



SENATE

NOTICE OF MEETING

November 4, 2022

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, November 11, 2022, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

The Agenda and documents for the Open Session meeting are now posted on the [Senate webpage](#).

Please note that Closed Session documents and discussions are confidential.

Members of the University community who wish to view the Open Session meeting are invited to go to EV 2.301. You will be admitted to the observers' gallery following the Closed Session meeting.

Karan Singh
Secretary of Senate



**AGENDA OF THE OPEN SESSION
OF THE MEETING OF SENATE**

Friday, November 11, 2022
following the meeting of the Closed Session
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom video conferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of Minutes from the Open Session meeting of October 7, 2022	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update (Document US-2022-6-D4)	A. Whitelaw	Information

CONSENT AGENDA

5. Tribunal Pool/Committee Nominations (Document US-2022-6-D5)		Approval
6. Academic Programs Committee – Report and Recommendations (Document US-2022-6-D6)		Approval

REGULAR AGENDA

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|-----|---------------------------------------------------------------------------------------------------------|---------------------------|-------------|
| 7. | Academic Programs Committee – Report and Recommendation – JMSB-JMSB-704
(Document US-2022-6-D7) | A. Whitelaw | Approval |
| 8. | Approval of the revisions to the <i>Policy on Tribunal Hearing Pools</i> (BD-6) (Document US-2022-6-D8) | F. Jacobs/
M. Sullivan | Information |
| 9. | Annual Report of the Office of Rights and Responsibilities (Document US-2022-6-D9) | A. Topsakal | Information |
| 10. | Centraide Campaign (Document US-2022-6-D10) | P. Beauregard | Information |
| 11. | Question period (<i>maximum 15 minutes</i>) | | |
| 12. | Other business | | |
| 13. | Adjournment | G. Carr | |

**MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE**

Friday, October 7, 2022
following the meeting of the Closed Session
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom video conferencing

PRESENT

Voting Members: Graham Carr (Chair), Mohamad Abdallah, Nagendra Sri Anurag Appala, Leslie Barker, Sabine Bergler, Dominique Bérubé, Beverley Best (attended remotely), Catherine Bolton, Adam Bouguila, Sally Cooke, Anne-Marie Croteau, Fabienne Cyrius, Selvadurai Dayanandan (attended remotely), Mourad Debbabi, Larry Deck, Effrosyni Diamantoudi, William Dickson, Mary Esteve (attended remotely), Mehdi Farashahi, Annie Gérin, Marina Ghali, Fawaz Halloum, Steve Henle, Asli Isaaq, Jordan Jerome-Pitre, Samreet Kaur, Michael Lecchino, Christopher Moore, Catherine Mulligan, Fuzhan Nasiri, Xavier Ottenwaelder, Mireille Paquet, Ian Rakita, Nachiketh R. Ravindra, Rosemary Reilly, Pat Riva, Ahmadou Sakho, Pascale Sicotte (attended remotely), Sofiene Tahar, Kelly Thompson, Craig Townsend, Deeva Wazir, Anne Whitelaw, Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Denis Cossette, Stéphanie de Celles, Nadia Hardy, Tom Hughes, Frederica Jacobs, Stefana Nita,

Also attending: Caroline Baril, Alison Beck, William Cheaib, Richard Courtemanche, Amy Fish, Lisa Ostiguy

ABSENT

Voting members: Matthew Barker, Alexandra Dawson, Moshe Lander, David Morris, Thenmozhi Rajan, Guylaine Vaillancourt

Non-voting members: Paul Chesser, Michael Di Grappa, Isabel Dunnigan, Émilie Martel

1. Call to order

The President called the meeting to order at 2:08 p.m.

1.1 Approval of the Agenda

The Chair informed Senate that item 13 of the agenda would be removed and presented at the next Senate, as the presenter was not able to attend today.

R-2022-5-4 Upon motion duly moved and seconded, it was unanimously resolved that the revised Agenda of the Open Session be approved.

1.2 Adoption of May 20, 2022 Minutes

R-2022-5-5 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of May 20, 2022, be adopted.

2. Business arising from the Minutes not included on the Agenda

There was no business arising from the Minutes not included on the Agenda.

