1. This will be the second time we have waived this pre-requisite for SEE 310 – we did the same for the first cohort of students as they didn’t have a chance to do the coop based on the direct entry modified schedule (this was expected but still processed as a waiver).
* **Get opinions from people who’ve already taken the course**
	+ **Their thoughts are that you don’t really need a co-op to understand the concepts of the course**
	+ **The goal of the class is to improve your systems thinking**
	+ **We’re all adults and most of us do that experience in systems thinking**
	+ **Can learn this in other classes**
	+ **Some co-ops haven’t really supported people’s learning (or what we will learn in this course)**
	+ **It’s not a technical class**
	+ **Many students are doing other extracurriculars (design teams, clubs) that are similar to doing a co-op**
1. Although you indicate that we don’t want to make this a precedent, I feel making this exception without justification (see below) would set precedent that will make it harder for us to refuse to waive it in the future. What about next year when 30% of students don’t get a job and ask for a waiver due to the ‘slower than expected recovery’, or the following year when something else happens. And, if it’s not a blanket waiver, then individual students will have a specific reason they couldn’t get a coop… Do we waive it for them?
* **The second year cohort was the most impacted class (co-op wise)**
* **We are creating the relationships with employers now, and setting a good representation of what SEE students can bring to employers, which will be able to be passed on and increase the chances of the next years class getting co-ops (lemme know if this makes zero sense Taryn - Emma)**
1. How/why is this different/what do we use to justify this being one time only (since we’ll have done two ‘one-time’ waivers)? Do we do this every time there is an economic downturn (~every 10 years)? How long does the downturn need to be? What measure do we use? Are we basing the pre-requisite on the state of the economy rather than on student learning? Or do we base it on the number of students who did not get a work term? If over 50% didn’t get a job do we then waive it?
* **It’s not just an economic downturn, due to the pandemic many people didn’t feel safe**
	+ **Many employers hired students to work from home, and although students did gain co-op experience, its not the same as working on-site**
	+ **Students and employers didn’t feel safe doing co-op or hiring new people**
	+ **Some co-ops ended early due to covid cases**
		- **Two week quarantine**
		- **Companies shut down**
		- **Some companies did not have work-from-home options**
			* **Shutting down did not help co-op students**
				+ **They couldn’t do anything, not even work from home**
1. Not getting a coop (even if it’s most of the students) isn’t a reason for a waiver (just like not taking a course, even if it is most of the students, isn’t a reason for a waiver).
* **It’s not about not getting a co-op, it’s about the experience gained**

I think the decision the UCC needs to make is about the purpose of the pre-requisite, and making sure that students aren’t missing that? Let’s be clear on the purpose, and then be clear on how/why we might waive it. Although I wasn’t here when the decision was made to make coop a pre-requisite, from my perspective the purpose of the prerequisite is to make sure students have some ‘real world’ experience with which to contextualize the material in SEE 310. SEE 310 is a very systems thinking course, and having some engineering work experience gives this grounding/context, and allows students to connect their work experience with modelling for policy. Students without such context will get less value from the course.

* **What is the purpose exactly of the co-op pre-requisite?**
* **Not all co-ops will give us systems thinking skills**
	+ **Some co-ops don’t relate to SEE at all**

So, under what circumstances would we consider a waiver. For courses, to give a waiver, we require some evidence of equivalent learning. Is there a way to have students justify equivalent learning? Either individually (better), or as a group due to COVID being exceptional? I think there might be a case here, but we should be careful to not give a blanket waiver due to something not related to the learning expected from a pre-requisite. How did the students who did not get a work term gain equivalent learning that they can apply in SEE 310? If we make this decision based on prior equivalent learning, then future students have to justify equivalent learning and that strengthens rather than weakens the pre-requisite.

And finally on a logistical note, does this significantly change the expected enrollment for SEE 310? I think the expected enrollment was ~20-25 (from prior discussion with Mehran). Does this change that? If so, I need to connect with Aladdin and/or Yan about computer/TAing resources. Hopefully we’re no too late to get the resources in place.

* **There are currently only 10 people enrolled in the class**
* **Gatekeeping a class when you might not even get relevant experience form co-op for the class**
* **Financial hardship for people who have to delay their graduation**
* **Hard for people who are international students**
* **These constraints make it difficult for people to feel involved and have autonomy over their degree**
* **Some engineering schools don’t have mandatory co-op and students just taken courses**
	+ **Having these constraints makes it hard**
* **Is the goal for students to apply the concepts learned in 310 to their second co-ops?**
	+ **If so, if they take the course next summer then that would theoretically be after all co-ops**

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The Pandemic:

* **It’s not just an economic downturn, due to the pandemic many people didn’t feel safe**
	+ **Many employers hired students to work from home, and although students did gain co-op experience, its not the same as working on-site**
	+ **Students and employers didn’t feel safe doing co-op or hiring new people**
	+ **Some co-ops ended early due to covid cases**
		- **Two week quarantine**
		- **Companies shut down**
		- **Some companies did not have suitable work-from-home options**
			* **Shutting down did not help co-op students**
				+ **They couldn’t do anything, not even work from home**

Co-op Experience (In General):

* **What is the purpose exactly of the co-op pre-requisite?**
* **Not all co-ops will give us systems thinking skills**
	+ **Some co-ops haven’t really supported SEE student learning (systems thinking)**
	+ **Cannot guarantee co-op will be technical enough to justify having it as a prereq**
* **Many students are doing other extracurriculars (design teams, clubs) that are similar to doing a co-op**

Students Who Have Previously Taken the Course:

* + **Their thoughts are that you don’t really need a co-op to understand the concepts of the course**
	+ **The goal of the class is to improve your systems thinking**
	+ **Can learn this in other classes**
	+ **It’s not a technical class**

Logistics:

* **There are currently only 10 people enrolled in the class**
	+ **Although enrolment periods have not opened to everyone yet, the majority of second-year SEE students have already enrolled in classes, so the number of people in the courses is likely to be around 10**
	+ **We’ve asked the second year cohort and if the co-op pre-requisite was waived then more people would take the course**
* **Gatekeeping a class when you might not even get relevant experience form co-op for the class**
* **Financial hardship for people who have to delay their graduation**
* **Hard for people who are international students**
* **These constraints make it difficult for people to feel involved and have autonomy over their degree**
* **Some engineering schools don’t have mandatory co-op and students just taken courses**
	+ **Having these constraints makes it hard**
* **Is the goal for students to apply the concepts learned in 310 to their second co-ops?**
	+ **If so, if they take the course next summer then that would theoretically be after all co-ops**