LEC Trauma, Stress, and Resilience in Families
The purpose of this course is to provide an overview of family systems and family therapy from the perspective of contemporary family psychology and developmental science. Students will get exposure to theoretical and applied content in family psychology and family therapy practice while becoming increasingly versed in understanding how environmental stress and trauma impact the relationships of families from diverse backgrounds.

Requisites: Prereq: PSYCH 211 or 257.
Antireq: PSYCH 363 (002) taken fall 2019
Rationale: This course enriches our curriculum in the area of clinical/counselling psychology. Our students have expressed particular interest in courses addressing the topic of trauma. An innovative feature of the course is the inclusion of family therapy workshops where students observe simulations of the therapeutic process in action. In fall 2019, a pilot version of this course was offered as a special topics course - PSYCH 363 (Family Systems).
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Effective  01-SEP-2020
ARABIC  410R  (0.50)  LEC  English-Arabic Translation
This course explores the main concepts and techniques in modern applied translation theory. Students will acquire essential tools to analyze and understand the semantic, syntactic, and stylistic structure of various texts. Students will learn how to apply their theoretical knowledge in translating Arabic-English/English-Arabic documents from a wide range of fields. [Note: Arabic native or near-native proficiency students may enrol; placement test is required.]

Requisites : Prereq: ARABIC 302R
Rationale : The new course code ARABIC currently has no 400-level courses. This course supports the interest in teaching translation skills in Renison's Culture and Language Studies department, and both the Arabic diploma II and the Studies in Islamic and Arab Cultures minor and diploma. Native speaker students have expressed interest in studying ARABIC, but are excluded from 100, 200, and 300-level courses; this course provides them an opportunity to deepen their knowledge of Arabic and apply it in a practical manner.

Effective  01-SEP-2020
CHINA  401R  (0.50)  LEC  Introduction to Classical Chinese 1
This course examines selected philosophical and historical writings from pre-modern China with an emphasis on introducing the basic vocabulary and grammar of classical Chinese. [Note: Chinese native or near-native proficiency students may enrol; placement test is required.]

Requisites : Prereq: CHINA 302R
Rationale : The CHINA program currently has no 400-level courses. Classical Chinese was used for literary and official works until well into the 20th century, and continues to be taught and used in China for specialized usages. Furthermore, it was heavily used throughout East Asia until the 20th century, thus understanding Classical Chinese permits students to research not only China but also such areas as Korea, Japan, and Vietnam. Native speaker students have expressed interest in studying Chinese, but are excluded from 100-, 200-, and 300-level courses: this course provides them an opportunity to deepen their knowledge of Chinese.

Effective  01-SEP-2020
CHINA  402R  (0.50)  LEC  Introduction to Classical Chinese 2
Building on skills introduced in CHINA 401R, this course examines selected writings from pre-modern China to develop a deeper understanding of and facility with classical literary Chinese.
Requisites: Prereq: CHINA 401R
Rationale: The CHINA program has no 400-level courses. Classical Chinese was used for literary and official works until well into the 20th century, and continues to be taught and used in China for specialized usages. Furthermore, it was heavily used throughout East Asia until the 20th century, thus understanding Classical Chinese permits students to research not only China but also such areas as Korea, Japan, and Vietnam. Native speaker students have expressed interest in studying Chinese, but are excluded from 100-, 200-, and 300-level courses; this course provides them an opportunity to deepen their knowledge of Chinese.

Effective 01-SEP-2020
SI 242R (0.50) LEC Arabic Literature in Translation
This course is designed to examine major themes, schools, and genres in Arabic literature, covering the classical, postclassical, and modern eras. Students will read and analyze selected representative texts. The course will be delivered in English with assigned texts in English translation.

Rationale: The transformation of Studies in Islam into Studies in Islamic and Arab Cultures necessitates an increase of course offerings on Arab Studies topics.

Religious Studies

Effective 01-SEP-2020
RS 263 (0.50) LEC Religion and the Sensory Experience
Is listening to music a religious experience? Why is food an essential part of some religious rituals? This course integrates attention to sensory experience with the study of material culture and ritual in a variety of religious traditions, both ancient and modern.

Rationale: We have no course that focuses on ritual, material culture, or religious experience yet, these are currently major areas of research in the discipline of Religious Studies. RS majors have also expressed a desire to learn more about these areas of the academic study of religion.

Effective 01-SEP-2020
RS 264 (0.50) LEC Spiritual Journeys
An examination of spiritual autobiographies, attending to themes such as context, conversion, the relationship of individual and community, the dynamic character of spiritual identity, and self-presentation. This course may consider the writings of persons such as Augustine, Dorothy Day, Malcolm X, Elie Wiesel, Mother Teresa, Martin Luther King Jr., and the Dalai Lama, among others.

Rationale: There is interest among students for thematic courses based on biography
that engage with questions of meaning and identity across a range of religious and non-religious traditions.

**Effective 01-SEP-2020**

**RS 350 (0.50) LEC Dying for God**

Why do people die for their religious convictions? How do religious communities shape the stories they tell about such persons? What are the implications of these practices? This course will examine historical and contemporary martyrdom in various religious and political contexts.

**Requisites:**
Prereq: Level at least 2A

**Rationale:**
There is interest among students for thematic courses that cut across religious traditions as well as courses that engage with themes that are part of a wider public discourse. The course requirements and content would be more demanding than a 200-level course.

**Effective 01-SEP-2020**

**RS 377 (0.50) LEC Religion in Science Fiction Films and Television**

This course examines how religion, religious themes, and the religious imagination are explored in and through science fiction film and television. Topics include the use of science fiction to discuss questions of transcendence, humanity, and divinity, as well as the challenge of extraterrestrial and artificial lifeforms.

**Cross-listed as:**
FINE 377

**Rationale:**
This course was successfully piloted using a special topics course and this, along with conversations with students, gives us confidence that a course focused on a specific genre is warranted and will attract student interest.

**Sociology and Legal Studies**

**Effective 01-SEP-2020**

**SOC 432 (0.50) SEM Social Policy Analysis**

Students will learn how to use sociological perspectives to critically review, evaluate, and critique social policy and will consider the social equity implications of public policy.

**Requisites:**
Prereq: Level at least 4A Sociology majors

**Rationale:**
This course fits with the department's thematic area of "social inequality and public policy." Students will learn how to critique public policy and evaluate whether a policy is meeting its goal. We anticipate that this course, like our other 400 level courses, will have high demand.
Accounting & Finance - School of

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

Effective  01-SEP-2021
Requisite Change :
Antireq: AFM 123/ARBUS 102, BUS 127W/227W, MSCI 262, AFM 191
Rationale :

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

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

Current Catalog Information
AFM  111 ( 0.50 )  LEC, TST, TUT  Professional Pathways and Problem-solving
This course assists students in developing the knowledge, skills, and values needed to manage their learning, ethical behaviour, and career path as a professional with a responsibility to society. The course also provides an opportunity to develop
problem-solving, information literacy, and communication skills.
No Special Consent Required
Requisites :

Effective 01-SEP-2021
Component Change : LEC, SEM, TST, TUT
Rationale : To change components. Adding a SEM component to increase flexibility for how the course is structured for teaching purposes.

Current Catalog Information
AFM 112 (0.50) LEC, TST, TUT Analytic Methods for Business
This course introduces analytical methods commonly used in business for accounting and finance professionals. The course introduces students to the cross-industry standard process for data mining as an approach to business problem recognition and solving. Students also apply emerging technologies as a means to understand concepts such as variables, data types, subsets, formulas for creating derived variables, and simple models.
No Special Consent Required
Requisites :

Effective 01-SEP-2021
Component Change : LEC, SEM, TST, TUT
Rationale : To change components. Adding a SEM component to increase flexibility for how the course is structured for teaching purposes.

Current Catalog Information
AFM 121 (0.50) LEC, TST, TUT Introduction to Global Financial Markets
This course describes the role of finance in the modern global economy and introduces some basic principles of financial decision-making.
No Special Consent Required
Requisites :

Effective 01-SEP-2021
Description Change: This course is the first in a two-course sequence which offers an overview of global capital markets. The course describes the role of finance in the modern global economy, introduces the major classes of financial assets and presents some basic foundational principles of financial decision-making.
Requisite Change : Prereq: Accounting and Financial Management, Computing and Financial Management, or Biotechnology/Chartered Professional Accountancy students
Rationale : To change description and prerequisites. The course description is updated to reflect revised learning outcomes for the finance curriculum taught within the School of Accounting and Finance. The addition of Biotechnology/Chartered Professional Accountancy students as being eligible to take the course as AFM 121 is going to be a pre-requisite to AFM 273 (Financial Instruments and Capital Markets [new title]). AFM 273 is the second course in the sequence referred to in the description which is taken by Biotechnology/Chartered Professional Accountancy students.
Current Catalog Information
AFM 132 (0.50)  LEC, TST, TUT  Introduction to Business Stages
This course introduces key business concepts required to provide a solid foundation for accounting and finance majors. Topics include business life cycle stages, business models, and types of business decisions.
No Special Consent Required
Antireq: AFM 131, BUS 111W
Effective 01-SEP-2021
Component Change:  LEC, SEM, TST, TUT
Rationale:  To change components. Adding a SEM component to increase flexibility for how the course is structured for teaching purposes

Current Catalog Information
AFM 205 (0.25)  LEC, TST  Introduction to Financial Services
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. The course covers topics such as an overview of the financial services industry, professional ethics, and problem-solving skills that are applicable to financial decisions.
No Special Consent Required
Effective 01-SEP-2021
Description Change:  This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first or second co-op work term. The course covers topics such as an overview of the financial services industry, professional ethics, and problem-solving skills that are applicable to financial decisions.
Requisite Change:  Prereq: AFM 121 or AFM 272/ACTSC 291; Level at least 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students.
Antireq: AFM 204
Rationale:  To change description, prerequisites, and corequisites. Changes have been made to the introductory course in finance (AFM 272 Corporate Finance 1) that make it suitable to be added as a prerequisite so students enrolling in the course have a foundational understanding of the role of finance in the modern global economy. To remove corequisites. The corequisite requirements are removed as MATH/CPA and BioTech/CPA students can only take 2 of the 4 co-op preparatory courses (AFM 205 [Introduction to Financial Services], 206 [Introduction to Tax], 207 [Introduction to Analytics], 208 [Introduction to Assurance]) in the 2A term. Expansion of the level
requirement to state at least level 2A to allow Math/CPA and BioTech/CPA students to take the course as an elective later in each program

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

Effective 01-SEP-2021
Rationale: To remove corequisites. The corequisite requirements are removed as MATH/CPA and BioTech/CPA students can only take 2 of the 4 co-op preparatory courses (AFM 205 [Introduction to Financial Services], 206 [Introduction to Tax], 207 [Introduction to Analytics], 208 [Introduction to Assurance]) in the 2A term.

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

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

Current Catalog Information
AFM 208 (0.25) LEC, TST Introduction to Assurance
This course is one of a set of courses that focuses on the knowledge and skills that enhance experiential learning during a first co-op work term. Topic areas for this course include assurance, professional ethics, and leveraging technology for assurance competencies.
No Special Consent Required
Requisites:

Effective 01-SEP-2021
Requisite Change:
Prereq: AFM 101; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students.
Rationale:
To remove corequisites. The corequisite requirements are removed as MATH/CPA and BioTech/CPA students can only take 2 of the 4 co-op preparatory courses (AFM 205 [Introduction to Financial Services], 206 [Introduction to Tax], 207 [Introduction to Analytics], 208 [Introduction to Assurance]) in the 2A term.

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

Effective 01-SEP-2021
Requisite Change:
Prereq: AFM 101 or AFM 191; Level 2A Accounting and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students.
Antireq: AFM 211
Rationale:
To change prerequisites. Update of prerequisites due to proposed changes in introductory financial reporting curriculum in the Accounting and Financial
Management program.

Current Catalog Information
AFM 241 (0.50) LEC, OLN, SEM, TST Introduction to Business Information Technology
This course considers various aspects of information from a business and problem-solving perspective. It is intended to provide a basic foundation for understanding the potential benefits and problems in utilizing information technology to improve business performance, and an appreciation for a wide range of technology choices available, rather than a detailed understanding of any particular hardware or software technology.
No Special Consent Required
Requisites: Prereq: AFM 102; Accounting and Financial Management, Biotechnology/Chartered Professional Accountancy students. Antireq: CS 330, 480/490

Effective 01-SEP-2021
Title Change: Impact of Technology on Business
Description Change: This is an introductory course focusing both on foundational concepts and emerging trends in the impacts and usage of technology in accounting and finance. Potential topics include strategic investment, planning and spending for technology in businesses, and current disruptive technologies impacting global business processes.
Rationale: To change title, description, and prerequisites. The title, course description, and prerequisites are updated to reflect an evolution in the curriculum to address business applications and the increasingly important role that technology plays in the accounting and finance professions. Students benefit from at least one work term and therefore the course should be taken in 2B term or later.

Current Catalog Information
AFM 244 (0.50) LEC, TST, TUT Foundations of Data Mining
This course introduces students to the foundations needed for data mining and more advanced upper-year business analytics electives. Topics include regression analysis, classification analysis (e.g., logistic regression, decision trees), and clustering analysis.
No Special Consent Required
Requisites: Antireq: AFM 415 (LEC 001) taken Fall 2017, Fall 2018

Effective 01-SEP-2021
Description Change: This course examines the foundations needed for data mining and more advanced upper-year business analytics electives. Topics may include regression analysis, classification analysis (e.g., logistic regression, decision trees), and clustering analysis.
Requisite Change: Prereq: One of AFM 113, ECON 221, STAT 211, 231, 241; Level at least 2B
Antireq: AFM 415 (LEC 001) taken fall 2017, fall 2018
Rationale: To change description and prerequisites. Minor revision to course description to reflect fact it may not be the initial introduction and to make allowance for some topic coverage flexibility. Addition of an introductory course in statistics as a prerequisite so students enrolling in the course have a foundational understanding of statistics concepts.

Current Catalog Information
AFM 272 (0.50) LEC, TST, TUT Corporate Finance 1
This is the first in a two-course sequence that deals with corporate financial decision-making. Topics may include time value of money, capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, short term finance, and risk management. Where suitable, topics are treated from a mathematical and quantitative perspective.
No Special Consent Required
Cross-listed as: ACTSC 291
Effective 01-SEP-2021
Rationale: To change antirequisites. Due to changes in content of ACTSC 371 (Introduction to Investments) it is no longer appropriate to list it as an antirequisite to AFM 272. AFM 272 is not listed as an antirequisite to ACTSC 371

Current Catalog Information
AFM 273 (0.50) LEC, TST Managerial Finance 1
This is the first in a two-course sequence that introduces the theory of financial decision-making within firms. Topics include capital budgeting, cost of capital, security issuance, capital structure, payout policy and dividends, short term finance, and risk management, among others.
No Special Consent Required
Requisites: Prereq: STAT 211; Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 272/ACTSC 291, ECON 371
Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Title Change: Financial Instruments and Capital Markets
Description Change: This course is the second in a two-course sequence which offers an overview
of global capital markets. The course focuses on valuation of financial instruments and the theories of financial risk and diversification.

Requisite Change:

Prereq: AFM 121; AFM 113 or STAT 211; Accounting and Financial Management or Biotechnology/Chartered Professional Accountancy students.

Antireq: AFM 272/ACTSC 291, ECON 371

Rationale:

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

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

Current Catalog Information

AFM 274 (0.50) LEC, TST Managerial Finance 2

This course is a continuation of AFM 273. Topics to be explored are covered under the listing for AFM 273.

No Special Consent Required

Prerequisites:


Effective 01-SEP-2021

Component Change: LEC, TST, TUT

Title Change: Introduction to Corporate Finance

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


Antireq: ACTSC 372, ACTSC 391/AFM 372, ECON 371

Rationale: To change title, description, components, and prerequisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The outcome of this process is the division of finance curriculum into two primary focuses: Capital Markets and Corporate Finance. The course description and title have been updated to reflect these primary focuses. Math/Chartered Professional
Accountancy students have been removed as eligible for the course as they are required to take AFM 372 (Corporate Finance 1) which is an anti-requisite for AFM 274. A tutorial is being added for flexibility in teaching.

Current Catalog Information

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

Effective 01-SEP-2021
Requisite Change:

Rationale:
- To change requisites. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. Introductory derivative securities material is now presented in AFM 273 (Financial Instruments and Capital Markets)/272 (Corporate Finance 1) as opposed to AFM 274 (Introduction to Corporate Finance)/372 (Corporate Finance 2). After review of content coverage for the AFM 322 course STAT 446 is being removed and BUS 423W is being added as an anti-requisite.

Current Catalog Information

AFM 344 (0.50) LEC, TST, TUT Introduction to Business Analytics
- This course introduces students to business analytics with a focus on problems that accounting and finance professionals face in the real world.
- No Special Consent Required
- Requisites: Prereq: One of ECON 221, STAT 211, 231, 241; AFM 241 or CS 330; Accounting and Financial Management, Mathematics/CPA, or Biotechnology/CPA students. Antireq: AFM 417 taken S14, S15, S16, W16

Effective 01-SEP-2020
Title Change:
- Business Analytics Applications in Accounting and Finance

Description Change:
- This course builds on foundational data mining abilities to expose students to applications of business analytics that focus on problems faced by accounting and finance professionals.

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

Rationale:
- To change title, description, prerequisites, and remove antirequisites. Updated course description and course title to reflect focus of course including addition of foundational data mining. Outdated prerequisites and antirequisites removed and a relevant current prerequisite added. Minor change to how certain prerequisite programs are recorded.

Current Catalog Information
AFM  362  (0.50)  LEC, TST, TUT  Taxation 1 - Foundations
This course is an introduction to the foundational concepts in the taxation of individuals and corporations.
No Special Consent Required
Requisites:
Prereq: Level at least 3A; Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2021
Title Change: Taxation 1 - Foundations
Description Change: This course examines the foundational concepts in the calculation of different sources of income and their taxation in Canadian corporations.
Requisite Change:
Prereq: AFM 321; Level at least 3A Accounting and Financial Management, Computing and Financial Management, Mathematics/Chartered Professional Accountancy, or Biotechnology/Chartered Professional Accountancy students
Rationale: To change title, description, and prerequisites. The School of Accounting and Finance has undertaken a review of the tax course learning outcomes for the tax course sequence which now span AFM 321, AFM 362 and AFM 462 from the former sequence of AFM 362, AFM 363 and AFM 462. The amended course description and prerequisite reflect this.

Current Catalog Information
AFM  373  (0.50)  LEC, TST  Cases and Applications in Corporate Finance
This course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions.
No Special Consent Required
Requisites:

Effective 01-SEP-2021
Component Change: LEC, TST, TUT
Description Change: This course is the second course of a two-course sequence that deals with corporate financial decision making. The course builds on the theory of financial management using cases to illustrate a variety of corporate financial decisions.
Rationale:
To change description and components. The School of Accounting and Finance has undertaken a review of the learning outcomes associated with its core finance courses. The outcome of this process is the division of finance curriculum into two primary focuses: Capital Markets and Corporate Finance. The course descriptions has been updated to reflect these primary focuses. The tutorial is added for teaching flexibility.

Current Catalog Information
AFM  434  (0.50)  LEC, TST  Governance and Enterprise Risk Management for Global Organizations
This course is an introduction to governance and enterprise risk management challenges faced by global organizations. Topic areas include governance,
organization and management systems, and enterprise risk management approaches and
techniques.
No Special Consent Required
Requisites : Prereq: AFM 433; Accounting and Financial Management,
Biotechnology/Chartered Professional Accountancy, or Mathematics/Chartered
Professional Accountancy students

Effective 01-SEP-2021
Title Change: Law, Governance, and Enterprise Risk Management for Global
Organizations
Description Change: This course is an introduction to legal, governance, and enterprise risk
management challenges faced by global organizations. Topic areas include
governance, organization and management systems, and enterprise risk
management approaches and techniques.
Requisite Change : Prereq: AFM 433; Accounting and Financial Management,
Biotechnology/Chartered Professional Accountancy, Computing and Financial
Management, or Mathematics/Chartered Professional Accountancy students
Rationale : To change title, description, and prerequisites. Updated title and course
description to reflect change in curriculum as needed to add the course as
a degree requirement for Accounting and Financial Management students.
Computing and Financial Management is being added so that students, who are
able to take the course, can do so without requiring an override.