3. President's Remarks

The President's remarks are summarized as follows:

- G. Carr started by expressing happiness to be back on campus in person. He welcomed new Senators and thanked them for agreeing to serve on Senate. He noted that in addition to the Provost's Academic Report, he wanted to highlight a few points.
- Beginning of fall 2022, the University had committed to offer all incoming undergraduate students at least one experiential learning opportunity during the course of their studies and at least two by 2025. Delivering on this goal would make Concordia the first university in Québec, and one of the first in Canada, to provide such an opportunity.
- By 2024, the University will triple the capacity of the Mel Hoppenheim School of Cinema's film production programs, accommodating more than 220 new students. This would adequately respond to the shortage of skilled professionals in the industry.
- Late this summer, the University had placed highly in the Sustainable Campus Index, which recognizes colleges and universities in 17 sustainability impact areas, based on recent submissions to the Sustainability Tracking, Assessment and Rating System. The University had the top performance in the research category, scored highly in the transportation category and was lauded for its focus on sustainable investments.
- The University had been able to secure a sustainability-linked loan arrangement with the Bank of Montréal, which was a first in Québec.
- He offered thanks to everyone who participated in the Shuffle, which raised \$220,000 for student bursaries and support.

- Concordia received an \$812,000 gift to the University's Bioprocessing Centre on Loyola Campus from Lallemand, a yeast production company specializing in microbiology.
- The University also celebrated Research Excellence, which event took place on September 20th with more than 40 researchers celebrated for their outstanding research work. G. Carr thanked the Vice-President of Research and Graduate Studies, Dominique Bérubé for spearheading this important event.
- The Loyola Medal being awarded to The Honourable Murray Sinclair. He noted Justice Sinclair's work as a former senator, judge and chairperson of the Truth and Reconciliation Commission. The medal is the most prestigious non-academic award issued by Concordia.
- To mark the National Day for Truth and Reconciliation the EV and AD buildings were illuminated orange as part of the University's participation in Light the Country Orange.
- Unfortunately, two great Concordia supporters recently died. Mel Hoppenheim, namesake of the School of Cinema, who had been a pioneer of the local film industry and a generous donor to Concordia in 1997. He was 84 years old. Secondly, business leader Ned Goodman, who helped establish the world's first MBA-CFA program in 2001 – the Goodman Institute of Investment Management, also passed away.
- G. Carr congratulated Gina Cody, who received an honorary doctorate from the Université de Sherbrooke in recognition of her leadership and philanthropy. He also congratulated Jennifer Maccarone and Désirée McGraw on their recent election to l'Assemblée nationale. G. Carr noted that the University was looking forward to working with the newly re-elected government of François Legault.
- Speaking for the Concordia community which includes many past and current students, faculty and staff from Iran, he expressed deep concern about reports there both of violence against women and a university. The International Students Office has contacted all students who are Iranian nationals to check on their well-being and make sure they are aware of support services offered by the University. Messages have also been conveyed to all members of the community through Carrefour and the newsletters for students, staff and faculty.
- G. Carr also advised Senate that the report of the President's Task Force on Anti-Black Racism would be released at the end of this month, together with the announcement of several initiatives.

4. Academic update (Document US-2022-5-D2)

In addition to her written report, A. Whitelaw informed Senate that the first in-person Open House, with an online component, would be held on October 22nd.

A. Whitelaw also noted that the Sexual Assault Resource Centre had already held a support drop-in session for Iranian students, faculty and staff and another session will be held on October 13th. This is to ensure that all Iranian students at the University have the support they need amidst the events currently unfolding in Iran.

CONSENT

5. **Committee appointments** (Document US-2022-5-D3)

R-2022-5-6 That the committee appointments be approved.

6. **Appointment of members to the Concordia Council on Student Life** (Document US-2022-5-D4)

R-2022-5-7 That the members appointed to the Concordia Council on Student Life be approved.

7. **Academic Programs Committee – Report and recommendations** (Document US-2022-5-D5)

R-2022-5-8 That the Academic Programs Committee - Report and recommendations (Document US-2022-5-D5) be approved.

8. **Library Spectrum Report** (Document US-2022-5-D6)

This report was provided for information only.

9. **Registrar’s report on spring 2022 graduation** (Document US-2022-5-D7)

This report was provided for information only.

10. **Revisions to the Distinguished University Research Professor Award** (Document US-2022-5-D8)

R-2022-5-9 That the revisions to the Distinguished University Research Professor Award, outlined in Document US-2022-5-D8, be approved.