Current Catalog Information
AFM  462  (0.50)  LEC, TST, TUT  Taxation 3 - Tax Planning Topics
This course focuses on the more specialized topics in introductory taxation, with an
emphasis on basic planning for owner-managers and the use of corporate
reorganizations, partnerships, and trusts.
No Special Consent Required
Requisites : Prereq: AFM 363; Accounting and Financial Management, Computing and
Financial Management, Mathematics/Chartered Professional Accountancy, or
Biotechnology/Chartered Professional Accountancy students

Effective 01-SEP-2021
Title Change: Specialized Topics in Taxation
Requisite Change : Prereq: AFM 362; Accounting and Financial Management, Computing and
Financial Management, Mathematics/Chartered Professional Accountancy, or
Biotechnology/Chartered Professional Accountancy students
Rationale : To change title, description, and prerequisites. The School of Accounting
and Finance has reviewed and updated the learning outcomes for its tax
course sequence which now span AFM 321, AFM 362 and AFM 462 from the former
sequence of AFM 362, AFM 363 and AFM 462. The revised course title, course,
description, and prerequisite amendment all reflect changes from this
review.

Anthropology

Current Catalog Information
ANTH  272 ( 0.50 )  LEC  Issues in Contemporary Indigenous Communities in Canada
An examination of First Nations and Métis cultures and cultural development from the
perspective of local Indigenous communities. The course will feature lectures,
discussions, and occasional guest speakers representative of the wider Indigenous
community.
No Special Consent Required
Requisites :
Antireq: ANTH 370, NATST 272
Cross-listed as:
INDG  272

Effective  01-SEP-2021
Requisite Change :
Prereq: INDG 201.
Antireq: ANTH 370, NATST 272
Rationale :
To add a prerequisite to both offerings and an antirequisite to the INDG
offering. INDG 272/ANTH 272 focuses on Indigenous communities in Canada
from a contemporary perspective. The groundwork to understanding Indigenous
issues and questions in Canada more broadly and in a historical context was
already laid in INDG 201 (The Indigenous Experience in Canada). This course
is therefore foundational to further advance an in-depth exploration of
contemporary Indigenous issues in Canada. ANTH 370 is the former number of
ANTH 272 and is being added as an antirequisite to the INDG offering as it
was inadvertently left off.

Dean of Arts

Current Catalog Information
ARTS  130 ( 0.50 )  SEM  Inquiry and Communication
This course provides an introduction to diverse intellectual modes of inquiry in the
social sciences and humanities with an emphasis on the development of communication
skills. In a small seminar setting, students will explore a variety of topics based
on instructor expertise in order to build social awareness, ethical engagement, and
communication competencies in comprehension, contextualization, and
conceptualization. Students will be expected to engage with the work of others,
articulate positions, situate writing and speaking within contexts, practice writing
and speaking for situations beyond the classroom, engage in basic forms of research,
and workshop, revise, and edit writing. [Note: Course not open to those who have met
ELPE or the Undergraduate Communication Requirement.]
No Special Consent Required
Requisites :
Prereq: First-year Arts students; Not open to Accounting and Financial
Management students

Effective  01-SEP-2021
Requisite Change :
Prereq: Arts students; Not open to Accounting and Financial Management
students
Rationale :
To change prerequisites so upper-year Arts students can self-enrol in the
course, rather than requiring a course override or permission number.

Current Catalog Information
ARTS 140 (0.50) SEM Information and Analysis
This course introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world. [Note: Course not open to those who have met ELPE or the Undergraduate Communication Requirement.]
No Special Consent Required
Requisites:
Prereq: First-year Arts students; Not open to Accounting and Financial Management students

**Effective 01-SEP-2021**
Requisite Change:
Prereq: Arts students; Not open to Accounting and Financial Management students
Rationale:
To change prerequisites so upper-year Arts students can self-enrol in the course, rather than requiring a course override or permission number.

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Conrad Grebel University College

**Current Catalog Information**

MUSIC 100 (0.50) LEC Understanding Music
The styles, forms, techniques, and terminology of Western music through lectures and listening, as exemplified by great works from all eras of music history. [Note: The ability to read music notation is not required.]
No Special Consent Required
Requisites:
Antireq: MUSIC 110

**Effective 01-SEP-2021**
Requisite Change:
Rationale:
To remove antirequisite. MUSIC 100 and MUSIC 110 (Changing at this meeting to "How Music Matters") are different enough from each other in course content and the way in which they are taught, that allowing students to take both courses makes sense. The approach in MUSIC 100 is an historical survey of Western Art Music with little depth in any one area, while MUSIC 110 addresses music in societal contexts exploring these contexts in greater detail than is possible in a one-term historical survey.

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**Current Catalog Information**

MUSIC 110 (0.50) LEC Music in Cultural Contexts
An intensive study of music from around the globe and throughout the ages, employing several approaches in studying how music reflects and responds to its diverse social, political, and historical contexts.
No Special Consent Required
Requisites:

Antireq: MUSIC 100

Effective 01-SEP-2021

Title Change:
How Music Matters

Description Change:
This course studies music from around the globe and throughout the ages, employing several approaches in studying how music reflects and responds to its diverse social, political, and historical contexts.

Requisite Change:
To change the title, description and remove the antirequisite. Title: MUSIC 110 was added as a required course for all music plans in 2016 as a recommendation of the department's self-study review and has been team-taught by the department's regular faculty. The change offers a more inviting course name and better reflects the importance of how music infiltrates cultures and reflects, validates, constructs and subverts the society and social structure which creates it. Description: The word "intensive" has been removed to render it a more inviting description to first-year students. Antirequisite: The courses are different enough from each other in course content, and the way in which they are taught, that allowing students to take both courses makes sense. The approach in MUSIC 100 (Understanding) is an historical survey of Western Art Music with little depth in any one area, while MUSIC 110 addresses music in societal contexts exploring these contexts in greater detail than is possible in a one-term historical survey.

Economics

Current Catalog Information

ECON 101 (0.50) LEC, TST Introduction to Microeconomics
This course provides an introduction to microeconomic analysis relevant for understanding the Canadian economy. The behaviour of individual consumers and producers, the determination of market prices for commodities and resources, and the role of government policy in the functioning of the market system are the main topics covered.
No Special Consent Required

Requisites:
Antireq: ECON 100/COMM103

Effective 01-SEP-2021

Requisite Change:
Prereq: Not open to Management Engineering students.
Antireq: ECON 100/COMM103

Rationale:
To add prerequisite. This request came from the Management Sciences Department. Management Engineering students who currently take ECON 101 are manually removed as it cannot count towards their Bachelor of Applied Sciences degree; MSCI 263 (Managerial Economics) is required instead. They also want to ensure that their first year students do not take it thinking that it will count as a free elective (MSCI 263 is typically taken in 2B). Students could take ECON 101 as an extra course with an override (NRNA - not required, not in average) if they wanted the economics minor. It would
be unlikely for a Management Engineering student to obtain an economics minor as they do not have room to take the other courses and would have to stay longer to finish with an economics minor. As students are currently being manually removed after pre-enrolment, only two or three students slip by. Making this calendar change would prevent having to monitor this enrolment altogether. We do not anticipate that this change will affect many students. This change only pertains to students in Management Engineering (not other Engineering students nor other Management Sciences students).

English Language & Literature

Current Catalog Information

Effective 01-SEP-2021
Subject/Catalog Nbr Change: ENGL 132R
Unit Change: (0.50)
Component Change: LEC
Title Change: Introduction to Modern Arab and Muslim Drama
Description Change: The course explores contemporary Arab and Muslim drama in English (1940s-present) from multiple perspectives, including literary, social, economic, and political.
Consent Change: No Special Consent Required
New Cross Listing: SI 132R
Rationale: To add cross-listing, change description, remove description note, and remove antirequisite (SI offering only). While the content makes this a Studies in Islam course, its focus on drama aligns it closely with English Language and Literature. Since Studies in Islam is currently a small program, cross-listing will bring SI 132R to the attention of potential English majors and minors, may help to increase enrolment numbers, and permits English faculty to teach the course. The English department has been consulted and agreed to the cross-list. We are also taking this opportunity to remove the antirequisite and note: they are unnecessary, since SI 320R was never offered (the course was offered in Fall 2018, after it had been renumbered as SI 132). We are also updating the course description, based on helpful recommendations from the English department, to provide greater clarity as to the precise nature of the works being studied.

Current Catalog Information

Effective 01-SEP-2020
Subject/Catalog Nbr Change: ENGL 240R
Unit Change: ( 0.50 )
Component Change: LEC
Title Change: Migration, Diaspora, and Exile in Muslim Narratives
Description Change: This course examines Muslim narratives written in the diaspora, such as from North America or the United Kingdom. It investigates the diversity of Islamic culture and expression in diasporic contexts, exploring an array of experiences and issues written from various sociocultural locations.
Consent Change: No Special Consent Required
New Cross Listing: SI 240R
Rationale: To change title and description and add cross-listing. While the content makes this a Studies in Islam course, its literature-based approach is similar to many ENGL courses, as are the concerns about identity, community, and individual struggles worked out through the medium of writing. The English department has been consulted and agreed to the cross-list.

Current Catalog Information
( 0.00 )

Effective 01-SEP-2020
Subject/Catalog Nbr Change: ENGL 241R
Unit Change: ( 0.50 )
Component Change: LEC
Title Change: Sacred Spaces and Human Geographies in Muslim Literary Expressions
Description Change: Using the Muslim dimension as a central theme, this course explores the social, cultural, and political implications to be found in a range of postcolonial literatures from Africa, South Asia, and the Middle East. Students investigate issues such as identities, nationalism and politics, cultural memory, and sacred space and place.
Consent Change: No Special Consent Required
New Cross Listing: SI 241R
Rationale: To change title and description and add cross-listing. The English department has been consulted and agreed to the cross-list.

Current Catalog Information
ENGL 280 ( 0.50 ) LEC
Literatures of Migration
This course explores the literatures of one or more diasporic communities in North America (for example, African, Asian, Caribbean, Middle Eastern, South Asian) and topics such as memory, generational difference, and cultural hybridity.
No Special Consent Required
Requisites: Prereq: Level at least 2A
Effective 01-SEP-2021
Description Change: This course explores the literatures and cultures of diasporic and
immigrant communities in North America, such as African, Asian, Caribbean, Middle Eastern, and Latin American. Topics to be covered may include memory, race, hybridity, home, and belonging.

Rationale: To change description. The description is being revised to include cultural as well as literary study and to use more student friendly language.

Current Catalog Information
ENGL 291 (0.50) LEC Global Literatures
How has border-crossing shaped the field of English literary studies? In this course, students will discuss works of literature from around the world that explore such themes as colonialism, migration, transnationalism, and the global.
No Special Consent Required
Requisites: Prereq: Level at least 2A
Effective 01-SEP-2021
Description Change: How have cultural exchange, border crossings, and globalization shaped English language and literature? In this course students will discuss literary and cultural productions from around the world and explore themes such as colonialism, transnationalism, and globalization.
Rationale: To change description. The description is being revised to include the study of language and culture as well as literature.

Current Catalog Information
ENGL 294 (0.50) LEC Game Studies
This course introduces students to the field of humanities-based game studies. Topics may include the debate between ludological (rules-based) and narratological (story-based) approaches, procedural studies, platform and software studies, gamification, games and adaptation studies, and games as rhetorical objects.
No Special Consent Required
Requisites: Prereq: Level at least 2A
Effective 01-SEP-2021
Title Change: Introduction to Critical Game Studies
Rationale: To change title. We are changing the title to emphasize critical engagement with the topic.

Current Catalog Information
ENGL 305A (0.50) LEC Old English 1
An introduction to the English language in its earliest form and to English prose in pre-Conquest England, examining Old English prose style, its principal practitioners, and their world view.
No Special Consent Required
Requisites: Prereq: Level at least 2A
Effective 01-SEP-2021
Title Change: Old English Language and Literature
Description Change: An introduction to the English language in its earliest form, and study of selected prose and poetry from pre-Conquest England in the original language, with attention to historical, cultural, and religious contexts.
Rationale: To change title and description. The course is being modernized and revised to better engage and meet the needs of the current student body.

Current Catalog Information
ENGL 305B (0.50)  LEC  Old English 2
An introduction to Old English poetry, noting in representative Old English poems those things about its purpose, style, and its audience which make it unique but which also provide the beginnings of the English poetic tradition.
No Special Consent Required
Requisites: Prereq: ENGL 305A
Effective 01-SEP-2021
Title Change: The Age of Beowulf
Description Change: A study of the earliest English literature in translation. The heroic epic Beowulf will be studied in depth, along with a selection of Old English poetry and prose, such as lyrics, riddles, and historical and religious writing.
Rationale: To change title and description. The course is being modernized and revised to better engage and meet the needs of the current student body.

Current Catalog Information
ENGL 306B (0.50)  LEC  Modern English Grammar
Introduction to modern English grammar and structure - its meaningful forms and syntax. Several methods of analysis will be employed and evaluated, including the traditional, structural, transformational-generative, and functional.
No Special Consent Required
Requisites: Prereq: ENGL 306A
Effective 01-SEP-2021
Title Change: How English Grammar Works
Description Change: This course analyzes English grammar structures, "grammar rules," and the reasoning behind them. The course then examines English-language change, and considers grammar in pedagogical and multicultural contexts.
Rationale: To change title and description. The course is being modernized and revised to better engage and meet the needs of the current student body.

Current Catalog Information
ENGL 306D (0.50)  LEC  The History of English
Introduction to the linguistic history of English from earliest documents to the present, with some consideration of various modern dialects.
No Special Consent Required
Effective 01-SEP-2021
Title Change: The History of the English Language
Description Change: This course explores the history of the English language, from Anglo-Saxon dialects ("Old English"), through the combining of Anglo-Saxon and Norman French, its evolution in medieval and early modern Britain, up to its transformation within multilingual and multicultural contexts. The course
examines not only the evolving vocabulary and grammar of the language, but also its social history.

Rationale: To change title and description to be more student friendly, and reflect recent developments in the field.

Current Catalog Information
ENGL 410F (0.50) LEC Eighteenth-Century Women Writers
A selection of writing by women such as Behn, Finch, Montagu, Fielding, Edgeworth, and Austen. Topics may include the culture of sensibility, romance and the gothic, and the interaction of women's writing with discourses of race and colonialism.
No Special Consent Required
Cross-listed as: GSJ 410
Effective 01-SEP-2021
Subject/Catalog Nbr Change: ENGL 410
Rationale: To change course number (ENGL offering only). We are consolidating our ENGL 410 suite of courses and the 410X codes are no longer relevant. This course will become the only ENGL 410, so dropping the letter is necessary. This will also align better with the cross-listing of GSJ 410, which also has no letter.

History

Current Catalog Information
HIST 202 (0.50) LEC Introduction to Applied History
This course introduces students to the core methodologies of applied history: archival research, oral history, material and visual culture, and digital history.
No Special Consent Required
Prereq: Level at least 2A
Requisites:
Effective 01-SEP-2021
Title Change: Introduction to Public History
Description Change: This course introduces students to the core methodologies of public history: archival research, oral history, material and visual culture, and digital history.
Rationale: To change title and description to better reflect the common terminology. The term "Public History" is used more frequently in graduate programs and professional positions (i.e., job ads) in Canada.

Current Catalog Information
HIST 203 (0.50) LEC Methods of Applied History
This course exposes students to several different forms of applied history, which may include historic mapping, digitization, genealogy, public policy research, corporate history, legal research, tourism, the commemoration industry, historical fiction and creative non-fiction, heritage issues, and the making of historical documentaries. The specific mix of topics addressed in any particular year will vary, depending on the instructor. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]
No Special Consent Required
Requisites:

Effective 01-SEP-2021
Title Change: Methods of Public History
Description Change: This course exposes students to several different forms of public history, which may include historic mapping, digitization, genealogy, public policy research, corporate history, legal research, tourism, the commemoration industry, historical fiction and creative non-fiction, heritage issues, and the making of historical documentaries. The specific mix of topics addressed in any particular year will vary, depending on the instructor.
[Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]
Rationale: To change title and description to better reflect the common terminology. The term “Public History” is used more frequently in graduate programs and professional positions (i.e., job ads) in Canada.

Current Catalog Information
HIST 302 (0.50) DIS, PRJ Applied History Project
This course provides the opportunity to design, research, and produce a history project in a multimedia format. Students incorporate archival, visual culture, and oral history research in their projects and examine the politics, ethics, and practice of historical research and its presentation to wide audiences.
No Special Consent Required
Requisites: Prereq: Level at least 2A
Antireq: HIST 291 (section 002) taken Winter 2013

Effective 01-SEP-2021
Title Change: Digital and Public History Project
Rationale: To change title to better reflect the common terminology. The term “Public History” is used more frequently in graduate programs and professional positions (i.e., job ads) in Canada.

Philosophy

Current Catalog Information
GSJ 410 (0.50) LEC Eighteenth-Century Women Writers
A selection of writing by women such as Behn, Finch, Montagu, Fielding, Edgeworth, and Austen. Topics may include the culture of sensibility, romance and the gothic, and the interaction of women’s writing with discourses of race and colonialism.
No Special Consent Required
Requisites: Prereq: Level at least 3A GSJ students. Antireq: WS 410F
Cross-listed as: ENGL 410F

Effective 01-SEP-2021
Subject/Catalog Nbr Change: GSJ 410
Rationale: To change course number (ENGL offering only). We are consolidating our ENGL 410 suite of courses and the 410X codes are no longer relevant. This course
will become the only ENGL 410, so dropping the letter is necessary. This will also align better with the cross-listing of GSJ 410, which also has no letter.

Political Science

Current Catalog Information

Effective 01-SEP-2021
Subject/Catalog Nbr Change: PSCI 277
Unit Change: ( 0.50 )
Component Change: LEC
Title Change: International Relations of East Asia
Description Change: This course explores key topics in the international relations of East Asia after World War II. Classes examine literature on major developments of East Asian relations, including the Cold War, East Asian regionalism, and the foreign policies of China, Japan, and Korea.
Consent Change: No Special Consent Required
Requisite Change: Prereq: Level at least 2A
New Cross Listing: EASIA 277R
Rationale: To add cross-listing. The Political Science department has several courses on Asia in the areas of comparative politics and political economy, but not in international politics and security. This course will complement existing courses and meet student interest in international relations. Political Science has been consulted and agreed to the cross-listing.

Current Catalog Information

Effective 01-SEP-2020
Subject/Catalog Nbr Change: PSCI 310
Unit Change: ( 0.50 )
Component Change: SEM
Title Change: Politics and Diplomacy of Contemporary Japan
Description Change: This course surveys several key topics in the politics and diplomacy of contemporary Japan, particularly in its relations with its Asia-Pacific neighbours. Topics may include the Pacific War and its legacies, the Japan-US security alliance, the Okinawa problem, and Japan-Canada relations.
Consent Change: No Special Consent Required
Requisite Change: Prereq: Level at least 3A
New Cross Listing: EASIA 300R
Rationale: To add cross-listing. The Political Science department has several courses
on contemporary Asia, but none that focus specifically on Japan. The course is founded on a close and analytical examination of Japanese politics and diplomacy of the contemporary period. It will be a good complement for students in comparative politics and international relations. Political Science has been consulted and agreed to this cross-listing.

Renison University College

Current Catalog Information

EASIA  277R  ( 0.50 )  LEC  International Relations of East Asia

This course explores key topics in the international relations of East Asia after World War II. Classes examine literature on major developments of East Asian relations, including the Cold War, East Asian regionalism, and the foreign policies of China, Japan, and Korea.

No Special Consent Required

Requisites :
Prereq: Level at least 2A

Effective  01-SEP-2021

Subject/Catalog Nbr Change:  EASIA  277R
Unit Change:  ( 0.50 )
Component Change:  LEC
Title Change:  International Relations of East Asia
Description Change:  This course explores key topics in the international relations of East Asia after World War II. Classes examine literature on major developments of East Asian relations, including the Cold War, East Asian regionalism, and the foreign policies of China, Japan, and Korea.

Consent Change:  No Special Consent Required
Requisite Change : Prereq: Level at least 2A
New Cross Listing : PSCI  277
Rationale : To add cross-listing. The Political Science department has several courses on Asia in the areas of comparative politics and political economy, but not in international politics and security. This course will complement existing courses and meet student interest in international relations. Political Science has been consulted and agreed to the cross-listing.

Current Catalog Information

EASIA  300R  ( 0.50 )  SEM  Politics and Diplomacy of Contemporary Japan

This course surveys several key topics in the politics and diplomacy of contemporary Japan, particularly in its relations with its Asia-Pacific neighbours. Topics may include the Pacific War and its legacies, the Japan-US security alliance, the Okinawa problem, and Japan-Canada relations.

No Special Consent Required

Requisites :
Prereq: Level at least 3A

Effective  01-SEP-2020

Subject/Catalog Nbr Change:  EASIA  300R
Unit Change:  ( 0.50 )
Component Change:  SEM
Title Change: Politics and Diplomacy of Contemporary Japan
Description Change: This course surveys several key topics in the politics and diplomacy of contemporary Japan, particularly in its relations with its Asia-Pacific neighbours. Topics may include the Pacific War and its legacies, the Japan-US security alliance, the Okinawa problem, and Japan-Canada relations.
Consent Change: No Special Consent Required
Requisite Change: Prereq: Level at least 3A
New Cross Listing: PSCI 310
Rationale: To add cross-listing. The Political Science department has several courses on contemporary Asia, but none that focus specifically on Japan. The course is founded on a close and analytical examination of Japanese politics and diplomacy of the contemporary period. It will be a good complement for students in comparative politics and international relations. Political Science has been consulted and agreed to this cross-listing.

Current Catalog Information
MOHAWK 101R (0.50) LEC Mohawk Language 1
An introductory course for students with little or no knowledge of Mohawk. The course is designed to develop basic reading, writing, listening, and speaking skills, however, emphasis will be placed on oral proficiency and comprehension. [Note: Conducted in Mohawk. No prior knowledge of Mohawk is expected. Not open to students with advanced ability in Mohawk.]
No Special Consent Required
Requisites: Antireq: ARTS 190 (LEC 002) taken fall 2017, ARTS 190 (LEC 003) taken winter 2018, Arts 190 (LEC 001) taken fall 2018
Effective 01-SEP-2020
Subject/Catalog Nbr Change: MOHAWK 01R
Unit Change: (0.50)
Component Change: LEC
Title Change: Mohawk Language 1
Description Change: An introductory course for students with little or no knowledge of Mohawk. The course is designed to develop basic reading, writing, listening, and speaking skills, however, emphasis will be placed on oral proficiency and comprehension. [Note: Conducted in Mohawk. No prior knowledge of Mohawk is expected. Not open to students with advanced ability in Mohawk.]
Consent Change: No Special Consent Required
Course Attribute Change: Offered at Renison University College
Requisite Change: Antireq: ARTS 190 (LEC 002) taken fall 2017, ARTS 190 (LEC 003) taken winter 2018, Arts 190 (LEC 001) taken fall 2018
New Cross Listing: INDG 101
Rationale: To add cross-listing. Mohawk is the only Indigenous language offered at the University of Waterloo. The courses are delivered by Indigenous instructors and include substantial information about Indigenous culture and history, conveyed from an Indigenous perspective. Indigenous Studies is currently a
very small program with minimal faculty, and most INDG courses are
cross-listed in order to help support the program. Crosslisting will bring
MOHAWK 101R to the attention of potential Indigenous Studies minors and may
help to increase enrolment numbers. The former is especially necessary
since Indigenous Studies is based at St. Paul's and Mohawk courses are
based at Renison, thus some students at one or the other school may
naturally overlook the presence of this course.

Current Catalog Information
MOHAWK 102R (0.50) LEC Mohawk Language 2
This course builds on the content learned in MOHAWK 101R. Students will expand their
working vocabulary and learn to create more complex sentences. The emphasis will
continue to be on improving oral proficiency and comprehension. [Note: Conducted in
Mohawk.]
No Special Consent Required
Requisites:
Prereq: MOHAWK 101R or one of ARTS 190 (LEC 002) taken fall 2017, ARTS 190
(LEC 003) taken winter 2018, Arts 190 (LEC 001) taken fall 2018; Antireq:
ARTS 290 (LEC 001) taken winter 2018 or winter 2019

Effective 01-SEP-2020
Subject/Catalog Nbr Change: MOHAWK02R
Unit Change: (0.50)
Component Change: LEC
Title Change: Mohawk Language 2
Description Change: This course builds on the content learned in MOHAWK 101R/INDG 101. Students
will expand their working vocabulary and learn to create more complex
sentences. The emphasis will continue to be on improving oral proficiency
and comprehension. [Note: Conducted in Mohawk.]
Consent Change: No Special Consent Required
Course Attribute Change: Offered at Renison University College
Requisite Change:
Prereq: MOHAWK 101R/INDG 101 or one of ARTS 190 (LEC 002) taken fall 2017,
ARTS 190 (LEC 003) taken winter 2018, Arts 190 (LEC 001) taken fall 2018.
Antireq: ARTS 290 (LEC 001) taken winter 2018 or winter 2019
New Cross Listing: INDG 102
Rationale:
To add cross-listing and update course description and requisites to
reflect this. Mohawk is the only Indigenous language offered at the
University of Waterloo. The courses are delivered by Indigenous instructors
and include substantial information about Indigenous culture and history,
conveyed from an Indigenous perspective. Indigenous Studies is currently a
very small program with minimal faculty, and most INDG courses are
cross-listed in order to help support the program. Cross-listing will bring
MOHAWK 102R to the attention of potential Indigenous Studies minors and may
help to increase enrolment numbers. The former is especially necessary
since Indigenous Studies is based at St. Paul's and Mohawk courses are
based at Renison, thus some students at one or the other school may
naturally overlook the presence of this course.
Current Catalog Information
SI 132R (0.50) LEC Introduction to Modern Arab and Muslim Drama
The course explores modern Arab and Muslim drama in English from multiple perspectives: literary, social, economic, and political. [Note: Formerly SI 320R.]
No Special Consent Required
Requisites: Antireq: SI 320R
Effective 01-SEP-2021
Subject/Catalog Nbr Change: SI 132R
Unit Change: (0.50)
Component Change: LEC
Title Change: Introduction to Modern Arab and Muslim Drama
Description Change: The course explores contemporary Arab and Muslim drama in English (1940s-present) from multiple perspectives, including literary, social, economic, and political.
Consent Change: No Special Consent Required
Requisite Change:
New Cross Listing: ENGL 132R
Rationale: To add cross-listing, change description, remove description note, and remove antirequisite (SI offering only). While the content makes this a Studies in Islam course, its focus on drama aligns it closely with English Language and Literature. Since Studies in Islam is currently a small program, cross-listing will bring SI 132R to the attention of potential English majors and minors, may help to increase enrolment numbers, and permits English faculty to teach the course. The English department has been consulted and agreed to the cross-list. We are also taking this opportunity to remove the antirequisite and note: they are unnecessary, since SI 320R was never offered (the course was offered in Fall 2018, after it had been renumbered as SI 132). We are also updating the course description, based on helpful recommendations from the English department, to provide greater clarity as to the precise nature of the works being studied.

Current Catalog Information
SI 221R (0.50) LEC Islam, the West, and the Modern World
This course examines conceptions of East-West divide and confrontation as well as topics of interest, both geo-political and religious, that influence the relationships of Muslims and the Western world. The focus is on the history of Muslims in the West and the challenges of integration of Muslim communities in pluralistic, secular societies.
No Special Consent Required
Requisites: Prereq: Level at least 1B
Effective 01-SEP-2021
Subject/Catalog Nbr Change: SI 221R
Unit Change: (0.50)
Component Change: LEC
Title Change: Islam, the West, and the Modern World
Description Change: This course examines conceptions of East-West divide and confrontation as well as topics of interest, both geo-political and religious, that influence the relationships of Muslims and the Western world. The focus is on the history of Muslims in the West and the challenges of integration of Muslim communities in pluralistic, secular societies.

Consent Change: No Special Consent Required
Requisite Change: Prereq: Level at least 1B
New Cross Listing: RS 221
Rationale: To add cross-listing. This course contains significant information about religion and utilizes Religious Studies approaches, among others. Religious Studies has been consulted and agreed to the cross-list.

Current Catalog Information
SI 240R (0.50) LEC Migration, Diaspora, and Exile: Muslim Narratives
This course examines Muslim narratives written in the United States, Canada, and the United Kingdom. It investigates the diversity of Islamic culture and expression in diasporic contexts, exploring an array of experiences written from various socio-cultural locations. The major issues of focus are the dilemmas of individual religiosity and religious identity within diasporic contexts, the politics of identity and community, and the ways in which Islam is lived and formulated (or reformulated) in these contexts.
No Special Consent Required
Effective 01-SEP-2020
Subject/Catalog Nbr Change: SI 240R
Unit Change: (0.50)
Component Change: LEC
Title Change: Migration, Diaspora, and Exile in Muslim Narratives
Description Change: This course examines Muslim narratives written in the diaspora, such as from North America or the United Kingdom. It investigates the diversity of Islamic culture and expression in diasporic contexts, exploring an array of experiences and issues written from various sociocultural locations.
Consent Change: No Special Consent Required
New Cross Listing: ENGL 240R
Rationale: To change title and description and add cross-listing. While the content makes this a Studies in Islam course, its literature-based approach is similar to many ENGL courses, as are the concerns about identity, community, and individual struggles worked out through the medium of writing. The English department has been consulted and agreed to the cross-list.

Current Catalog Information
SI 241R (0.50) LEC Sacred Spaces and Human Geographies: Literary Expressions
Using the Muslim dimension as a central theme, this course explores the social,
cultural, and political implications to be found in a range of postcolonial literatures from Africa, South Asia, and the Middle East. Students investigate and analyze a variety of issues and concerns manifest in these literatures: identities and native sensibilities, nationalism and politics, cultural memory, and issues of sacred space and place.

No Special Consent Required

Effective 01-SEP-2020

Subject/Catalog Nbr Change: SI 241R
Unit Change: (0.50)
Component Change: LEC
Title Change: Sacred Spaces and Human Geographies in Muslim Literary Expressions
Description Change: Using the Muslim dimension as a central theme, this course explores the social, cultural, and political implications to be found in a range of postcolonial literatures from Africa, South Asia, and the Middle East. Students investigate issues such as identities, nationalism and politics, cultural memory, and sacred space and place.

Consent Change: No Special Consent Required
New Cross Listing: ENGL 241R
Rationale: To change title and description and add cross-listing. The English department has been consulted and agreed to the cross-list.

Current Catalog Information

SI 375R (0.50) LEC Special Topics in Islam
This course allows for in-depth study of selected topics in interdisciplinary studies in Islam. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]
Department Consent Required

Requisites: Prereq: SI 121R

Effective 01-SEP-2020

Title Change: Special Topics in Islamic and Arab Cultures
Description Change: This course allows for in-depth study of selected topics in Islam, Islamic cultures, or Arab cultures. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]
Consent Change: No Special Consent Required
Requisite Change:
Rationale: To change title, description, and remove prerequisites and consent. The Studies in Islam program has been renamed Studies in Islamic and Arab Cultures, reflecting a more accurate description of the multiple topics it addresses.

Current Catalog Information

SI 450R (0.50) SEM Reading and Interpreting the Qur'an (in translation)
This course serves as a comprehensive introduction to the sacred text of Islam. Students engage in a process of scriptural reasoning as they read the Qur'an and learn a wide array of hermeneutical approaches, from traditional forms of exegesis to new trends in the academic study of the Qur'an.
Effective 01-SEP-2020

Subject/Catalog Nbr Change: SI 450R
Unit Change: (0.50)
Component Change: SEM
Title Change: Reading and Interpreting the Qur'an (in translation)
Description Change: This course serves as a comprehensive introduction to the sacred text of Islam. Students engage the Qur'an using a wide array of interpretive approaches, from traditional forms of exegesis to new trends in the academic study of the Qur'an.
Consent Change: No Special Consent Required
Requisite Change: Prereq: SI 121R or RS 216; Level at least 3A
New Cross Listing: RS 450
Rationale: To add cross-listing and change description. Religious Studies was consulted and agreed to the cross-list. The description is being updated.

Religious Studies

Current Catalog Information
JS 114 (0.50) LEC Jews and Jewishness
This course examines the central elements that make up contemporary Jewish identity/identities, traditional and otherwise, with particular focus on the North American Jewish experience and the nature of Jewish modernity. It explores historical, literary, religious, and social issues that have contributed to the formation of these identities.
No Special Consent Required
Cross-listed as: RS 114
Effective 01-SEP-2021
Subject/Catalog Nbr Change: JS 209
Requisite Change: Antireq: JS 114/RS 114
Rationale: To change numbers and add antirequisites. In keeping with changes to Religious Studies plans, we are in the process of shifting several courses from 100-level to 200-level within the dept. As taught, this course fits the evaluation and reading expectations of a 200-level course better than its current 100-level status. The focus of this course will be more on select specific themes rather than an overview of many themes.

Current Catalog Information
JS 120 (0.50) LEC Relationships in the Bible (Old Testament)
Students will be introduced to the Hebrew Bible by way of selected readings which deal with a particular aspect of the human predicament. The focus will be on exploring relationships via narrative passages in the Old Testament and particularly in the Book of Genesis. The following relationships will be discussed: spousal; human/God; parent/child; siblings; gender issues in narratives of rape, incest,
seduction, and dominance. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not both.]

No Special Consent Required
Cross-listed as: RS 111

Effective 01-SEP-2021
Subject/Catalog Nbr Change: JS 218
Title Change: Seduction, Rivalry, and Dysfunction in the Bible
Description Change: Students will be introduced to the Hebrew Bible (Old Testament) by way of selected readings which deal with a particular aspect of the human predicament. The focus will be on exploring relationships via narrative passages in the Old Testament and particularly in the Book of Genesis. The following relationships will be discussed: spousal; human/God; parent/child; siblings; gender issues in narratives of rape, incest, seduction, and dominance. The focus of this course will be more on select specific themes rather than an overview of many themes.

Requisite Change : Antireq: JS 120/RS 111
Rationale : To change numbers, title, description, and antirequisites. Students do not have enough room for 100-level courses and the content and structure of the course is suitable for a 200-level course.

Current Catalog Information
JS 131 (0.50) LEC Big Ideas of the Bible
The Bible is the most translated and most read document in human history. This course explores central biblical ideas, from creation to the end of time, violence to redemption, and political intrigue to family ties, and examines their impact on Judaism, Christianity, and Western Culture. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]
No Special Consent Required
Cross-listed as: RS 130

Effective 01-SEP-2021
Subject/Catalog Nbr Change: JS 228
Requisite Change : Antireq: JS 131/RS 130
Rationale : To change numbers and add antirequisites. In keeping with changes to Religious Studies plans, we are in the process of shifting several courses from 100-level to 200-level within the dept. As taught, this course fits the evaluation and reading expectations of a 200-level course better than its current 100-level status. The focus of this course will be more on select specific themes rather than an overview of many themes.

Current Catalog Information
JS 130 (0.50) LEC Power and Corruption in the Bible (Old Testament)
This course will deal with the period of the prophets, e.g., Joshua, Kings, and Samuel. It will examine the uses and abuses of power analyzing the historical narratives and study the conflict between Saul and David, the political as well as the moral rise and fall of David. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not
Effective 01-SEP-2021

Subject/Catalog Nbr Change: JS 234
Title Change: Power and Corruption in the Bible
Description Change: This course will examine the uses and abuses of power in the Hebrew Bible (Old Testament) by analyzing the historical narratives of the conflict between Saul and David, as well as the rise and fall of King David. In doing so, it will deal with the period of the prophets, i.e., the books of Joshua, Kings, and Samuel. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not both.]

Requisite Change: Antireq: JS 130/RS 112
Rationale: To change numbers, title, description, and antirequisites. Students do not have enough room for 100-level courses and the content and structure of the course is suitable for a 200-level course. The description was adjusted to show the overview of the course before providing examples of topics.

Current Catalog Information
RS 114 (0.50) LEC Jews and Jewishness
This course examines the central elements that make up contemporary Jewish identity/identities, traditional and otherwise, with particular focus on the North American Jewish experience and the nature of Jewish modernity. It explores historical, literary, religious, and social issues that have contributed to the formation of these identities.
No Special Consent Required
Cross-listed as: JS 114
Effective 01-SEP-2021

Subject/Catalog Nbr Change: RS 209
Requisite Change: Antireq: RS 114/JS 114
Rationale: To change numbers and add antirequisites. In keeping with changes to Religious Studies plans, we are in the process of shifting several courses from 100-level to 200-level within the dept. As taught, this course fits the evaluation and reading expectations of a 200-level course better than its current 100-level status. The focus of this course will be more on select specific themes rather than an overview of many themes.

Current Catalog Information
RS 111 (0.50) LEC Relationships in the Bible (Old Testament)
Students will be introduced to the Hebrew Bible by way of selected readings which deal with a particular aspect of the human predicament. The focus will be on exploring relationships via narrative passages in the Old Testament and particularly in the Book of Genesis. The following relationships will be discussed: spousal; human/God; parent/child; siblings; gender issues in narratives of rape, incest, seduction, and dominance. [Note: Knowledge of Hebrew is not required. This course
fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not both.

No Special Consent Required

Cross-listed as: JS 120

Effective 01-SEP-2021

Subject/Catalog Nbr Change: RS 218
Title Change: Seduction, Rivalry, and Dysfunction in the Bible
Description Change: Students will be introduced to the Hebrew Bible (Old Testament) by way of selected readings which deal with a particular aspect of the human predicament. The focus will be on exploring relationships via narrative passages in the Old Testament and particularly in the Book of Genesis. The following relationships will be discussed: spousal; human/God; parent/child; siblings; gender issues in narratives of rape, incest, seduction, and dominance. The focus of this course will be more on select specific themes rather than an overview of many themes.

Requisite Change : Antireq: RS 111/JS 120
Rationale : To change numbers, title, description, and antirequisites. Students do not have enough room for 100-level courses and the content and structure of the course is suitable for a 200-level course.

Current Catalog Information
( 0.00 )

Effective 01-SEP-2021

Subject/Catalog Nbr Change: RS 221
Unit Change: ( 0.50 )
Component Change: LEC
Title Change: Islam, the West, and the Modern World
Description Change: This course examines conceptions of East-West divide and confrontation as well as topics of interest, both geo-political and religious, that influence the relationships of Muslims and the Western world. The focus is on the history of Muslims in the West and the challenges of integration of Muslim communities in pluralistic, secular societies.

Consent Change: No Special Consent Required
Requisite Change : Prereq: Level at least 1B
New Cross Listing : SI 221R
Rationale : To add cross-listing. This course contains significant information about religion and utilizes Religious Studies approaches, among others. Religious Studies has been consulted and agreed to the cross-list.

Current Catalog Information
RS 130 ( 0.50 ) LEC Big Ideas of the Bible
The Bible is the most translated and most read document in human history. This course explores central biblical ideas, from creation to the end of time, violence to redemption, and political intrigue to family ties, and examines their impact on Judaism, Christianity, and Western Culture. [Note: This course fulfils an Area 2
requirement for Religious Studies majors.]
No Special Consent Required
Cross-listed as: JS 131

Effective 01-SEP-2021
Subject/Catalog Nbr Change: RS 228
Requisite Change: Antireq: RS 130/JS 131
Rationale: To change numbers and add antirequisites. In keeping with changes to Religious Studies plans, we are in the process of shifting several courses from 100-level to 200-level within the dept. As taught, this course fits the evaluation and reading expectations of a 200-level course better than its current 100-level status. The focus of this course will be more on select specific themes rather than an overview of many themes.