REGULAR

11. **Annual report of the academic hearing panel** (Document US-2022-5-D9)

Me A. Beck, Legal Counsel, presented the highlights of the report which is provided annually for information purposes in accordance with the requirements set out in Article 94 of the Academic Code of Conduct. A. Beck noted that there has been an increase in infractions, which has resulted in a backlog, but with optimized hearings and holding more panels, the number of hearings had been increased to three times to deal with this backlog. A. Beck assured Senators that the tribunals were on the path of getting to where they want to be in terms of adjudication numbers of cases before them.

12. Annual report of the Ombuds Office (Document US-2022-5-D10)

A. Fish, the Ombudsperson, presented highlights of the annual report, including some key statistics. To illustrate the type of concerns and issues the Ombuds Office deals with on a regular basis, A. Fish provided three examples of common scenarios. A. Fish was pleased to inform Senate that there were no major problems throughout the year and underlined the University's commitment to openness and fairness. While the number and complexity of files had changed since the pandemic started, there were signs that the number of complaints would fall back to pre-pandemic levels. As of the previous year, 83% of the files were of students and the rest were of staff and faculty.

Senators expressed their gratitude for the work done by the Ombuds Office and wished A. Fish the best for their renewed term, which will be effective March 2023.

13. Question period

There were no questions asked during the question period.

14. Other business

There was no other business to bring before the Open Session.

15. Adjournment

The meeting was adjourned at 2:51 p.m.

K. Singh
Karan Singh
Secretary of Senate



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: November 3, 2022
Re: Academic Update

There's been a lot going on so let's jump right in.

The Concordia Student Union donated \$10,000 to the [Concordia University Student Parents Centre](#) (CUSP) (Dean of Students Office) to support their drop-in childcare program for Concordia students with children.

[Concordia's Jurist-in-Residence program announces](#) a renewed agreement with the Court of Quebec. Now in its fifth year, this partnership gives students enrolled in the History Department's Law and Society minor an opportunity to get a behind-the-scenes look at the justice system, meeting judges and observing trials at the Court of Quebec.

[Political Science students visited Global TV studios](#) for the Quebec elections. Students were at the decision desk during a live television broadcast as part of Global News Montreal's coverage of the Quebec elections. Organized by Guy Lachapelle, a professor in the Department of Political Science, the experience gave students the chance to see how a degree in political science can be used.

For the second time, the Royal Canadian Mint has chosen a design by Concordia fine arts student for a commemorative coin. Jason Sikoak, an Inuk from Rigolet, Nunatsiavut in Labrador, contributed to a design for a medallion to honour residential school survivors. The coin is a collaborative effort between Inuit, First Nations and Métis artists.

The Institute for Co-operative Education (ICE) hit an admissions milestone in the Fall of 2022: over 5000 students are now enrolled with ICE. Several International Co-op partnerships were also solidified this year including Paragraf, a graphene electronics company located in London UK and SystematicEdge in Hong Kong focused on investment currency management solutions. Risk Management and Security training that will be developed for academic exchange students will also be open to Co-op students, and relationships are being built with Concordia International to develop stronger ties with the African continent. In addition, PwC launched their internship program called Campus Learning Program in the Fraud and Crimes Prevention Consulting area on October 14th with a cohort of 25 students from JMSB, GSC and FAS.

Campus Wellness and Support Services' [Peer Wellness Ambassadors](#) are now providing both walk-in peer support at the five Zen Den locations across all faculties and both campuses, and booked online appointments for one-on-one active listening. Wellness Ambassadors are students who have received 30+ hours of training in active listening, communication skills, boundary setting and on- and off-campus referrals to respond to the diverse mental health needs of our student community.

One tool local and regional governments can use to [limit urban sprawl is the greenbelt](#): an open space, usually forest or farmland, or a combination of both, that embraces a city or region and is protected and

preserved. A new paper in the journal *Landscape and Urban Planning* by two Concordia researchers - Parnian Pourtaherian, MSc 21 and Jochen Jaeger, an associate professor of geography, planning and environment - argues that greenbelts almost always work to curb sprawl, particularly in larger cities.

Natasha Blanchet-Cohen, associate professor of applied human sciences, examines human rights education and youth work in two articles: “The pandemic is galvanizing change’: Shifting to a critical and decolonial approach to human rights education with youth,” published last November in the *Canadian Journal of Children’s Rights*; and “The Transformative Potential of Human Rights Education for Youth Engagement in the Community,” which appeared in the *International Journal of Children’s Rights* in June 2022.