Current Catalog Information
RS 112 (0.50) LEC Power and Corruption in the Bible (Old Testament)
This course will deal with the period of the prophets, e.g., Joshua, Kings, and Samuel. It will examine the uses and abuses of power analyzing the historical narratives and study the conflict between Saul and David, the political as well as the moral rise and fall of David. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not both.]
No Special Consent Required
Cross-listed as: JS 130

Effective 01-SEP-2021
Subject/Catalog Nbr Change: RS 234
Title Change: Power and Corruption in the Bible
Description Change: This course will examine the uses and abuses of power in the Hebrew Bible (Old Testament) by analyzing the historical narratives of the conflict between Saul and David, as well as the rise and fall of King David. In doing so, it will deal with the period of the prophets, i.e., the books of Joshua, Kings, and Samuel. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 or Area 2 requirement for Religious Studies majors but not both.]
Requisite Change: Antireq: RS 112/JS 130
Rationale: To change numbers, title, description, and antirequisites. Students do not have enough room for 100-level courses and the content and structure of the course is suitable for a 200-level course. The description was adjusted to show the overview of the course before providing examples of topics.

Current Catalog Information
RS 152 (0.50) LEC Introduction to Christian Theology
Introduction to the classical themes of Christian theology (revelation, God, creation, sin, Jesus Christ, salvation, church, etc.) and their interrelationship, critical reflection on these beliefs, and examination of debates about the meaning of Christian beliefs in contemporary contexts. [Note: This course fulfils an Area 2C requirement for Religious Studies majors.]
No Special Consent Required

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 254
Title Change: Christianity's Big Questions
Description Change: Who is God? What does it mean to be human? What difference does the death of Jesus Christ make? What is the purpose of the Christian church? What happens after death? This course will explore the diversity of Christian responses to these questions and examine debates about the meaning of such beliefs in contemporary contexts. [Note: This course fulfills an Area 2 requirement for Religious Studies majors.]

Requisite Change: Antireq: RS 152
Rationale: To change number, title, and description, and add antirequisite. We are renumbering this course to 200-level because it deals with one religious tradition rather than a comparative survey of several traditions. Current course requirements, especially regarding writing, reflect 200-level expectations.

**Current Catalog Information**

RS 318 (0.50) LEC Canadian Native Religious Traditions
An examination of the ritual and oral traditions of a specific pre-modern group of native peoples to discern their attempts to integrate themselves and their environment. [Note: This course fulfills an Area 1 requirement for Religious Studies majors. Taught at Laurier as RE 318]

No Special Consent Required

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 318
Unit Change: (0.50)
Component Change: LEC
Title Change: Indigenous Worldviews and Spirituality
Description Change: This course introduces students to the integral role and place of spiritual practices and ceremonies in the everyday experiences of Indigenous peoples in Canada. Course materials will be supplemented by visits with Elders, Knowledge Keepers, Storytellers, as well as integration of ceremonial and land-based practices.

Consent Change: No Special Consent Required
New Cross Listing: INDG 318
Rationale: To change title and description and add cross-listing.

**Current Catalog Information**

(0.00)

**Effective 01-SEP-2020**

Subject/Catalog Nbr Change: RS 450
Unit Change: (0.50)
Component Change: SEM
Title Change: Reading and Interpreting the Qur'an (in translation)
Description Change: This course serves as a comprehensive introduction to the sacred text of Islam. Students engage the Qur'an using a wide array of interpretive approaches, from traditional forms of exegesis to new trends in the academic study of the Qur'an.
Consent Change: No Special Consent Required
New Cross Listing: SI 450R
Rationale: To add cross-listing and change description. Religious Studies was consulted and agreed to the cross-list. The description is being updated.

Sociology and Legal Studies

Current Catalog Information
SOC 354 (0.50) SEM Comparative Health Care Systems
This course discusses health care systems around the world with sociological perspectives and introduces health care system evaluation criteria to examine different nations' health care models, including health care delivery and financing.
Some basic research methods for health care systems studies will be introduced.
[Note: Formerly SOC 254]
No Special Consent Required
Requisites: Prereq: SOC 248
Effective 01-SEP-2020
Description Change: This course discusses health care systems around the world from sociological perspectives and introduces health care system evaluation criteria to examine different nations' health care models, including health care delivery and financing. Some basic research methods for health care systems studies will be introduced.
Requisite Change:
Rationale: To remove description note and prerequisite. The way these courses have been taught for several years does not assume prior knowledge. The note is no longer required.

Current Catalog Information
SOC 424 (0.50) SEM Seminar in Sociology of Health
Current issues and debates within health care, including the social organization of the health care system and the socio-cultural determinants of health and illness, are examined from a sociological perspective.
No Special Consent Required
Requisites: Prereq: SOC 248; Level at least 4A Sociology majors
Effective 01-SEP-2020
Requisite Change: Prereq: Level at least 4A Sociology majors
Rationale: To change prerequisites.

St Paul's University College
Current Catalog Information
CDNST 211 (0.50) LEC Canada: Analysis of a Country
An examination of the fundamental dynamics and tensions in Canadian nationhood, including the following oppositions: Indigenous-Settler; French-English; Center-Periphery; Federal-Provincial. Students will also examine the political and institutional strategies that have been used to mediate these oppositions.
No Special Consent Required
Effective 01-SEP-2021
Title Change: Canada: Conflict and Unity
Rationale: To modernize title.

Current Catalog Information

Effective 01-SEP-2020
Subject/Catalog Nbr Change: INDG 101
Unit Change: (0.50)
Component Change: LEC
Title Change: Mohawk Language 1
Description Change: An introductory course for students with little or no knowledge of Mohawk. The course is designed to develop basic reading, writing, listening, and speaking skills, however, emphasis will be placed on oral proficiency and comprehension. [Note: Conducted in Mohawk. No prior knowledge of Mohawk is expected. Not open to students with advanced ability in Mohawk.]
Consent Change: No Special Consent Required
Course Attribute Change: Offered at Renison University College
Requisite Change: Antireq: ARTS 190 (LEC 002) taken fall 2017, ARTS 190 (LEC 003) taken winter 2018, Arts 190 (LEC 001) taken fall 2018
New Cross Listing: MOHAWK 101R
Rationale: To add cross-listing. Mohawk is the only Indigenous language offered at the University of Waterloo. The courses are delivered by Indigenous instructors and include substantial information about Indigenous culture and history, conveyed from an Indigenous perspective. Indigenous Studies is currently a very small program with minimal faculty, and most INDG courses are cross-listed in order to help support the program. Crosslisting will bring MOHAWK 101R to the attention of potential Indigenous Studies minors and may help to increase enrolment numbers. The former is especially necessary since Indigenous Studies is based at St. Paul's and Mohawk courses are based at Renison, thus some students at one or the other school may naturally overlook the presence of this course.

Current Catalog Information

(0.00)
Effective 01-SEP-2020

Subject/Catalog Nbr Change: INDG 102
Unit Change: (0.50)
Component Change: LEC
Title Change: Mohawk Language 2
Description Change: This course builds on the content learned in MOHAWK 101R/INDG 101. Students will expand their working vocabulary and learn to create more complex sentences. The emphasis will continue to be on improving oral proficiency and comprehension. [Note: Conducted in Mohawk.]
Consent Change: No Special Consent Required
Course Attribute Change: Offered at Renison University College
Requisite Change: Prereq: MOHAWK 101R/INDG 101 or one of: ARTS 190 LEC 002 Fall 2017, ARTS 190 LEC 003 Winter 2018, ARTS 190 LEC 001 Fall 2018. Antireq: ARTS 290 (LEC 001) taken winter 2018 or winter 2019
New Cross Listing: MOHAWK 102R
Rationale: To add cross-listing and update course description and requisites to reflect this. Mohawk is the only Indigenous language offered at the University of Waterloo. The courses are delivered by Indigenous instructors and include substantial information about Indigenous culture and history, conveyed from an Indigenous perspective. Indigenous Studies is currently a very small program with minimal faculty, and most INDG courses are cross-listed in order to help support the program. Cross-listing will bring MOHAWK 102R to the attention of potential Indigenous Studies minors and may help to increase enrolment numbers. The former is especially necessary since Indigenous Studies is based at St. Paul’s and Mohawk courses are based at Renison, thus some students at one or the other school may naturally overlook the presence of this course.

Current Catalog Information

INDG 272 (0.50) LEC Issues in Contemporary Indigenous Communities in Canada
An examination of First Nations and Métis cultures and cultural development from the perspective of local Indigenous communities. The course will feature lectures, discussions, and occasional guest speakers representative of the wider Indigenous community.
No Special Consent Required
Requisites: Antireq: NATST 272
Cross-listed as: ANTH 272
Effective 01-SEP-2021
Requisite Change: Prereq: INDG 201.
Antireq: ANTH 370, NATST 272
Rationale: To add a prerequisite to both offerings and an antirequisite to the INDG offering. INDG 272/ANTH 272 focuses on Indigenous communities in Canada from a contemporary perspective. The groundwork to understanding Indigenous
issues and questions in Canada more broadly and in a historical context was already laid in INDG 201 (The Indigenous Experience in Canada). This course is therefore foundational to further advance an in-depth exploration of contemporary Indigenous issues in Canada. ANTH 370 is the former number of ANTH 272 and is being added as an antirequisite to the INDG offering as it was inadvertently left off.

**Current Catalog Information**

INDG 301  (0.50)  LEC  Critical Theories of Indigeneity in a Global Perspective

This cross-cultural and interdisciplinary course critically examines the definitions of, and debates surrounding, indigeneity, drawing on both Indigenous and non-Indigenous theorists. The course covers a range of themes, from constitutions and peoplehood to epistemologies and ontologies, and draws on a variety of examples from around the globe.

No Special Consent Required

Requisites : Prereq: INDG/CDNST 201

**Effective 01-SEP-2021**

Requisite Change:

Rationale :

To remove prerequisite. INDG 201/CDNST 201 (The Indigenous Experience in Canada) focuses on Canada whereas INDG 301 has a broader, global and theoretical perspective as its course objective. It is a better sequence of course progression if INDG 201 is removed from INDG 301 and becomes instead the prerequisite for INDG/ANTH 272 (Issues in Contemporary Indigenous Communities in Canada) as this course continues the focus on Canada.

**Current Catalog Information**

(0.00)

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change:  INDG 318
Unit Change:  (0.50)
Component Change:  LEC
Title Change:  Indigenous Worldviews and Spirituality
Description Change:  This course introduces students to the integral role and place of spiritual practices and ceremonies in the everyday experiences of Indigenous peoples in Canada. Course materials will be supplemented by visits with Elders, Knowledge Keepers, Storytellers, as well as integration of ceremonial and land-based practices.

Consent Change:  No Special Consent Required
New Cross Listing :  RS 318
Rationale :  To change title and description and add cross-listing.

**COURSE INACTIVATIONS**  (for approval)
English Language & Literature

Effective 01-SEP-2020
ENGL 212 (0.50)
Rationale: Convict Literature
This course has not been taught for many years and we lack the expertise to teach it.

Effective 01-SEP-2021
ENGL 218 (0.50)
Rationale: Mennonite Literature
The instructor who taught this course has retired and it has not been offered in some time.

Effective 01-SEP-2021
ENGL 306C (0.50)
Rationale: Historical Linguistics
This course is rarely taught and does not align well with our current program.

Effective 01-SEP-2021
ENGL 376R (0.50)
Rationale: Applied English Grammar 1
These courses were traditionally held by Renison and there is no longer the interest or expertise there to offer them.

Effective 01-SEP-2021
ENGL 377R (0.50)
Rationale: Applied English Grammar 2
These courses were traditionally held by Renison and there is no longer the interest or expertise there to offer them.

Effective 01-SEP-2021
ENGL 410A (0.50)
Rationale: Restoration Literature
We are modernizing and streamlining our offerings in 18th-century literature. These courses are being replaced by the new courses ENGL 411 and 412.

Effective 01-SEP-2021
ENGL 410B (0.50)
Rationale: Eighteenth-Century Literature 1
We are modernizing and streamlining our offerings in 18th-century literature. These courses are being replaced by the new courses ENGL 411 and 412.

Effective 01-SEP-2021
ENGL 410C (0.50)
Rationale: Eighteenth-Century Literature 2
We are modernizing and streamlining our offerings in 18th-century literature. These courses are being replaced by the new courses ENGL 411 and 412.
Effective 01-SEP-2021
ENGL 410D (0.50)  
Rationale: We are modernizing and streamlining our offerings in 18th-century literature. These courses are being replaced by the new courses ENGL 411 and 412.

Effective 01-SEP-2021
ENGL 410E (0.50)  
Rationale: We are modernizing and streamlining our offerings in 18th-century literature. These courses are being replaced by the new courses ENGL 411 and 412.

**Germanic & Slavic Studies**

Effective 01-SEP-2021
CROAT 201 (0.50)  
Rationale: Due to changes in third-party funding, Germanic and Slavic Studies will no longer be able to offer courses in Croatian language beyond the first year. The inactivation of CROAT 201 and 202 will also eliminate two of the four courses required for the Diploma in Croatian Language plan, so the inactivation of that plan will be submitted to a subsequent meeting.

Effective 01-SEP-2021
CROAT 202 (0.50)  
Rationale: Due to changes in third-party funding, Germanic and Slavic Studies will no longer be able to offer courses in Croatian language beyond the first year. The inactivation of CROAT 201 and 202 will also eliminate two of the four courses required for the Diploma in Croatian Language plan, so the inactivation of that plan will be submitted to a subsequent meeting.

Effective 01-SEP-2020
CROAT 496 (0.50)  
Rationale: Special Topics in Croatian Studies

Effective 02-SEP-2020
REES 273 (0.50)  
Rationale: Croatian Culture in Word, Sound, and Image

Effective 01-SEP-2021
REES 274 (0.50)  
Rationale: Croatian Culture and Literature
Renison University College

Effective 01-SEP-2020
EASIA 305R (0.50)  
Rationale: Buddhism in East Asia Today
This course has low enrollments and is infrequently offered.

Effective 01-SEP-2021
SI 316R (0.50)  
Rationale: Religion and War: The Language and Imagery of War within Islam, Christianity, and Judaism
This course has low enrollments and has not been offered in over seven years.

Effective 01-SEP-2020
SI 420R (0.50)  
Rationale: Islamic Spirituality (Sufism) and Psychotherapy
The course was never offered.

Religious Studies

Effective 01-SEP-2021
JS 105A (0.50)  
Rationale: Classical Hebrew 1
The course has low enrollment.

Effective 01-SEP-2021
JS 105B (0.50)  
Rationale: Classical Hebrew 2
The course has low enrollment.

Effective 01-SEP-2021
JS 205 (0.50)  
Rationale: The Hebrew Prophets
The course has low enrollment.

Effective 01-SEP-2021
JS 250 (0.50)  
Rationale: Special Topics
This course has not been offered in over seven years and there are no plans to offer it in the future. There is also another Religious Studies special topics course at the 200-level (RS 291 Special Topics), so it could be used instead.

Effective 01-SEP-2021
JS 338 (0.50)  
Rationale: Seeking Wisdom in the Bible
This course has low enrollment and has not been taught in five years.

Effective 01-SEP-2021
RS 125 (0.50)  
Rationale: What is Religion?
This course is infrequently offered.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Effective Date</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| RS 131      | 0.50   | 01-SEP-2021     | Classical Hebrew 1
|             |        |                 | The course has low enrolment. |
| RS 132      | 0.50   | 01-SEP-2021     | Classical Hebrew 2
|             |        |                 | The course has low enrolment. |
| RS 205      | 0.50   | 01-SEP-2020     | Buddhism in Tibet
|             |        |                 | This is course has low enrolments and is infrequently offered. |
| RS 215      | 0.50   | 01-SEP-2021     | Special Topics
|             |        |                 | This course has not been offered in over seven years and there are no plans to offer it in the future. There is also another Religious Studies special topics course at the 200-level (RS 291 Special Topics), so it could be used instead. |
| RS 232      | 0.50   | 01-SEP-2021     | The Hebrew Prophets
|             |        |                 | The course has low enrollment. |
| RS 252      | 0.50   | 01-SEP-2021     | Religious Responses to Political Oppression
|             |        |                 | The course has not been offered in over 10 years. There are no plans to offer it in the foreseeable future. |
| RS 257      | 0.50   | 01-SEP-2021     | Eastern Christianity: Being God and Human
|             |        |                 | This course has not been offered in over seven years and was cancelled in the past due to low enrolment. |
| RS 273      | 0.50   | 01-SEP-2020     | Religion and the Media
|             |        |                 | This course has low enrollments and is infrequently offered. |
| RS 282      | 0.50   | 01-SEP-2020     | Christian Fundamentalism
|             |        |                 | This is course has low enrolments and is infrequently offered. |
| RS 302R     | 0.50   | 01-SEP-2020     | Buddhism in East Asia Today
|             |        |                 | This is course has low enrolments and is infrequently offered. |
Effective 01-SEP-2021
RS 316 (0.50) Religion and War: The Language and Imagery of War within Islam, Christianity, and Judaism
Rationale: This course has low enrolments and has not been offered in over seven years.

Effective 02-SEP-2020
RS 330 (0.50) Selected Topics in Biblical Studies
Rationale: This course has not been offered in over seven years. We do not need this because we have other special topics courses in which a course on the Bible and a specific theme could be taught.

Effective 01-SEP-2021
RS 337 (0.50) The Bible and Peace
Rationale: This course has low enrolments and not been offered in over seven years.

Effective 01-SEP-2021
RS 338 (0.50) Seeking Wisdom in the Bible
Rationale: This course has low enrolment and has not been taught in five years.

Effective 01-SEP-2020
RS 351 (0.50) Contemporary Christian Thought
Rationale: This course has not been offered since Fall 2010.

Effective 01-SEP-2020
RS 370 (0.50) Atheism, Skepticism, and Free Thought
Rationale: This course has low enrolment and is infrequently offered.

Effective 01-SEP-2020
RS 375 (0.50) Icons in Eastern Christianity: Windows to Heaven
Rationale: This course has not been offered in six years.

Effective 01-SEP-2020
RS 382 (0.50) Bioethics and Religious Values
Rationale: This course has not been offered in over seven years.

End of Report
Legend
Bolding = new text being added
Strikeout = text being removed

4. ACADEMIC PLAN CHANGES [for approval]

4.1. Communication Arts
Effective September 01, 2021

Rationale:
The change responds to requests in our previous program review seven years ago to rename the plan for greater alignment between plan goals and its public facing name. Within Canada there are few to no programs named Speech Communication. Even within the US context, where the name Speech Communication has wider use, the majority of Speech Communication programs have changed their name to language that is more reflective of current understandings of communication as a scholarly discipline. We recognize how the current name of Speech Communication does not fully communicate the program’s focus and that is not legible to undergraduates. This change comes out of a sustained conversation within the Speech Communication unit over the 2017-2018 and 2018-2019 academic years, resulting in a unit vote in Spring 2019 to change our program name to Communication Studies. All existing Speech Communication students who are still enrolled by the time the plan title change goes into effect will be moved into the new plan and will graduate with a Bachelor of Arts in Communication Studies. The last opportunity to graduate with a major in Speech Communication will be the Fall 2021 convocation.

4.1.1. Three-Year General Speech Communication Studies

4.1.2. Four-Year General Speech Communication Studies

4.1.3. Honours Speech Communication Studies

4.1.4. Speech Communication Studies Minor

Students enrolled in any degree program may pursue a minor designation in Speech Communication Studies.
The Speech Communication Studies Minor requires successful completion of a minimum of four academic course units (eight courses) in SPCOM and Speech Communication Studies approved courses with a minimum cumulative average of 65%, including:
- four of SPCOM 100, SPCOM 101, SPCOM 220/THPERF 220, SPCOM 223, SPCOM 226, SPCOM 228
- four additional SPCOM or DAC courses, one of which must be at the 400-level

4.2. History
Effective September 01, 2021

Rationale:
To change the plan title to align with common terminology in the field. The term "Public History" is used more frequently in graduate programs and professional positions (i.e. job ads) in Canada. For example, see the Canadian Heritage Information Network job board.

- Highlights the digital aspects of the program and distinguishes it from other public history courses/programs. This includes our digital history courses and courses that emphasize digital humanities and coding for historians. Most students in the HIST 302 project course (title change at this meeting to Digital and Public History Project) incorporate some form of digital work into their final projects: (video, mapping, website, digital timelines, 3D printing, blogs, oral histories, animations etc.)
- Students seem to link the term “applied” with the “applied” stream in high-school – in which courses have been categorized into “applied” (i.e., non-university stream) and “academic” streams. The Department voted unanimously to support the change

4.2.1. **Applied Digital and Public History Specialization**

4.3. **School of Accounting and Finance**
Effective September 01, 2021

**Rationale:**
To update requirements to reflect course and program revisions.

AFM 480 is replacing AFM 280 in plan requirements, with similar content redesigned at the 400-level. AFM 273 and 274 are being relocated in the list, but no change to requirements.

**Removal of former Note 4**
Formerly, substitution of AFM 272 and/or AFM 372 for AFM 273 and/or AFM 274 was allowed since the courses were offered in different terms and the substitution allowed flexibility around co-op timing. The equivalent courses have been offered in the same terms for several years and will continue to be, thus the substitution is being removed.
Additionally, the AFM 121 and AFM 273 course sequence provides greater coverage of capital markets content and AFM students should be required to take these two courses (as opposed to allowing substitution for AFM 273).

**Removal of former Note 6**
Content from former Note 6 is incorporated into a new note on sequencing.

**Removal of former Note 5**
The Restrictions on Multiple Plan Combinations regulation already indicates AFM students cannot take the Management Studies Minor, so duplicated text is being removed.

**Addition of new Note 4**
The AFM program is highly integrated and cumulative. Pre-requisites and the timing of course offerings significantly limit flexibility. Beyond direct prerequisites, foundational courses taken early in the program are essential for development of a professional and entrepreneurial mindset. Courses are sequenced to expose students to career path alternatives. Deviating from the prescribed sequence can limit students’ ability to select electives and career interests in an informed manner. Students who alter the intended course sequence often overlook pre-requisites later in the program or otherwise inadvertently disadvantage themselves and are ill
prepared to make pathway selections. Significant student support services are structured around a common set of first and second year courses.

**Removal of STAT 211**
The STAT 211 requirement has been replaced by AFM 113. AFM 113 is already approved and in place with associated pre-requisite changes. This revision brings the plan in line with approved courses changes.

**Addition of New Note 5**
This note addresses student concerns and indicates some flexibility as to when they can take the ECON 102 requirement.

4.3.1. **Bachelor of Accounting and Financial Management**

- AFM 205, AFM 206, AFM 207, AFM 208 (see Note 6)
- **AFM 273, AFM 274 (see Note 4)**
- one of AFM 333, AFM 434, AFM 478, ECON 231, PSCI 281 (see Note 3)
- BET 100
- ECON 101, ECON 102
- SPCOM 111
- **STAT 211 (see Note 4)**
- an additional 2.5 units of AFM courses at the 300-level or above (e.g., five courses if all courses have a unit weight of 0.5)

**Notes**

1. Students interested in qualifying as a Chartered Professional Accountant (CPA) are required by the governing professional body to demonstrate a specific set of competencies. A list of competencies is available from the School of Accounting and Finance website.
2. Guidance on recommended courses for students interested in specific streams within finance, or in preparing for the Chartered Financial Analyst examinations, is available on the School of Accounting and Finance website.
3. In lieu of “one of AFM 333, AFM 434, AFM 478, ECON 231, PSCI 281”, an alternate course may count towards this requirement provided the desired course has substantial international content. In this case, however, students must have the prior written approval of the undergraduate officer.
4. **AFM 272 and AFM 372 are approved substitutes for AFM 273 and AFM 274. Students wishing to take AFM 272 and AFM 372 should take MATH 135/MATH 136 and MATH 137/MATH 138, and STAT 230/STAT 231 in lieu of STAT 211. Please consult the undergraduate officer for assistance before proceeding.**
5. **The Management Studies Minor is not available to students currently enrolled in Accounting and Financial Management.**
6. The four AFM 205, AFM 206, AFM 207, and AFM 208 courses, each worth 0.25 unit, are designed to be completed in advance of a student’s first co-op work term. The courses are corequisites, designed to be completed during the same academic term.

4. Students are required to complete courses in the following sequence:
   1A Term: AFM 191, AFM 132, ECON 101, AFM 111 and AFM 112
   1B Term: AFM 182, AFM 121, BET 100, SPCOMM 111 and AFM 113
   2A Term: AFM 212; AFM 205, AFM 206, AFM 207, and AFM 208, which are all corequisites (0.25 units each) and should be completed concurrently, prior to the first co-op work term; AFM 273
   2B Term: ECON 102 (see note 5), AFM 291, AFM 241, AFM 274, AFM 244

5. Students may elect to take ECON 102 in either the 2A or 2B term allowing the second year elective to be taken in either the 2A or 2B term.

4.4. Religious Studies
Effective September 01, 2021

Rationale:
The proposed changes streamline the RS Minor and Major plans, allowing more flexibility while still ensuring both breadth and depth in content. This will benefit students and remove barriers to completion due to the timing of course offerings. Given first-year and breadth requirements, students have less room for 100-level courses. RS 100 and 110 will continue to be offered as introductory courses and could be taken as electives towards RS plans, but will no longer be mandatory. RS 260 remains as a required foundational course. “One of” course requirements will be replaced by requiring a certain number of year-level courses. For Four-Year General and Honours Plans, RS 499 remains as a required capstone, as it is a writing intensive course, prepares students for graduate school, can be offered remotely and is offered regularly.

We will eliminate the “areas” (Religions of the World; The Christian Traditions; Religion, Culture, and Society) for the purpose of the Major, for several reasons. The category “Religion, Culture, and Society” is redundant, since all RS courses deal with culture and society to some extent. Also, though historically understandable, these area listings appear to privilege “Christian Traditions.” Further, identifying “The Christian Tradition” as one category and then placing others within “Religions of the World” is highly problematic, since it implies that Christianity provides a religious norm. Many of our courses explore the hybridity involved in the practice of religious traditions in different settings (i.e. Buddhism in Canada). Additionally, these streams have led to some unnecessary confusion and work for both students and the department (for instance, categorizing ‘Special Topics’ courses). Subsequent plan changes reflect this modification.

The ”areas” will also eventually be removed from all courses to reflect plan restructuring.

4.4.1. Calendar Text – Religious Studies Overview – For information

Religious Studies – Overview

....

Religious Studies Areas
The course offerings of the Religious Studies Department at the University of Waterloo fall into three general areas: (1) Religions of the World, (2) The Christian Traditions, and (3) Religion, Culture, and Society. Courses in Religious Studies have been assigned an area, which is indicated below the course description.

4.4.2. Three-Year General Religious Studies

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 65%
   - at least six academic course units (12 courses) in Religious Studies, including:
     - at least two courses from each of the three Areas
     - RS 100, RS 110, RS 260
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - at least two additional RS courses at the 200-level
     - at least two RS courses at the 300-level or above

4.4.3. Four-Year General Religious Studies

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 65%
   - at least eight academic course units (16 courses) in Religious Studies, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - at least four additional RS courses at the 200-level
     - at least three additional RS courses at the 300-level or above

4.4.4. Honours Religious Studies

1. Appropriate Program-level requirements. See Bachelor of Arts Degree Requirements.
2. Religious Studies Plan-level requirements:
   - a minimum Religious Studies major average of 70%
   - at least eight academic course units (16 courses) in Religious Studies, including:
     - at least three courses from each of the three Areas
     - RS 100, RS 110, RS 260, RS 499
     - one of RS 202, RS 203, RS 204
     - one of RS 210/JS 217, RS 216, RS 240/HIST 235, RS 250
     - at least four additional RS courses at the 200-level
- at least three additional RS courses at the 300-level or above

...Honours Double Majors

Honours Religious Studies may be taken in combination with most Arts majors in which an Honours major is offered or with many Honours majors in other faculties. For further information, see the double majors section of Available Arts Academic Plans.

Students pursuing a double major with Honours Religious Studies may forego the RS 499 requirement by completing honours requirements in the student’s other department. Please consult the Religious Studies undergraduate advisor for details.

4.4.5. Religious Studies Minor

Students enrolled in any degree program may pursue a minor designation in Religious Studies.

The Religious Studies Minor requires successful completion of a minimum of four academic course units (eight courses) in Religious Studies with a minimum cumulative average of 65%, including:

- RS 100, RS 110, RS 260
- at least two additional RS courses at the 200-level
- at least two additional RS courses at the 300-200-level or above
Faculty of Arts Report to Senate Undergraduate Council

December 10, 2019

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

5. **ARTS REGULATIONS CHANGES** [for approval]

5.1. **Declaring a Major, Minor or Specialization**

**New Regulation** [for approval]
**Effective date:** 01 September 2021

**Rationale:** A new regulation is being proposed to bring consistency across subject areas and formalize current practice in terms of the minimum number of courses and averages required for declaring majors and minors within the Faculty of Arts.

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Students in the Arts program or the Arts and Business program are encouraged to declare a major or major with specialization after their first year of study. Students who do not declare a major after their first year of study will be registered in General or Honours Liberal Studies, depending on their Faculty of Arts average, and may choose to remain in a Liberal Studies plan or declare a major at a later date. Students are able to declare or change their academic plan later in their studies, but are encouraged to consult with an advisor about the impact of doing so.

Students registered in Accounting and Financial Management, Computing and Financial Management, and Global Business and Digital Arts should consult the appropriate section of this calendar for their degree requirements. These programs are direct-entry programs and do not require students to declare a major.

Minors can be declared at any time during a student’s undergraduate career however students are encouraged to declare a minor well in advance of their expected graduation date.

Specializations are not stand-alone plans and can therefore only be declared with the associated major plan.

Information on the requirements for each academic plan/major can be found in this calendar under Arts Academic Plans.

Some plans cannot be combined. Please see the page Restrictions on Multiple-Plan Combinations in this calendar further information.
Declaring a Major

Honours Arts and Honours Arts and Business

To declare a major in Honours Arts or Honours Arts and Business, students must have:

- Successfully completed at least eight courses (4.0 academic units)
- Successfully completed one or two courses (0.5 or 1.0 academic units) in the major field
- Achieved the average required to declare the major as specified in the academic plan

Notes

1. Most departments require successful completion of specific courses for admission to a major. Students should consult the corresponding academic advisor to ensure their course selections are appropriate.
2. In Fine Arts (Studio), students must pass the portfolio milestone to be admitted to the major. The portfolio is developed in first-year classes.

Honours Liberal Studies

To be eligible for the Honours Liberal Studies academic plan students must have:

- Successfully completed at least eight courses (4.0 academic units) towards their degree
- Achieved a cumulative Faculty of Arts course average of 70% or higher

Students can elect to combine the Honours Liberal Studies academic plan with Arts and Business.

Declaring an Honours Double Major (within the Faculty of Arts)

Any two Honours majors may be combined for a Bachelor of Arts (BA) degree, with the exception of French Teaching Specialization, Liberal Studies, and Mathematical Economics (BA).

To declare two Honours majors, students must have:

- Successfully completed at least eight courses (4.0 academic units)
- Successfully completed one or two courses (0.5 or 1.0 academic units) in each major field
- Achieved the average required to declare each of the majors

Notes

1. Most departments require successful completion of specific courses for admission to a major. Students should consult an academic advisor to ensure their course selections are appropriate.
2. In Fine Arts (Studio), students must pass the portfolio milestone to be admitted to the major. The portfolio is developed in first-year classes.
3. Enrolment by a co-op student in a double major does not provide grounds for changes to the study/work sequence.
Joint Honours

When an Arts major is combined with a major in another faculty, it is referred to as Joint Honours.

To declare a Joint Honours program, students enrolled in Honours Arts must:

- Be eligible to declare an Honours Arts major (see Declaring a Major above), and at the same time, be eligible to declare an Honours major in the other faculty (see Faculty-specific regulations in the Available Arts Academic Plans section of this Calendar)

Declaring a Minor

To declare a minor, students must have successfully completed one course (0.5 academic units) in the minor field and achieved the required average for the minor as specified in the academic plan.
Memorandum

To: Senate Undergraduate Council
From: University Registrar
Date: November 26, 2019
Re: Dean’s Honours List / Awards of Excellence

Effective date: September 1, 2020. The intention is that the new rules will be implemented to all current students as of the effective date – it is not tied to their program requirement term.

Background and rationale: To consolidate practices related to the recognition of excellence (Dean’s Honours List) each term and at graduation and associated text (see Part A), while also removing related faculty-specific text (see Part B) – all faculties are participating in this harmonization, with the exception of Engineering (all majors, including Software Engineering).

Highlights of the changes (see following charts for detailed outline of changes):
- Graduation Honours:
  o There are two award levels, with new names: Dean’s Honours (higher %) and Distinction (lower %).
  o Only the highest earned award will appear on the transcript and diploma.
  o It is based on cumulative average (no other averages).
  o All students graduating with a degree (general or honours) are eligible.
- Term Distinction:
  o The new name: Term Distinction.
  o Students are no longer required to carry a full course load (one numeric graded course in the average is sufficient).
  o Any student pursuing a degree-granting program who has completed a term of study is eligible.
  o Now tied to academic standing: must receive either Promoted, Satisfactory, Good, or Excellent.
  o Eligibility may be removed at the discretion of the associate dean, undergraduate studies (e.g., severe policy infractions, criminal proceedings, etc.).

Discussion and conversation:
- The faculties (represented by their associate deans, undergraduate) determined their respective new averages by reviewing student graduation data (e.g., cumulative averages) from the previous 5 years.
- Considerations were made for:
  o Students studying, by desire or necessity (i.e., accommodation), with less than a traditional full course load.
  o Professional programs and how progression works when a term is failed.
  o What the awards of excellence are meant to represent/the prestige of the awards (e.g., existence of a disciplinary offence, academic standing received).
- The Faculty of Engineering is still discussing elements of the harmonized changes and isn’t able to join for 2020, but may in the future.
Approvals received:

- Applied Health Sciences Faculty Council: November 29, 2019
- Arts Faculty Council: November 26, 2019
- Environment Faculty Council: September 19, 2019
- Mathematics Faculty Council: November 19, 2019
- Science Faculty Council: November 8, 2019
- Renison (Academic Council): November 15, 2019
### Summary of Changes: Graduating Honours (blue columns are proposed – no colour is current)

N/A: Not applicable  
N/C: No change

<table>
<thead>
<tr>
<th>Designation</th>
<th>ARTS Distinction</th>
<th>MATH (including SE) Distinction</th>
<th>New (ALL) “Dean’s Honours”</th>
<th>AHS</th>
<th>ARTS</th>
<th>ENV</th>
<th>MATH (including SE)</th>
<th>SCI</th>
<th>REN – Bachelor of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Major Average</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min Cum Average</td>
<td>80%</td>
<td>75%</td>
<td>N/C</td>
<td>85% (AHS, Arts, Env, Sci)</td>
<td>87% (Math)</td>
<td>80%</td>
<td>80%</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>Grade conditions</td>
<td>N/A</td>
<td>N/A</td>
<td>do not have any INC, IP, or UR grades</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>do not have any INC, IP, or UR grades</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>All degree granting plans (excluding diplomas, certificates)</td>
<td>Bachelor of Arts only (Honours and General)</td>
<td>Honours BCS or BMath degree, either four-year honours or three-year general</td>
<td>All degree granting plans (excluding diplomas, certificates)</td>
<td>All degrees</td>
<td>Degree student</td>
<td>All degrees</td>
<td>Honours BCS or BMath degree</td>
<td>Honours program</td>
</tr>
</tbody>
</table>
### Summary of Changes: Term Distinction (blue column is proposed – no colour is current)

**N/A: Not applicable**

<table>
<thead>
<tr>
<th>Designation</th>
<th>New (ALL, except ENG)</th>
<th>AHS</th>
<th>ARTS</th>
<th>ENV</th>
<th>MATH</th>
<th>SCI</th>
<th>REN – BSW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term Distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Minimum courses taken during the term</td>
<td>1 course</td>
<td>2.0 units</td>
<td>N/A</td>
<td>a full course load, normally 2.5 units (2.0 units for Geography and Aviation)</td>
<td>at least 2.5 units of courses without a grade of WD</td>
<td>carried a full course load, as noted in the relevant program section (with the exception of Science and Aviation plans, the full course load minimum threshold for TDHL is 2.5 units, exclusive of courses with a 0.25 unit weight)</td>
<td>N/A</td>
</tr>
<tr>
<td>Type of average</td>
<td>Term only</td>
<td>N/C</td>
<td>Cumulative</td>
<td>N/C</td>
<td>N/C</td>
<td>N/C</td>
<td>N/A</td>
</tr>
<tr>
<td>Min number of total courses completed</td>
<td>Not a requirement</td>
<td>N/A</td>
<td>Min 5 units completed</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Min term average</td>
<td>80%</td>
<td>N/C</td>
<td>80% (cumulative)</td>
<td>83%</td>
<td>87%</td>
<td>N/C</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade conditions</td>
<td>Must have min 1 numeric/alpha grade in average</td>
<td>No failing grades, DNW, INC, NCR, NMR, UR</td>
<td>N/A</td>
<td>Have no INC, DNW, NMR, or failing grades.</td>
<td>Numeric or letter grades; no failed or excluded courses; no INC, IP, or UR grades</td>
<td>No DNW, INC, IP, NCR, NMR, UR, WF, or failing grade - Only one AEG grade can count towards the Dean’s Honours List (see Grades).</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic standing</td>
<td>Must have Promoted, Satisfactory, Good, or Excellent</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Audience</td>
<td>All students in degree-granting program (Optometry and Pharmacy students taking fewer courses due to failure will not be eligible for Term Distinction in the reduced-load term)</td>
<td>N/A</td>
<td>Degree student</td>
<td>N/A</td>
<td>In an Honours plan</td>
<td>In an Honours plan</td>
<td>N/A</td>
</tr>
<tr>
<td>Restrictions</td>
<td>Students may be deemed ineligible at the discretion of the associate dean – undergraduate studies.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
The Awards of Excellence presented on this page apply to students in degree-granting programs, excluding all majors from the Faculty of Engineering (including Software Engineering). Engineering students should view the Faculty of Engineering section of this Calendar.

**Graduating Honours**

A student who demonstrates exceptional academic performance in a degree-granting program may be recommended to graduate with either “Dean’s Honours” or “Distinction”, based on their final cumulative average. Only the highest honour is awarded.

<table>
<thead>
<tr>
<th>Faculty/Program</th>
<th>Distinction Minimum Cumulative Average</th>
<th>Dean’s Honours Minimum Cumulative Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Health Sciences</td>
<td>80.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Arts (including Computing and Financial Management)</td>
<td>80.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Environment</td>
<td>80.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>80.0%</td>
<td>87.0%</td>
</tr>
<tr>
<td>Science</td>
<td>80.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>80.0%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

**Term Distinction**

A student is eligible to receive “Term Distinction” based on their average in all courses taken during a term while in a degree-granting program. In order to receive “Term Distinction”, the following must be true:

- The term must have at least one alpha/numeric grade in the average.
- A minimum term average of 80.0% must be achieved.
- An academic standing for the term of Promoted, Satisfactory, Good, or Excellent.
- The term cannot have an INC, IP, MM, or UR. When these grades are resolved to alpha/numeric grades, the term’s average will be reviewed for eligibility.