Carmela Cucuzzella, professor of design and computation arts, recently published a paper on Transit-oriented development (TOD), which prioritizes population density, walkability, land-use diversity and parking around transit nodes in the journal [Cities](#). In it, Cucuzzella and her co-authors create an easily transferrable TOD index that assesses the opportunities to create polycentric cities based around transit nodes outside of the downtown core.

Cucuzzella also studies how certain cities have successfully shifted urban mobility patterns at her research project [CoLaboratoire for Activating Multi-modal Mobility](#). Her current study looks at the development potential based around the Réseau express métropolitain (REM) commuter rail network, which will soon serve the Montreal area and its surrounding suburbs with a 67-kilometre, 26-station system.

Le Lieux-dit-de-l’Arbre-Sec, Louise Lamarre’s latest film and the first in her upcoming [Québec Fantastique](#) collection, debuted at the 2022 edition of the [Festival de cinéma de la ville de Québec](#) (FCVQ). Set in 1663 on L’Île d’Orléans, the 22-minute film recounts the legend of some wish-granting and very mischievous leprechauns from the perspective of a charming beggar-storyteller. Lamarre’s distinctive rear-projection technique [\(H.E.L.P.\)](#) brings this magical story to life on the screen.

Cassandra Johannessen, a chemistry and biochemistry graduate researcher, is working to fill current knowledge gaps surrounding the occurrence, behaviour and fate of tire-derived pollution in the atmosphere.

The Experiential Learning Office is partnering with Riipen for another year of micro-work integrated learning projects. Faculty can connect with industry partners from private, public and nonprofit organizations to bring a real-world project into the classroom. In 2021-2022, 12 instructors across 14 courses connected with 40 partners and provided 680 students with an applied classroom project. Workshops to learn about how to design a real-world project-based student experience and find partners on the Riipen platform are hosted several times each term. Interested staff and faculty can [sign up on Concordia’s Teaching and Learning workshop listing page](#), the next session will be held in mid-November. To gain access to the platform faculty can create an account via a magic link tied to the Concordia portal obtained during a Riipen introduction workshop or by request to the EL Office. Faculty may also [sign up to us the platform via the Riipen website](#).

The Experiential Learning Office partnered with the Business and Higher Education Roundtable (BHER) over the 2021-2022 academic year to implement three equity, diversity, and inclusion (EDI) focused programs: The Beat the Odds (BTO) internship program, the Campus Ex-L program (CEXL) and the EL Wrap-around (ELWA) course. These programs supported 570 student experiences, with 81% of participants belonging to equity-seeking groups. Students participated in work-integrated learning (WIL)

experiences such as internships, externships and training that would ease their transition to life after graduation.

The Beat the Odds (BTO) internship program within the Experiential Learning (EL) Office has nearly doubled in size in its second year. 72 students from equity seeking groups have been placed either on campus or with external partners to provide an EL experience that is paid, flexible, and scaffolded with additional supports. Approximately \$240,000 has been awarded to the student participants thanks to generous donors. Notably, 42% of participants identified as a student with a disability and 35% identified as being in financial need or having a low socio-economic status.

The EL Office has also partnered with The Student Success Centre's FutureBound program to expand the Connect Concordia mentorship program which pairs students with CU employees. 47 students have participated over the winter semester and those from equity-seeking groups were paid a financial award for a 5-hour commitment. This has been a unique opportunity for students to look behind the scenes at CU and discover what a career within the post-secondary environment may offer. The success of the program over the winter semester has led to a second round which will run over the spring/summer months.

Concordia's animators had a strong showing at the Ottawa International Animation Festival's Canadian Student Competition. Out of the 19 films selected for the Canadian Student Competition at Canada's biggest animation festival, 5 were current Concordia students, the highest number of films from any one program in Canada. Charlie Galea McClure won the student competition for their film *I Had a Dream of A House at Night*. The jury said it awarded the prize for the film's clever use of collage, cut-outs, engravings and assorted techniques to create an unstable, uncertain and mystifying environment.

The John Molson Career Fair is the signature recruitment event organized by Career Management Services (CMS) where John Molson students can network with multiple employers from a wide variety of industries. It is a great opportunity for organizations to introduce themselves to a diverse group of ambitious candidates. Louise Anne Coté and the Career Management Services (CMS) team hosted their largest in-person Career Fair for John Molson students ever on September 26th at The Windsor Ballrooms. With 70 employers and almost 700 students in attendance, this dynamic 7-person team delivered a memorable experience for our students and industry partners.