**Notes**

1. Students may be deemed ineligible at the discretion of the associate dean – undergraduate studies.
2. Students in Optometry and Pharmacy who are taking less than a full course load due to failure will be ineligible for “Term Distinction” in reduced-load terms.
Part B: Current (2019-2020 Undergraduate Calendar) faculty-specific text to be removed:

1. **APPLIED HEALTH SCIENCES**: http://ugradcalendar.uwaterloo.ca/page/AHS-Deans-Honours-List
   
   **Term Dean's Honours List**
   
   To recognize outstanding academic achievement, the Faculty of Applied Health Sciences has established the Term Dean's Honours List.
   
   To be included on the Dean's Honours List at the end of each academic term, the student must:
   1. Be registered in at least 2.0 units per term.
   2. Achieve a minimum term average of 80.0%.
   
   The designation "Term Dean's Honours List" will appear on the student's transcript.
   
   Students will not be eligible for consideration of Term Dean's Honours List status if they have any failing grade in that term, or any DNW, INC, NCR, NMR, UR.

   **Graduating Dean's Honours List**
   
   Graduating students with a minimum cumulative overall average of 80.0% and a major average of 80.0% will have the designation "Graduating Dean's Honours List" appear on their graduation diploma.

2. **ARTS**: http://ugradcalendar.uwaterloo.ca/page/ARTS-Recognition-of-Excellence
   
   **Dean's Honours List**
   
   To recognize outstanding academic achievement the Arts Faculty has established a Dean's Honours List. To be eligible for the Dean's Honours List a student:
   1. must be a Faculty of Arts degree student;
   2. must have successfully completed a minimum of five University of Waterloo academic course units (10 courses) which count in the cumulative average; and
   3. must have a cumulative overall average of 80% or higher.

   For each academic term a student receives Dean's Honours List standing, it is noted on the transcript. Students who graduate with the Dean's Honours List designation will have it noted on their diplomas.

   **Graduating "With Distinction" - Bachelor of Arts (BA)**
   
   In recognition of distinguished academic achievement throughout their undergraduate careers, all students who graduate with a BA degree (Honours or General) and a cumulative average (CAV) of at least 75% are eligible to graduate "With Distinction". This notation appears on official University transcripts and diplomas.

   
   **Term Dean's Honours List**
   
   The Faculty awards the distinction Dean's Honours List (DHL) to officially recognize students who have attained a high degree of academic excellence during a term. This distinction is
awarded to selected students at the completion of each academic term and appears on their student record and on the official transcript as part of the academic decision.

To be eligible for this distinction in a given term, a student must:
1. have completed a full course load, normally 2.5 units (2.0 units for Geography and Aviation), which contribute to the overall average for that term;
2. have a term overall average of 83% or higher; and
3. have no Incomplete (INC), Did Not Write (DNW), No Mark Recorded (NMR), or failing grades.

Graduating Dean's Honours List
A student graduating with a cumulative overall average of 83% or higher will have the designation, Dean's Honours List, appear on their graduation diploma.


Graduating "With Distinction - Dean's Honours List"
In recognition of outstanding academic records throughout their undergraduate career, all students who graduate with a Honours Bachelor of Computer Science (BCS) or Bachelor of Mathematics (BMath) degree, have a cumulative average (CAV) of at least 87%, and do not have any INC (Incomplete course work), IP (Course in progress), or UR (Grade under review) grades are eligible to graduate "With Distinction - Dean's Honours List." In addition to having this notation appear on their official University transcripts and diplomas, such students have their names displayed in gold on the walls of the MC corridor 4134.

Graduating "With Distinction"
In recognition of distinguished academic achievement throughout their undergraduate careers, all students who graduate with a Honours BCS or BMath degree, either four-year honours or three-year general, a cumulative average (CAV) of at least 80%, and do not have any INC, IP, or UR grades are eligible to graduate "With Distinction." This notation appears on official University transcripts and diplomas.

Term Dean's Honours List
In recognition of outstanding academic achievement in an academic term, the designation "Term Dean's Honours List" is awarded to undergraduate Math students who satisfy all of the following criteria for the term:
- registered in an honours plan with a term average (TAV) of at least 87%;
- normally enrolled in at least 2.5 units of courses with numeric or letter grades;
- no failed or excluded courses;
- no INC, IP, or UR grades;
- at least 2.5 units of courses without a grade of WD.


Term Dean’s Honours List (TDHL)
To be eligible, students must have completed a term of an Honours program with an overall average for the completed term of at least 80.0%, have carried a full course load, as noted in the relevant program section, and not have a DNW, INC, IP, NCR, NMR, UR, WF, or failing grade. With the exception of Science and Aviation plans, the full course load minimum threshold for TDHL is 2.5 units, exclusive of courses with a 0.25 unit weight. Only one AEG grade can count towards the Dean's Honours List (see Grades). Students should direct eligibility questions to the Science Undergraduate Office. This award will be noted on the student's transcript.

Graduating Dean's Honours List
Students graduating with a cumulative overall average of 80.0% or better in an Honours program will graduate on the Dean's Honours List. This award will be noted on the student's transcript and diploma.

6. Bachelor of Computing and Financial Management (MATH & ARTS):
   Term Dean's Honours List
   The designation "Dean's Honours List" is awarded to any Bachelor of Computing and Financial Management (BCFM) student who satisfies either of the following criteria:
   1. Completed a minimum of 5.0 units which count in the cumulative average, with a cumulative average of at least 80%.
   2. Completed a minimum of 2.5 units in that term with numeric or letter grades, with no excluded courses, no grades of INC, IP, or UR (see Grades for full grade description), and a term average of at least 87%.
   The Dean's Honours List designation will appear on the student's official University transcript.

Graduation Dean's Honours List
A BCFM student who satisfies either of the following criteria will graduate on the Dean's Honours List.
   1. A cumulative overall average of 80% with no INC, IP, or UR grades.
   2. A cumulative overall average of 87% with no INC, IP, or UR grades. Any student who satisfies this criterion will have their name displayed on the walls of the MC corridor 4134.
   The Dean's Honours List designation will appear on the student's official University transcript and diploma.
# Academic Calendar Dates, 2020/21 (REVISED)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Winter 2021</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-operative Work Term Begins</strong></td>
<td>Sept. 8 (T)</td>
<td>Jan. 4 (M)</td>
<td>May 3 (M)</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>Sept. 8 (T)</td>
<td>Jan. 5 (T)</td>
<td>May 3 (M)</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>Oct. 12 (M)</td>
<td>Feb. 15 (M)</td>
<td>May 24 (M)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apr. 2 (F)</td>
<td>July 1 (R)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July 2 (F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aug. 2 (M)</td>
</tr>
<tr>
<td><strong>Reading Week</strong></td>
<td>Oct. 12-16 (M-F)</td>
<td>Feb. 15-19 (M-F)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Convocation</strong></td>
<td>Oct. 23, 24 (F,S)</td>
<td>N/A</td>
<td>June 15-19 (T-S)</td>
</tr>
<tr>
<td><strong>Classes End</strong></td>
<td>Dec. 7 (M)</td>
<td>Apr. 6 (T)</td>
<td>July 28 (W)</td>
</tr>
<tr>
<td><strong>Make-up Day(s) for inter-term holidays</strong></td>
<td>N/A</td>
<td>April 5 (M) for Jan 4 (M)</td>
<td>July 26 (M) for May 24 (M)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 6 (T) for Apr 2 (F schedule)</td>
<td>July 27 (T) for July 1 (R schedule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July 28 (W) for July 2 (F schedule)</td>
</tr>
<tr>
<td><strong>Pre-Examination Study Day(s)</strong></td>
<td>Dec. 8 (T)</td>
<td>Apr. 7,8 (W,R)</td>
<td>July 29, 30 (R, F)</td>
</tr>
<tr>
<td><strong>Examinations Begin</strong></td>
<td>Dec. 9 (W)</td>
<td>Apr. 9 (F)</td>
<td>August 3 (T)</td>
</tr>
<tr>
<td><strong>Online Class Examination Days</strong></td>
<td>Dec. 11,12 (F,S)</td>
<td>Apr. 9,10 (F,S)</td>
<td>Aug. 6,7 (F,S)</td>
</tr>
<tr>
<td><strong>Examinations on Sunday</strong></td>
<td>Dec. 13 (U)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Examinations End (including Emergency Day)</strong></td>
<td>Dec. 23 (W)</td>
<td>Apr. 24 (S)</td>
<td>Aug. 16 (M)</td>
</tr>
<tr>
<td><strong>Co-operative Work Term Ends</strong></td>
<td>Dec. 23 (W)</td>
<td>Apr. 23 (F)</td>
<td>Aug. 20 (F)</td>
</tr>
<tr>
<td><strong>Teaching days</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Pre-examination Study Day(s)</strong></td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Examination days</strong></td>
<td>13 (+1 Emergency Day)</td>
<td>13 (+1 Emergency Day)</td>
<td>11 (+1 Emergency Day)</td>
</tr>
</tbody>
</table>

**Symbols and abbreviations:**

(M) Monday, (T) Tuesday, (W) Wednesday, (R) Thursday, (F) Friday, (S) Saturday, (U) Sunday, N/A – Not Applicable
Guidelines for Determining Academic Calendar of Dates

The following are principles and guidelines either formally agreed upon by Senate or adopted as common practice in determining the dates for the academic year.

1. That the practice of setting dates for each academic year continues to be an annual exercise.

2. That there be no fewer than 60 teaching days (12 weeks) in a term. A clear rationale for fewer than 60 teaching days must be communicated to Senate at the time calendar dates are approved. In calculating teaching days in a term, Saturdays, Sundays, and statutory or University holidays are excluded.

3. That attention be given to balancing the number of meets in courses. Where an imbalance may occur because of statutory holidays, the class schedule for a day different than the calendar day can be used to balance the number of course meets.

4. That Fall Convocation be the Friday and Saturday that fall in the third full week (beginning Sunday) of October.

5. That Spring Convocation be the Tuesday to Saturday in the second full week (beginning Sunday) in June.

6. That the Reading Weeks occur in all Faculties and must begin on the Tuesday following Thanksgiving in October and the Tuesday following Family Day in February.

7. That Fall Term classes in September begin on the Wednesday following the Labour Day holiday. Exception: The Fall Term begins on Tuesday, September 8\textsuperscript{th} when Labour Day is September 7\textsuperscript{th}.

8. That the start date for Winter Term be set as follows:
   - If January 1\textsuperscript{st} is a Sunday, then start of classes is Wednesday, January 4\textsuperscript{th}.
   - If January 1\textsuperscript{st} is a Monday, then start of classes is Wednesday, January 3\textsuperscript{rd}.
   - If January 1\textsuperscript{st} is a Tuesday, then start of classes is Monday, January 7\textsuperscript{th}.
   - If January 1\textsuperscript{st} is a Wednesday, then start of classes is Monday, January 6\textsuperscript{th}.
   - If January 1\textsuperscript{st} is a Thursday, then start of classes is Monday, January 5\textsuperscript{th}.
   - If January 1\textsuperscript{st} is a Friday, then start of classes is Tuesday, January 5\textsuperscript{th}.
   - If January 1\textsuperscript{st} is a Saturday, then start of classes is Wednesday, January 5\textsuperscript{th}.

9. The start date for Spring Term be set as follows:
   - If May 1\textsuperscript{st} is a Sunday, then start of classes is Monday, May 2\textsuperscript{nd}.
   - If May 1\textsuperscript{st} is a Monday, then start of classes is Monday, May 1\textsuperscript{st}.
   - If May 1\textsuperscript{st} is a Tuesday, then start of classes is Tuesday, May 1\textsuperscript{st}.
   - If May 1\textsuperscript{st} is a Wednesday, then start of classes is Wednesday, May 1\textsuperscript{st}.
   - If May 1\textsuperscript{st} is a Thursday, then start of classes is Monday, May 5\textsuperscript{th}.
   - If May 1\textsuperscript{st} is a Friday, then start of classes is Monday, May 4\textsuperscript{th}.
   - If May 1\textsuperscript{st} is a Saturday, then start of classes is Monday, May 3\textsuperscript{rd}.

10. That there be no fewer than one pre-examination study day and when possible, two pre-examination study days (excluding Saturday, Sunday, and holidays) between the end of classes and the beginning of examinations. A clear rationale for using fewer than 2 days or Saturday, Sunday, and holidays as pre-examination study days, must be communicated to Senate at the time calendar dates are approved.
11. That there be no fewer than 13 examination days in the Fall and Winter Terms, and 11 examination days in the Spring Term. In addition, one Emergency Day with no scheduled examinations is added to the end of the examination period.

12. In calculating examination days, Saturdays which fall within the period are included, whereas Sundays and statutory or University holidays are excluded.

   **Exceptions:**
   Examinations will not be scheduled on the Saturday following Good Friday when that day falls within the examination schedule or the Saturday of the Civic Day weekend. The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.

13. That in the Fall Term no examinations be scheduled beyond December 22\textsuperscript{nd}. The Emergency Day cannot be scheduled beyond December 23\textsuperscript{rd}.

14. That Online Course Examination Days in each term be the first consecutive Friday and Saturday in the examination period.

15. Grades due dates for on campus courses are normally scheduled seven days from the date of the final examination. Grades for Online (Centre for Extended Learning) courses that have a scheduled final examination are due on the last day of the grades submission period. Grades for all courses without a scheduled final examination are normally due 14 days after the start of examinations.

16. Co-op work terms are expected to be 16 week in duration. Actual start and end dates may vary depending on employer or student requirements in consultation with Co-operative Education.

Prepared by:
C. Newell Kelly, Registrar
June, 2019

REVISED November, 2019
Rationale for Exceptions:

Rule 10

... A clear rationale for using fewer than 2 days or Saturday, Sunday, and holidays as pre-examination study days, must be communicated to Senate at the time calendar dates are approved.

Rule 12

... The first Sunday within the examination period may be used when required to accommodate the prescribed number of examination days in the Fall Term.

Rationale: By introducing a Fall Reading Week (October 12-16), and also because the term does not begin until September 8th, the number of study days had to be reduced to one day in order to ensure the number of required teaching days. A Sunday was also added to the examination period.

Rationale for Revisions:

In 2021, the Canada Day holiday falls on a Thursday, and the University of Waterloo has scheduled a Holiday (Additional Day) on Friday, July 2nd. The additional holiday day was missed in the original creation of the Academic Calendar Dates. 2020/21.
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.

<table>
<thead>
<tr>
<th>Does the Final Assessment Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:</td>
</tr>
<tr>
<td>• What actions will follow from specific recommendations?</td>
</tr>
<tr>
<td>• Who will be responsible for acting on those recommendations?</td>
</tr>
<tr>
<td>• Who will be responsible for providing resources?</td>
</tr>
<tr>
<td>• Priorities for implementation and realistic timelines for initiating and monitoring actions?</td>
</tr>
<tr>
<td>2) Provide a rationale as to why a recommendation(s) will not be pursued?</td>
</tr>
</tbody>
</table>
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

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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?
Final Assessment Report
English Language and Literature (BA/MA/PhD)
July 2019

Executive Summary
External reviewers found that the programs (BA, MA, PhD) delivered by the Department of English Language and Literature were in good standing.

“The undergraduate and graduate programs are in good standing. The programs are unique among English departments in Canada because they embrace both literature and rhetoric, and this broad scope and diversity is one of the programs’ main strengths.”

A total of 5 recommendations were provided by the reviewers, touching on maintaining the program’s uniqueness, program communication, undergraduate curriculum and graduate recruitment and funding. 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 2024-25.

Student Complement in all Undergraduate Year Levels and Graduate Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>General (3 and 4-Year)</th>
<th>Honours Co-op</th>
<th>Honours</th>
<th>MA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>58</td>
<td>137</td>
<td>135</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>2015-2016</td>
<td>68</td>
<td>118</td>
<td>95</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>2014-2015</td>
<td>81</td>
<td>115</td>
<td>106</td>
<td>75</td>
<td>71</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 following programs (BA, MA, PhD) delivered by the Department of English Language and Literature.

- English Language and Literature (BA)
- English – Literature (BA)
- English – Literature and Rhetoric (BA)
- English – Rhetoric, Media and Professional Communication (BA)
- Literary Studies (MA)
- Rhetoric and Communication Design (MA)
- Experimental Digital Media (MA)
- English (PhD)

1 Undergraduate enrollment data is for Fall-term registration only.

July 2019
Technical Writing (minor)
English (minor)

In addition, there are bachelor specializations in the following: Technical Writing; Global Literatures; Digital Media Studies and an Intensive specialization.

A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on October 24, 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). The CVs for each faculty member with a key role in the delivery of the programs were included in Volume II of the self-study.

From Volume III, two arm’s-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Martin Kreiswirth, Professor of English, McGill University, and Dr. Tania Smith, Associate Professor of Communication, Media and Film, University of Calgary.

Reviewers appraised the self-study documentation and conducted a site visit to the University on February 5-6, 2018. An internal reviewer from the University of Waterloo, Dr. Michael Chong, Professor of Chemistry, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Arts; Associate Dean of Arts for Graduate Studies; Chair of the Department of English Language and Literature, as well as meetings with faculty members, staff and current graduate and undergraduate students. The Review Team also had an opportunity to visit and meet with representatives from the Library and Co-operative Education.

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 and Literature (BA): grounds students in the discipline of English and allows multiple opportunities for students to explore their own interests. Includes a wide range of national and historical literatures, and courses in rhetoric, digital media studies, professional writing, information design and other areas.

English – Literature (BA): gives insight into our world, our culture, and our human identity through an analysis of historical and contemporary literature (e.g., British, American, Canadian, and Postcolonial) and theory.
English – Rhetoric, Media and Professional Communication (BA): provides intellectual challenge and practical insight into rhetoric, professional writing and communication design, and digital media.

English – Literature and Rhetoric (BA): provides intellectual challenge and practical insight by combining the analysis of historical and contemporary literature and the study of rhetoric.

English (minor): provides a grounding in some of the essential areas of the discipline of English literature.

Technical Writing (minor): provides an understanding of how innovative companies and organizations communicate with one another and with the public.

Literary Studies (MA): covers a broad range of literature written in English, including British literature from the medieval period to the present, American literature, Canadian literature, and English-language literature of the postcolonial world. Students study these areas with the aid of traditional techniques of literary research, recent advances in the theory of literature, and tools made available in the digital humanities.

Rhetoric and Communication Design (MA): emphasizes the intersection of rhetorical and semiotic theory (classical and recent) on the one hand, with problems of textual analysis, the design of digital media, and the social forms of communication on the other.

Experimental Digital Media (MA): offers a praxis-based exploration of the creative and critical processes provided by digital media through a lab-based, hands-on approach to digital technology and the production of objects-to-think-with.

English (PhD): explicitly integrates the fields covered by the MAs to demonstrate the myriad fruitful ways in which the study of rhetoric and the study of literature can benefit one another.

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

Strengths

- External Research Funding: colleagues are highly successful in securing research funding
- Scholarly Output: colleagues are highly productive scholars
- Honours Rhetoric, Media and Professional Communication BA: the program is one of the fastest-growing majors in Arts
- Co-op: students have high employment rates, receive excellent evaluations by their employers, and graduate with resumes that provide strengths in both academia and the workplace
- Graduate Student Support and Graduate Program Management: the program has worked continuously to make improvements that help students succeed
- PhD Placement: graduates do comparatively well in academic employment generally and in tenure-stream employment in particular
• Quality of Teaching: students rate their instructors very highly

Challenges and Weaknesses

• Diversity: racial and ethnic diversity in hiring in general and in tenure-stream hiring in particular is an issue of concern discussed within the Department

• Undergraduate Enrollment: recruiting undergraduates into Honours Literature and Honours Literature and Rhetoric remains a challenge

• Service Teaching: Maintaining focus on the quality and effectiveness of the Department’s undergraduate Honours degrees and graduate MA's and PhD is an important challenge. Long-standing and new demands for service teaching will require careful balancing of attention to ensure that all aspects of the Department remain robust

• Conference Travel Support: although Departmental trust funds are available to support conference travel for graduate students, there are no longer funds to support faculty conference travel

• Office Space: a critical point has been reached in the Department's lack of adequate office space

Summary of key findings from the external reviewers
The undergraduate and graduate programs are in good standing. The programs are unique among English departments in Canada because they embrace both literature and rhetoric, and this broad scope and diversity is one of the programs’ main strengths.

For undergraduates, the unique combination of majors — Literature; Literature and Rhetoric; and Rhetoric, Media and Professional Communication (RMPC) — each coupled with a co-op option, provides students interested in English language, communication, cultural studies, rhetoric and writing more choice than most English departments in Canada.

The graduate programs are generally solid, with less strength in the Master’s program than in the PhD largely due to challenges with graduate student funding. Both the Master’s and PhD students spoken to said their experience in graduate study in English at Waterloo was positive, despite the funding and some issues with restrictions caused by program requirements, the timing of their deadlines, and the nature of their TA teaching assignments. They have a vibrant student community and appreciate the professional development support the department provides for their TA roles.

Program response to external reviewers’ recommendations

July 2019
Recommendations

1. Maintain the uniqueness of the department
   Although the list of similar-themed English programs is relatively small, the department should not feel any sense of insecurity, and least of all, inferiority, about its choice to innovate its curriculum beyond literary studies. It is not alone in its embrace of rhetoric, media and professional communication as well as literature. The humanities fields must innovate and adapt in order to assert their value and relevance to today’s culture and society. The English department at Waterloo demonstrates strength on both its literature side and its rhetoric side and we see neither as more important than the other as a foundation for its future success. However, the challenge will be to continue to collaborate, maintain morale, support one another’s development (of programs, of research areas), and to permit each undergraduate and graduate plan to express sufficiently distinctive characteristics while sharing core values and resources. We offer these recommendations in a spirit of humble respect and confidence that the department will flourish.

Response
See implementation plan

2. Service teaching initiatives
   The increasing number of service courses taught by English (as seen in the current Math Initiative and upcoming Undergraduate Communications Outcomes Initiative) needs to be closely monitored to ensure that there remain enough resources to maintain the department’s core responsibilities to English studies.

   Since lecturers will be hired to offer some of these courses and since there is currently (as the reviewers were told) some confusion regarding the specifics of their positions, we suggest that the department and university have discussions with the lecturers regarding such issues as “definite term” vs. “continuing” lecturers, course loads over several years, TA assignments, and other relevant issues.

Response
See implementation plan

3. Program communication

   3.1 Make detailed course outlines more readily available publicly online in an easily indexed database so that teaching and learning methods are easier to see, especially assessment types. Currently, nine other Arts departments provide sample course outlines indexed through the current “Arts course outlines” page. At other institutions, all the instructors’ detailed course outlines are published every term. This practice reinforces the importance of pedagogical methods, not just subject matter, in achieving learning
objectives across the curriculum. Such easy access may also enable instructors to learn from their colleagues’ course designs.

3.2 Encourage instructors to collaborate on “master syllabi” for core required courses. It is not known the extent to which this is already occurring, but the reviewers assume one has already been constructed for the core required courses such as ENGL 200 A and B. English courses should allow considerable instructor autonomy, but all instructors who often teach a course — especially a required course that functions as a prerequisite for other courses — should craft what is called a “master syllabus” — a document outlining general learning objectives and purposes of the course within the overall curriculum, as well as recommendations for textbook selection, teaching methods, assignment types and weights.

3.3 Promote experiential, applied and innovative pedagogy (especially those involving the use of communication technologies) and more publicly feature these learning opportunities’ presence in every BA program’s academic coursework. Students appear not to perceive the presence of application and experiential learning as strongly as faculty do. Experiential learning and application are not just the role of co-op; they are integral to a healthy academic program and are core values at the University of Waterloo. Faculty in English may be able to meet several challenging objectives at once by encouraging course-based learning methods and/or assessment types that are both 1) experiential and/or applied in nature and 2) require students to build proficiency in their use of communication technologies.

Response
See implementation plan

4. Undergraduate Curriculum

4.1 Consider bolstering the role that 100-level courses play in developing students’ interest in and building a foundation for the three academic plans in English. Although entry to the English major occurs in the second year, the department still has control over the first-year courses they teach and their academic plan requirements. At other institutions, programs offer more advice, even online and in the calendar, about which first-year course(s) to take if a student is interested in a future English degree. Should certain 100-level courses be required as prerequisites for future courses in the field, and should certain 100-level courses be required or recommended in each of the three academic plans? Revisiting courses at this level would align with the objectives of the 2014-19 Arts Strategic Plan to “Revise [the] first year program to provide common foundations, core skills, and improved pathways to majors” (p. 6) and to “Direct greater attention to core skills and competencies in first year programming for both academic
success and co-op/career readiness” (p. 7)

4.2 Consider focusing the list of 100-level courses. Other programs mount fewer 100-level courses and more sections of each type. Staffing and offering many diverse courses may become a challenge in the future with increasing service teaching responsibilities at the 100 level. It may also build community among instructors who teach the same 100-level course and promote fruitful pedagogical conversations about how these courses inspire students to become English majors.

4.3 Consider balancing literature and rhetoric course offerings at the 200 level in order to more fully represent the English department’s range of academic plans and course offerings at the 300 level and beyond. For example, current rhetoric courses could be used to form a two-course sequence in rhetoric at the 200-level that would be the counterpart to the current 200-level survey of British literature. Alternatively, the existing two-course 200A/B sequence could incorporate both rhetorical and literary studies and not just focus on British texts, promoting pedagogical collaboration between faculty members in each specialization. The “Literature and Rhetoric” plan could require courses in both themes while the other plans, especially Honours degrees, could promote focus in one stream or the other.

4.4 Consider permitting more room for RMPC students, especially those in Honours degrees, to focus more on their interests within English by reducing their literature course requirements beyond the core. Allowing the RMPC plan requirements to focus more could help with retention rates in the RMPC program. Students may still freely choose their options from both areas. At present the RMPC plan is not much different from the combined Literature and Rhetoric plan. We believe a combined middle-ground plan is as necessary in this program as it is at UBC, and its presence makes distinctive plans at either end of the spectrum more justifiable. It is helpful to have three plans for both students and faculty to manage and navigate the broad scope of the field of English at Waterloo.

4.4.1 Consider whether the 100- and 200-level requirements for RMPC students are adequately preparing them for their third and fourth years. Currently there is better intellectual preparation offered to Literature students than RMPC students. Literature students are required to take three 200-level literature and theory courses (ENGL 200A, 200B, 251) while RMPC students are only required to take one 200-level rhetoric course (ENGL 292). We suggest that ENGL 293, Introduction to Digital Media Studies, seems reasonable as an academic plan requirement for RMPC.

4.4.2 Consider that an existing or reworked rhetorical theory course could be an
alternative to ENGL 251 for RMPC students. Rhetorical theory and media studies provide tools for critical analysis and equip students for a very close examination of political, professional, and popular arguments and their underlying ideologies as well as an understanding of the ways in which media shape genres, messages, and interactions with readers/audiences.

4.4.3 Consider the purpose of requiring the Introduction to Linguistics course, ENGL 306A, for RMPC students when this course is neither required for Honours Literature students nor for Literature and Rhetoric students. Although we lack data showing that students struggle or find it lacks relevance, Linguistics is a different field of study and is not foundational to advanced studies in RMPC. A rhetoric course that touches on linguistics but focuses on rhetorical theories of style and language may be more suited to RMPC majors.

4.4.4 Consider whether it is necessary to require RMPC students to take two upper level courses in literature. Students in this plan, like students in the Literature plan, desire and deserve freedom to take advanced courses in their declared area of interest. RMPC students are not likely to be preparing themselves for graduate studies in English Literature, and if they are, advisors should direct them toward one of the other two academic plans. A program focused on RMPC can still provide a strong academic preparation for graduate studies and careers in Rhetoric, Media, and Professional Communication.

4.5 Consider the role of other Arts course offerings in degree requirements. Currently the English academic plans mention only ENGL courses and those that are cross-listed as courses in other fields. If staffing ENGL courses becomes a challenge, enabling students to use non-ENGL courses as requirements may allow for a more economical use of human resources. It may also “facilitate opportunities for interdisciplinary study” listed as an action in the Arts Strategic Plan 2014-19 (p. 6). Many other Arts plans such as Fine Arts and Cognitive Science enable students to choose requirements among courses offered by other departments.

4.6 Consider a 400-level academic plan capstone course for each stream. Many undergraduate Arts programs have required “capstone” courses that synthesize and build on prior learning. These help to launch students into post-graduation journeys and can foster a sense of community among students. It may also foster future alumni engagement. By requiring students to reflect on their entire degree, such courses can also enable faculty members to observe how well program-wide learning outcomes are being met by the fourth year level and how various courses have contributed to these outcomes.
Response
See implementation plan

5. Graduate program

5.1 Continue to carefully track graduate student recruitment and admission, funding packages (and their components), and supervision (with a view towards dispersion throughout the department) to try to attract the best and brightest novice scholars from Canada and beyond and match them with the full range of the department’s strengths.

5.2 Consider measures to recruit diverse, high quality graduate students.

5.2.1 Consider changing the wording of admission requirements so that students who have very high grades and relevant coursework are not discouraged to apply despite lacking an “honours” designation on their BA degree. Because Honours programs elsewhere may involve not only a high grade average but also special coursework and a thesis, it cannot be assumed that all your best candidates will hold Honours degrees. The quality of a degree and the student’s attainment should matter more than the word “honours.”

5.2.2 Make active efforts to research and recruit from specific Canadian and international programs that are likely to produce eligible and strong graduate students. Targeted and personalized efforts can be more fruitful than passive or mass campaigns. Such measures, if successful, would enhance the diversity of the program and broaden the diffusion of the English program’s reputation.

5.2.3 Consider the value of recruiting students not only from English literature programs but closely related programs in other disciplines. This may be especially appropriate when recruiting students for the media and rhetoric MA and PhD. Across Canada and internationally, these fields of study are housed not only in English but in other disciplines. Do not consider it a serious setback if an excellent student from a related field must first progress through qualifying coursework in English, since this provides the student an excellent opportunity to adapt to a new culture and learn from the department’s own courses.

5.3 Continue to implement the excellent systems developed to shepherd graduate students smoothly through their programs, such as checklists and TA mentoring and training. Although we acknowledge the frustration with program time to completion voiced in the self-study, we believe that on balance, more important factors are the department’s attention to the academic quality of the graduate program, the quality of supervision, recruitment, retention, graduation rates, mental health, community, and the
quality of TAs’ classroom teaching and professional development.

5.4 Ensure that graduate students’ teaching and academic workloads are reasonable. It is essential to continue maintaining small class sizes per TA and to provide TA training and support. Departments must not only account for the labor involved in students’ teaching duties but also their professional development as instructors while they are progressing through their graduate program. We praise the department for incorporating pedagogical training and mentoring into TA positions. We also acknowledge recent efforts to create manageable standardized qualifying field examinations for the PhD candidacy exam, since covering both rhetoric and literature can make it very tempting to double the amount of subject matter an individual student is expected to digest.

5.5 The department and university should consider adjusting program length expectations and advertising to account for the wide variation in time to completion. The university’s program evaluation standards and statistical measures should not be too demanding in regard to this metric, which can be skewed by a few individuals. Delays often have unavoidable causes such as health and family responsibilities that should be accommodated.

5.6 The university administration should applaud this department for its ability to adapt with such sensitivity to individual graduate students’ situational challenges and to foster their academic strengths. Their respect for graduate students’ experience is well in line with the university’s strategic plan -- its desire for “a vibrant student experience” and its value for “Integrity, equity, diversity and a balanced life for students, faculty and staff.”

5.7 Consider occasionally offering opportunities for PhD students to teach a higher-level course in their own research area, not just a first-year course.

5.8 Support and collaborate with the graduate students’ organization in their efforts to provide peer support and mentoring for PhD students after their coursework is complete, when students feel most isolated and challenged. Some of what they do could be institutionalized rather than continually remade by each new cohort of students.

5.8.1 A “graduate student handbook,” if not already in existence, could be co-developed by the student society and the graduate officer, perhaps with appendices customized to each unique stream. An ideal handbook would not just state official policies and procedures (since the department and university should already do that) but provide friendly and supportive advice and tips from the student point of view. While handbooks require continual revision, they assist new students to become acclimatized and pass on practical wisdom.
5.9 Carefully look into the distribution of graduate supervision through a task force, working group, or committee with representation across the department based on supervisory activity. Include in the working group faculty who currently supervise and those who don’t. As noted above, supervision (particularly PhD supervision, since very few MA students take the thesis option) is very unevenly distributed across the department. Some things for this group to consider:

- Should there be some form of concrete recognition for supervision — e.g. course release, significant merit weight?
- Since supervision can sometimes be determined by applicants’ research area choices, should the admissions committee consider potential field as well as quality with the goal of spreading the students among the researchers’ specialties?
- In connection with this, should more faculty members be involved in the PhD admission process? If the goal were to admit, say, 10 PhD students, the admission committee could do an initial screening, choosing a group of 30 potential students from the applicant pool; all (or as many as are interested) of the faculty can then look over these files and indicate which, if any, of the applicants they would be willing to supervise. The admission committee can then use this additional information in their final deliberations, thus more likely admitting a cohort whose research interests would be better spread across the academic staff.

Response
See implementation plan

Recommendations added by the Program²:

Graduate student funding

A five-year funding package should be projected for each admitted PhD student, consisting of a combination of teaching remuneration and fellowships. Since the times to completion in English are empirically something over 5 years, in order to make satisfactory progress towards the degree (and not be distracted by external employment) students should be supported for

² These were not identified as formal recommendations in the external reviewers’ report and are being put forward at the suggestion of the program. Hence, they are not required to be included in the implementation plan.
this time period; as well, 5 years of funding is common at many competing English PhD programs.
This package should be clearly communicated to prospective students so that they understand exactly how they can support themselves throughout the degree and the means by which this support is provided.
We recommend that no more than half of the terms during 5 years should be spent in teaching.

**Response**
See implementation plan

**Staffing**

Increase the number of support staff and honour and reward them appropriately, especially in light of the complexity and necessity of their current roles and the increased logistical workload accompanying the expansion of the writing service courses.
Reassess the workload and position designations of the entire support staff.

**Response**
See implementation plan
<table>
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<th>Implementation Plan</th>
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<tr>
<td><strong>Recommendations</strong></td>
</tr>
<tr>
<td>1. <strong>Maintain the uniqueness of the department:</strong> The Department demonstrates strength on both its literature side and its rhetoric side; however, the challenge will be to continue to collaborate, maintain morale, support one another’s development (of programs, of research areas), and to permit each undergraduate and graduate plan to express sufficiently distinctive characteristics while sharing core values and resources.</td>
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2. **Service teaching initiatives:** 2.1 The increasing number of service courses taught by English (as seen in the current The careful development of and planning for the new UCOI communication courses and the | Chair; UCOI Associate Chair; | 2.1 In 2018-19, the UCOI Advisory Committee has met monthly and provided reports to the Department at |
Math Initiative and upcoming English Language Competency Initiative) needs to be closely monitored.

2.2 The department and university should have discussions with the lecturers regarding such issues as “definite term” vs. “continuing” lecturers, course loads over several years, TA assignments, and other relevant issues.

Recent hiring of excellent new faculty members will, we hope, ensure the success of the new UCOI service teaching initiatives for the Faculties of Science and Engineering. We believe they will be as successful as the ongoing communication course delivery for the Faculties of Math and Environment (GEM).

To manage current service teaching obligations, the Chair will appoint a UCOI Associate Chair; any new service teaching requests will need to be carefully considered in light of current course offerings.

The Chair and the new Associate Chair will be fully involved in the UCOI advisory process. Assessment of the overall UCOI initiative and of the place of English within that initiative will be important future markers of success.

SJU Chair

its regular meetings. Members of the UCOI Committee, in concert with the Chair and the UCOI Associate Chair, have organized several events to bring together instructors from Arts, Science, and Engineering to discuss diverse kinds of teaching and learning in the different Faculties.

Delegates from the UCOI Advisory Committee have met with Samantha St. Amand of the Faculty of Science to discuss methods of assessing the impact of first-year Science UCOI courses by surveying students when they reach years 2, 3, 4. UCOI Committee delegates have also met with Co-op to explore similar assessment measures that will track how these courses have prepared students to communicate during their work terms. These discussions are ongoing.

2.2 The Chair has met with all main-campus Definite-Term Lecturers at least once (in most cases twice) to discuss subjects such as process and timelines to lecturer reappointment; policy language re. continuing lecturer applications; the “1-in-6.” She will
3. **Program communication**
   3.1 Make detailed course outlines more readily available publicly online
   3.2 Encourage instructors to collaborate on “master syllabi” for core required courses.
   3.3 Promote experiential, applied and innovative pedagogy (especially those involving the use of communication technologies).

   These program communication recommendations will be referred to the Undergraduate and Graduate Studies Committees for discussion and possible recommendations.

   **Notes:**
   - 3.1. an online syllabus builder and repository, which the Faculty of Science is developing, may make this possible without new staff resources from the Faculty of Arts.
   - 3.3. may require new communication resource technologies from the Faculty of Arts (e.g. licenses for products such as Adobe Creative Suite; student labs to access these tools, etc.)

   Undergraduate Associate Chair; Graduate Associate Chair; Chair; Dean

   2018-20 academic years
   3.1 and 3.3 The Chair has contacted Mirko Vucicevic to discuss the online syllabus builder and accessible course outline repository he has designed and which is being piloted in Faculties such as Science.
   3.2 Under discussion in the Undergraduate Committee.
   3.3 The Chair will determine whether new technologies are required after meeting with Mr. Vucicevich (see 3.1).

4. **Undergraduate Curriculum**
   4.1 Consider bolstering the role that 100-level courses play
   4.2 Consider focusing the list of 100-level courses.
   4.3 Consider balancing literature and rhetoric course offerings at the 200 level
   4.4 Consider permitting more room for RMPC students, especially those in Honours

   These undergraduate curriculum recommendations will be referred to the Undergraduate Studies Committee for discussion and possible recommendations to the Department as a whole.

   **Notes:**
   - 4.1-4.3 are detailed curricular recommendations for 100- and 200-

   Undergraduate Associate Chair

   2018-20 academic years
   4.1-3 Under discussion at the Undergraduate Committee, particularly the role and content of the 200 A/B survey courses in each undergraduate plan.
   4.4 In 2018-19 the Department approved changes to the Honours and Four-Year General Rhetoric, Media, and Professional Communication
degrees, to focus more on their interests within English.

4.4.1 Consider whether the 100- and 200-level requirements for RMPC students are adequately preparing them for their third and fourth years.

4.4.2 Consider that an existing or reworked rhetorical theory course could be an alternative to ENGL 251 for RMPC students.

4.4.3 Consider the purpose of requiring the Introduction to Linguistics course, ENGL 306A, for RMPC students.

4.4.4 Consider whether it is necessary to require RMPC students to take two upper level courses in literature.

4.5 Consider the role of other Arts course offerings in degree requirements.

4.6 Consider a 400-level academic plan capstone course for each stream.

level courses. They are worthy of further discussion.

4.4.1-4. would create a more distinctive RMPC degree stream. The benefits of these proposed curricular changes must be weighed against the strengths of the existing structure of collaboration and common degree elements.

4.5. Other Arts courses already play a crucial role in all undergraduate degree programs. English majors can also request to substitute a non-English course for a required course in their plan. We will study this recommendation in more detail.

4.6. Our degrees do have 400-level capstone courses relevant to each stream. These are called “Special Topics” courses in the degree plans. Students have some choice in the capstone course they take, and so there is no “one” capstone course per degree plan. The exigencies of a large Co-op program, in which students must fit their degree requirements into their study terms, demands a flexibility that discourages the introduction of a capstone course, where “capstone” means a specific required course that...

(RMPC) degree plan to increase the number of electives within the plan from 0 to 2.

4.4.1 In 2018-19 the Department approved a change to the RMPC Honours, Four-Year, and Three-Year plans to reduce the number of required 200-level courses by one.