A PERFORM Colloquium by Christophe Grova, associate professor, department of physics, was held on October 19th entitled "Studying brain activity through multimodal neuroimaging techniques: insights from EEG/fMRI and EEG/fNIRS approaches".

[The School of Irish Studies](#) kicked off its 2022-2023 lecture series on October 21st. Gavin Foster, associate professor of Irish history, presented the annual St. Patrick's Society Lecture, "The Irish Civil War: History and Memory in Conflict," shining light on an important but controversial part of the country's history.

[From Classroom to Courtroom: Concordia Graduates Reflect on the Professional Journey from Student to Lawyer](#). This roundtable brought together five early-career lawyers working in various legal specializations and different practice environments. They offered their experiences in navigating the professional transition from Concordia student to lawyer – its challenges, its obstacles, its rewards. Every panelist was a Concordia alumni, having graduated with undergraduate degrees in History, Political Science, and Psychology. Moderated by Eric Reiter, History Professor and Director of Concordia's Law and Society Program.

For the first time, the John Molson School hosted an event to introduce our fall convocation's honorary doctorate to the community. Dr. David Fung came on campus on October 24th to meet with staff, faculty and students to get a sense of school pride and achievements. It was clear that his mission was firmly aligned with the mission of the School, where the betterment of business and society is at the heart of our approach to doing business. His quiet charisma drew in students, staff and faculty into thought-provoking conversations around sustainable energy.

On October 25th, the Discover Multi-Faith Fair, hosted by the [Multi-faith and Spirituality Centre](#) (Dean of Students) welcomed over 200 students in the EV-atrium to learn about spiritual and religious beliefs and practices in a fun and friendly setting. Fourteen student volunteers from MFSC greeted visitors and ran activities. Faith traditions on Concordia's campus were represented by five student faith groups and seven leaders from MFSC's Multi-Faith network; two additional student volunteers displayed elements of their own traditions.

Several events are happening at the Ellen Gallery. The Gallery continued its presentation of *Thinking again and supposing. The trajectory of an exhibition* by artists and Concordia professors Sarah Greig and Thérèse Mastroiacovo, curated by Michèle Thériault, until October 29th.

The Gallery also launched the 3rd edition of TERMS, a semi-annual program that explores how terms circulate in society and unpacks its various meanings through writing by scholars and artists. TERMS: Investment – Part I, with contributions by Clifford Gordon Atleo, Stacy A. Ernst, and artworks by Canadian artist Greg Curnoe, is available as a download on the [Gallery website](#).

SIGHTINGS programming launched a multi-year cycle focusing on the theme SEE FEVER with Simon Belleau's SIGHTINGS 36: Untitled, Leonard & Bina Ellen Art Gallery, presented in the Sightings Cube in the Henry F. Hall Building's lobby until January 2023.

The Gallery's third and final Expanding Exhibitions Residency began mid-September with residents Megan Quigley and Maxime Pigeon working on their project from the gallery.

October 12th marked the launch of Soft SLOW tech, a new series of workshops and workgroup sessions, presented in the frame of our experiential learning opportunities. This series— developed by Milieux's Lee Wilkins—explores the world of soft circuits, e-textiles, and slow / low tech solutions, and includes bi-weekly meet-ups for participants to discuss their research goals and work on their projects together. <https://milieux.concordia.ca/event/soft-slow-tech-workshop-series-workgroup-meetups/>

On October 21st, the Speculative Life cluster of Milieux hosted a day-long symposium, featuring Australian artist and academic Julian Staddon as a guest speaker. With presentations from the five research groups of the cluster [Machine Agencies, The Solar Media Collective, Critical Practices in Materials and Materiality (BioLab), Critical Anthropocene Research Group, and the Ethnography Lab], this symposium gathered directors, faculties, and students into interdisciplinary discussions on infrastructures. <https://milieux.concordia.ca/event/speculative-life-symposium/>
<https://speculativelife.com/events/2022/10/3/oct-21st-speculative-life-research-cluster-symposium-2022>

Moving the Landscape to Find the Ground is the new cycle of artist talks and artist residencies presented by the Post Image cluster of Milieux, in collaboration with the Indigenous Futures Research Centre, the Feminist Media Studio and the Black Perspectives Office. This series, designed to stir conversations among

all communities impacted by the colonial gaze, was inaugurated by the artist Martin Akwiranoron Loft, photographer, printmaker, and craftsperson from Kahnawá:ke, with a very well-attended talk. The next talk is on October 18th with the artist Greg Staats (Kanien'kehá:ka [Mohawk]). <https://milieux.concordia.ca/event/moving-the-landscape-to-find-ground-greg-staats-talk/>
<https://postimage.ca/Registration-Greg-Staats>