4.4.2 The Undergraduate Committee (UGC) continues to evaluate the plan requirements in RMPC and its other degree plans.

4.4.3 In 2018-19 the Department approved the elimination of 306A as a requirement for RMPC students. 306A is now one of two courses that they can take in fulfilment of plan requirements.

4.4.4 Degree plan requirements for all three undergraduate Honours degrees are presently under discussion, including the literature course requirements for RMPC students.
<table>
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<tr>
<th>5. <strong>Graduate matters</strong></th>
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<tr>
<td><strong>5.1</strong> Continue to carefully track graduate student recruitment and admission, funding packages (and their components), and supervision.</td>
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<td><strong>5.2</strong> Consider measures to recruit diverse, high quality graduate students.</td>
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<tr>
<td><strong>5.2.1</strong> Consider changing the wording of admission requirements.</td>
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<td><strong>5.2.2</strong> Make active efforts to research and recruit from specific Canadian and international programs.</td>
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<td><strong>5.2.3</strong> Consider the value of recruiting students not only from English literature programs but closely related programs in other disciplines.</td>
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<td><strong>5.4</strong> Ensure that graduate students’ teaching and academic workloads are reasonable.</td>
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<td><strong>5.5</strong> The department and university should consider adjusting program length expectations and advertising.</td>
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<tr>
<td><strong>5.6</strong> The university administration should applaud this department for its ability to adapt with such sensitivity to individual needs.</td>
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5.1 and 5.3. Effective tracking and mentoring will continue to be managed by the Graduate Associate Chair.  
5.2 Recruitment and admissions: recruiting diverse, high quality graduate students has been and will continue to be a key consideration.  
5.2.1. Recommended changes to graduate admission criteria are referred to GSPA; Changes to admission wording to make it clearer will be considered by the Graduate Studies Committee.  
5.2.2. This item is referred to the Faculty of Arts; it controls the admission of international students.  
5.4. Reasonable workloads for students will be discussed by the Graduate Studies Committee and is also referred to the Faculty of Arts; it controls the 2-course/year teaching load of graduate students.  
5.5. Adjusting program length expectations and advertising will be discussed by the Graduate Studies Committee.  

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Graduate Associate Chair  
Graduate Studies  
Dean;  
Associate V-P, Graduate Studies and Postdoctoral Affairs (5.2, 5.2.1, 5.6);  
Provost  
Student Association of Graduate English (SAGE) Executive  

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2018-20 academic years  
5.1 The introduction in 2018-19 of an oral defense of the dissertation proposal as part of doctoral candidates’ area examinations now enables the Associate Chair Graduate Studies to track PhD supervision at a relatively early stage of students’ progress through the program. Efforts to find new ways to track supervision at later stages are ongoing.  
5.2 In 2019 the Department requested and received an increase to the number of international graduate students it was allowed to admit (it went from 1 to a maximum of 4). For the PhD program, the Department has successfully recruited award-winning students from other universities. The Department will continue its active efforts to recruit diverse, high-quality graduate students.  
5.2.3 In the 2018-19 recruitment cycle, the Department accepted XDM and RCD students from communications,
<table>
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<tr>
<th>5.1 Graduate students’ situational challenges and to foster their academic strengths. Their respect for graduate students’ experience is well in line with the university’s strategic plan -- its desire for “a vibrant student experience” and its value for “Integrity, equity, diversity and a balanced life for students, faculty and staff.”</th>
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<td>5.2 Consider occasionally offering opportunities for PhD students to teach a higher-level.</td>
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<td>5.3 Support and collaborate with the graduate students’ organization</td>
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<tr>
<td>5.3.1 Collaborate on a “graduate student handbook”</td>
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<tr>
<td>5.4 Carefully look into the distribution of graduate supervision</td>
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<td>Committee and are also referred to the Faculty of Arts.</td>
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<tr>
<td>5.6. We hope that the university administration will applaud our efforts to support and respect graduate student aspirations and strengths. We believe we offer “a vibrant student experience” and that we value and support “Integrity, equity, diversity and a balanced life for students, faculty and staff.”</td>
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<tr>
<td>5.7. Graduate student teaching assignments are based on student expertise and Departmental need. The Chair will determine if upper-level courses can be offered to graduate students.</td>
</tr>
<tr>
<td>5.8. The Department is pleased to work with the Student Association of Graduate English (SAGE). SAGE has indicated an interest in collaborating on a graduate student handbook. The Department will consult with SAGE on creating an updateable resource to aid graduate students in navigating their degree programs.</td>
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<tr>
<td>5.9. The distribution of graduate supervision will be investigated by the Associate Chair Graduate Studies and the Chair. Recommendations will include environmental science, and accounting as well as English literature programs.</td>
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<tr>
<td>5.3. Implemented in 2018-19, the new design of PhD area examinations puts students in close contact with their dissertation committees as they draft their dissertation proposals.</td>
</tr>
<tr>
<td>5.4. In 2018-19 the Department’s TA Coordinator completed an audit of students to compile data on their teaching workload and address possible differences in hours worked. One result of the audit is that students now fill out a contract for teaching to safeguard equity in the teaching assignments.</td>
</tr>
<tr>
<td>5.5 At the Master’s level, the Department maintains its one-year MA. At the PhD level, the revamped area examinations rolled out in 2018-19 are designed to improve completion rates by (among other things) increasing early contact between the candidates and their dissertation committees.</td>
</tr>
<tr>
<td>5.6 The Department continues to highlight graduate student experience,</td>
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July 2019
be made to the Graduate Studies Committee and the Department.

achievements, and organization on its web pages and in its blog.

5.7 Teaching opportunities for graduate students continue to be determined by Departmental need. While the Chair finds occasional chances to offer students this kind of valuable teaching experience, few such courses are available to graduate students.

5.8 The Associate Chair Graduate Studies has collaborated with SAGE to co-deliver SSHRC and area examination workshops, starting in Fall 2019. This will ensure more effective support for graduate students and a more consistent focus on scholarships.

5.9 In 2018-19, the Graduate Studies Committee has looked at the distribution of graduate supervision and will bring this item to the Department for discussion in 2019/20. The recent loss of a faculty member in two highly-subscribed areas of the graduate program, XDM and RCD, increases the urgency of addressing this issue.
<table>
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<tr>
<th>Graduate student funding&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Because these recommendations are beyond the scope of the Department of English, they are referred to GSPA and the Faculty of Arts. The Department agrees that a five-year funding package is ideal for all new PhD students. While the Department is taking various steps to ensure timely PhD completion (e.g. a new comprehensive exam structure), a five-year funding package will significantly assist students and assist recruitment. 6.2. The Department agrees that it is desirable that letters of offer sent out by GSPA be as clear as possible. 6.3. PhD students currently teach or TA 2 courses per year. Reducing that number would, we believe, improve degree completion times.</th>
<th>Dean; Conversations with GSPA</th>
<th>2018-20: 6.1 In 2018-19 the Dean and Acting Associate Dean, Graduate Studies, of the Faculty of Arts advocated unsuccessfully at GSPA for a five-year funding package for doctoral students in the Faculty. 6.2 The Department’s Graduate Coordinator and Graduate Studies Associate Chair provide guidance to students on the interpretation of their letters of offer and explain the means by which the support described in these letters is provided. In particular, they explain the roles that teaching assistantships and graduate teaching play in that support over the duration of their funding packages. 6.3 In 2019-20, the Associate Chair Graduate Studies will continue to advocate for a reduction in the teaching currently expected of PhD students.</th>
</tr>
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<tr>
<td><strong>Staffing</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
<td>The Department agrees that increasing the number of support staff, giving them appropriate job</td>
<td>Chair, Dean</td>
<td>Ongoing: In 2018-19 the Chair asked Department staff to keep detailed lists of their activities and to note new</td>
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</table>

<sup>1</sup>This was not identified as a formal recommendation in the external reviewers’ report and is being put forward at the suggestion of the program. It is not required to be included in the implementation plan.

<sup>4</sup>This was not identified as a formal recommendation in the external reviewers' report and is being put forward at the suggestion of the program. It is not required to be included in the implementation plan.

July 2019
especially in light of the complexity and necessity of their current roles and the increased logistical workload accompanying the expansion of the writing service courses. Given the unavoidable increase in workload with the introduction of the writing initiative, we feel it would be opportune at this time to reassess the workload and position designations of the entire support staff and include the Department’s human resource needs in the writing initiative planning.

titles, and reviewing work load and job descriptions are important in order to retain the excellent staff members that we have. These items are referred to the Faculty of Arts.

tasks they begin to perform, especially in connection with the rollout of UCOI courses in several Faculties. She highlighted these tasks in staff evaluations for 2018-19 and will continue to do so in 2019-20 with the intention of reviewing work load, job titles, and job descriptions.

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

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<th>2024-2025</th>
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Signatures of Approval

Chair/Director

28 August 2019

AFIW Administrative Dean/Head (For AFIW programs only)

Date

Faculty Dean

24 November 2019

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

April 1, 2019

Associate Vice-President, Academic

(For undergraduate and augmented programs)

March 29, 2019

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

(For graduate and augmented programs)

* Please see separate Dean's response
Dean’s Response to Final Assessment Report: English Language & Literature

The Faculty of Arts is currently facing financial challenges, and there is a hiring freeze in effect. Departments are being encouraged to review their curriculum in order to identify ways to make course offerings more flexible and degree programs more accessible. Growing course offerings rather than shrinking them is not very viable at the moment, and all Departments should be thinking about strategic use of their existing resources. It is my view that every Department in the Arts Faculty has important things to offer to our students, and the Dean’s Office is prepared to do whatever it can to facilitate Departmental success in this regard. It may mean doing things differently as we move forward; we need to pay close attention to student interests and design curriculum that is meaningful to them.

I am pleased with the reviewers’ overall positive assessment of the programs offered by the Department of English Language and Literature. With respect to the concerns raised by the reviewers and the Department, I would state the following:

1. Section 5.2.2 of the reviewers’ report recommends active recruitment of international students. Because the Ontario government does not provide grant monies to universities for international students, and because the international tuition fee is for the most part rebated to the student as part of their funding package, the Faculty of Arts cannot support large numbers of international graduate students. Arts researchers do not tend to have the kind of large grants to support graduate students that STEM researchers do.

2. The reviewers expressed concern over the teaching load carried by graduate students (section 5.4). It should be clarified that the “two course/year teaching load” referenced by the Department actually means two TA-ships. The funding package provided to grad students is generally parsed out as two terms of TA-ships and one term of scholarship; students are not supposed to work more than 140 hours per term when they are acting as a TA. My understanding is that the English Department occasionally hires senior PhD students to teach a course; in instances such as this, the student would be paid at the sessional rate.

3. Section 5.5 addresses the question of graduate program length. Program length is also tied to funding (section 6.1, which was not identified as a formal recommendation by the reviewers). It is true that humanities PhDs tend to take five years (or longer) to completion; it is also true that UW has stated unequivocally that it will not fund a PhD student for more than four years. Moving forward, I would like to encourage all Departments to review their
graduate curriculum. We may need to challenge traditional expectations about what is and is not included in the scope of a PhD program.

4. The Department requests that consideration be given to the idea of increased staffing, and that attention be paid to job titles, workload, and job descriptions. I am in agreement that appropriate monitoring of workload and job descriptions should be a regular part of the Department’s life-cycle. At this stage, however, I cannot authorize an increase in staff numbers; as mentioned above, the Faculty is currently under a hiring freeze.

24 November 2019

[Signature]

24 November 2019
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: English Language and Literature (BA/MA/PhD)

Name of Reviewer: Leeann Ferries

Date: 6/28/2019

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

Overall, the FAR provides a thorough overview of the strengths, challenges, and weaknesses based on the self-study. The proposed actions that will follow from the external reviewers’ recommendations are well developed and reflective of these recommendations. However, there are a few areas where some specific detail would be helpful in clarifying the actions and/or items to consider incorporating to assist with the related tasks.
Checklist for SUC/SGRC Reviewer Feedback
Quality Assurance Office

Final Assessment Report: English Language and Literature (BA/MA/PhD)

Name of Reviewer: Vivian Dayeh

Date: 6/6/2019

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 final assessment report (FAR) is a well-written, succinct response to the external reviewers recommendations. The implementation plan highlights the path that will be taken to implement change where recommended by the reviewers. The Department is commended on their dedication to the student experience at both the undergraduate and graduate levels.
Two-Year Progress Report
Social Development Studies (BA)
October 2019

Background
In accordance with the University Institutional Quality Assurance Process (IQAP), a self-study was submitted by the Department of Social Development Studies (SDS) to the Associate Vice-President, Academic in June 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the program, data collected from a student survey, and the standard data package prepared by the Office of Institutional Analysis & Planning (IAP).

Two arm’s-length external and one internal reviewer examined the self-study documentation and then conducted a site visit on January 19-20, 2017. The visit included interviews with the Associate Vice-President, Academic; the President of Renison University College; two Faculty Associate Deans of Arts; the Department Chair; Renison’s Administrative Dean; Chairs of other programs at Renison; faculty members, staff and students.

The Final Assessment Report was approved by Senate Undergraduate Council (SUC) in September 2018.

Progress on Implementation Plan
Each recommendation included in the Final Assessment Report is listed below with an update on its status. Rationales for alterations to the original implementation plan and timelines are included.

The most significant development that arose since the 2017 program review was the creation of a Renison faculty association in April 2018, the Renison Association for Academic Staff (RAAS). RAAS has been working on negotiating a Memorandum of Agreement with the administration, which will address issues related to workload and research support that were raised by the program reviewers in discussion with faculty.

Recommendations
  1. Include part-time instructors in department meetings to ensure the depth and viability of the program and its curriculum.

    Status: Completed
Details: Unlike full-time faculty, part-time instructors are not paid to attend meetings, and they do not have voting rights at meetings. Rather than invite all of them to attend Department meetings then, an SDS instructor group was created on LEARN to facilitate communication. Minutes from department meetings are posted there so they are available to part-time instructors. The Chair seeks feedback via email in advance of department meetings for topics relevant to part-time instructors, inviting further conversation if desired. Depending on the willingness and availability of the sessional instructors, representatives may also be invited to participate in department meetings to ensure their perspectives are included in discussion. The Department continues to hold annual workshops and dinners including all full-time and part-time instructors.

2. Explore the creation of an Interdisciplinary Master’s degree with other units in Renison and beyond.

Status: Incomplete
Details: The Academic Dean at Renison shows interest and support for the development of an MA program. Work towards this initiative has been delayed due to other priorities. A group of interested SDS faculty members and the SDS Chair will work with the Dean to explore the possibility further. Anticipated start to this discernment process is May 2020.

3. To ensure the continuation of a high quality program and improve the ratio of full-time to part-time instructors, it is recommended that the Department be granted 2-3 additional tenure-track faculty positions.

Status: In progress
Details: The Department hired one new full-time tenure-track faculty member who began July 1st, 2018. The Dean has indicated that one further hire will be delayed due to budget cuts (for a start date of July 1st, 2021).

4. Establish an Associate Chair position to provide support for the Chair and to raise the profile of SDS in the Faculty of Arts and the University.

Status: Not selected for implementation at this time
Details: The new Chair (as of July 1st, 2018) kept track of her duties from July to December 2018. During this time, she surveyed Associate Chairs in six other Faculty of Arts departments about their duties. From this investigation it became clear that the majority of typical Associate Chair duties are already being done either by SDS administrative staff (e.g., advising students, approval of plan modifications), or by the Renison Registrar’s office (e.g., managing course enrollment, review of transfer credits). In February 2019, this information was brought to a department meeting and it was
agreed that the Department would not proceed with the creation of an Associate Chair position at this time.

5. To meet expanded administrative support roles in academic advising and recruitment, it is recommended that an additional .5 to 1.0 support person be hired.

   Status: Completed
   Details: An additional .5 administrative support person for SDS was hired in February 2018.

6. Review SDS teaching loads and supports in light of a desire for increased research productivity and higher profile for the SDS program, as well as the apparent inequity between teaching loads in Faculty of Arts and SDS.

   Status: In progress
   Details: A faculty association was formed at Renison in April 2018. The Renison Association of Academic Staff (RAAS) has taken on the task of addressing workload and research supports as part of the negotiation of their Memorandum of Agreement. Expected completion date of the agreement is December 2019.

7. To enable the growth of research and retain research-intensive faculty members in SDS, increase the number of course remissions available to faculty to support their research programs.

   Status: In progress
   Details: In recent years, SDS faculty with active research programs have typically been granted one course remission per academic year, upon approval of the Dean. The eligibility criteria and application process are currently being formalized in RAAS negotiations.

8. Help faculty to identify matching fund sources – [particularly for faculty applying to highly competitive tri-councils such as CIHR and SSHRC].

   Status: Completed
   Details: Renison regularly supports applications for matching grants with faculty. The Academic Dean consults with faculty about their research plans. Faculty are often referred to the University of Waterloo’s Office of Research for further assistance.

9. Explore ways to improve communication and engagement with the SDS program including formalizing an SDS/Faculty of Arts liaison person to apprise the Faculty of Arts on SDS activities.
Status: In progress  
Details: The Dean continues to examine the existing lines of communication and committee memberships with an eye to improving communication and deepening engagement with Arts, in consultation with the Chair of SDS and the Dean of Arts.

Greater communication and engagement with the Faculty of Arts has also become part of the agenda for Renison’s recently hired Director of External Relations and Communications.

10. Incorporate SDS more directly in the development of materials and process of recruitment for the SDS program. Highlight the dynamic and innovative research in SDS as a means to recruit students with higher academic aspirations.

Status: In progress  
Details: One of the SDS administrative staff has been named as the point person for Renison’s Marketing Department to reach out to in regards to the development of materials, and is connected with Marketing and Undergraduate Recruitment on main campus. A recently hired Communications Manager for Renison is working on developing content for web and print to highlight SDS faculty research and student accomplishments.
### Updated 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>
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| 1. Include part-time instructors in department meetings to ensure the depth and viability of the program and its curriculum. | 1. Minutes from department meetings are posted on SDS Learn site so they are available to part-time instructors.  
2. The Chair seeks feedback via email in advance of department meetings for topics relevant to part-time instructors. Representatives may also be invited to attend meetings.  
3. The Department will continue to hold annual workshops and dinners including all full-time and part-time instructors. | SDS Chair | Completed |
<p>| 2. Explore the creation of an Interdisciplinary Master’s degree with other units in Renison and beyond | The Academic Dean at Renison shows interest and support for the development of an MA program. A group of interested SDS faculty members and the SDS chair will work with the Dean to explore the possibility further. | Renison Dean and SDS Chair, Arts Associate Dean of Graduate Studies | Anticipated start to discernment process is May 2020 |
| 3. To ensure the continuation of a high quality program and improve the ratio of full-time to part-time instructors, it is recommended that the Department be granted 2-3 additional tenure-track faculty positions. | The Department hired one new full-time tenure-track faculty member who began July 1st, 2018. Another search will begin in fall 2020. | Renison President and Dean | One full-time tenure track position began July 1st, 2018; second scheduled for July 1st, 2021 |</p>
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<td>SDS Chair, Renison Dean, Renison Director of External Relations and Communications, Associate Dean of Arts Undergraduate</td>
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<td>Incorporate SDS more directly in the development of materials and process of recruitment for the SDS program. Highlight the dynamic and innovative research in SDS as a means to recruit students with higher academic aspirations.</td>
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.
Date of next program review: 2023-2024

Signatures of Approval:

Denise Marigold  
Chair/Director  
April 30/19

Jeff Wilson  
AFIW Administrative Dean/Head (For AFIW programs only)  
April 29, 2019

Faculty Dean  
November 19, 2019

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

August 2, 2019

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

May 2019

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

Two-Year Progress Report: Social Development Studies May 2019

Name of Reviewer: Chris Vigna
Date: 11/1/2019

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

I am quite satisfied with the speed and decisiveness that the Department of Social Development Studies has tackled the recommendations from their Program Review. The SDS Department has some great initiatives that are ongoing, which will enhance the department in the areas of undergraduate recruitment, faculty research and research funding.