The fourth edition of *MTL connect: Montreal Digital Week* features several members in their professional programming. Adjunct professor Pamela Tudge delivered a keynote with Cheryl Bryce about Indigenous (Eco)Systems and Sovereignty, Dr. Miranda Smitheram led a Master Class on Interspecies Sociality, Indigenous Futures member Suzanne Kite facilitated a workshop on Nonhuman Futures, and Dr. Fenwick Mckelvey delivered a workshop on artificial intelligence (AI).

PhD student Brice Ammar-Khodja and BFA student Philippe Vandal launched *Écotones*, an urban laboratory at *Champs des Possibles* combining artistic interventions and a round table to reflect on soil pollution in Montreal. Organized in partnership with the *Association Les Amis du Champ des Possibles*, these series of events gathered citizens, artists, academicians and an expert in mycoremediation to discuss urban soil pollution. The vernissage and roundtable happened on October 14th. In addition, participants were able to test the site-specific, GPS enabled locative app *Global Urban Wilds (GUW)*, a platform developed by a research team led by Prof. Jill Didur.

There is a robust offering at Concordia Libraries. A new exhibition is currently on display at the Webster Library (LB-2 Vitrines). *100 Years of Black Community Activism: The Intersecting Histories of the NCC and La Maison d'Haïti* highlights the connections between two important community centres serving Montreal's Black communities: the Negro Community Center (NCC) and La Maison d'Haïti. Through photographs and documents taken from the Black History and community archives preserved in Concordia University Library's Special Collections and the archives of La Maison d'Haïti, this exhibition provides insight into the educational and cultural programming offered by both organizations. The exhibition is co-curated by Désirée Rochat, Library Researcher-in-Residence 2021-2022 and Alex Mills, Special Collections Archivist. It will run until the end of December.

After a two-and-a-half-year hiatus, the Grey Nuns Reading Room has reopened for study. The reading room originally opened in 2014 and closed March 13, 2020, because of the pandemic. It reopened on October 12, 2022, and students are already filling up its 262 seats and 14 group study rooms.

In October, the Webster Library marked 30 years since its grand opening on October 26, 1992. To celebrate, the Library held a birthday party in the atrium of the LB on October 18. Over 1000 pieces of cake were served by Library staff to students passing by, who were also treated a game of library history trivia and a photobooth to commemorate the occasion.

“Open for Climate Justice: An Across-Disciplines Fair,” an interactive climate justice event, was organized by the Library and 4TH Space in conjunction with the theme of this year’s International Open Access Week. The fair was held on October 25th and featured a variety of science-fair style booths in an interactive environment, broadcast live from 4TH Space, exploring climate justice through forms of open scholarship and education: open access publishing, open science, open data, open source, and open educational resources (OER). The Library with its open access services, the Climate Emergency Committee, and Biologists participating in Citizen Science all participated.

On October 27, Concordia University Press and 4TH Space hosted a fireside chat to launch *Engage in Public Scholarship!* by Alex Ketchum. The event was moderated by Natalie Kouri-Towe, Assistant Professor in the Simone de Beauvoir Institute. The event was hybrid and had in-person and online components.

On the west coast, the Press will celebrate the launch of Liz Magor's *Subject to Change* with an event in Vancouver on November 17 hosted the Catriona Jeffries Gallery. The book is a collection of the artist's writings from 1977 to the present published by Concordia University Press.

And finally, the twelve-week semester to accommodate the implementation of a fall reading week in 2023 is set to begin in Spring 2023. For updates, and the dates for the academic year 2023-2024 please consult [the website](#).



**SENATE
OPEN SESSION
Meeting of November 11, 2022**

AGENDA ITEM: Tribunal Pool/Committee Nominations

ACTION REQUIRED: For approval

SUMMARY: Senate is being asked to approve the following Tribunal Pool and Committee appointments:

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning & Priorities	Jordan Jerome-Pitre (CSU)	2022-23
Academic Programs	André Gagné (FAS)	2022-25
	Deeva Wazir (CSU)	2022-23
Library	Michael Lecchino (CSU)	2022-23
Steering	Kelly Thompson (FOFA)	2022-23
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Carol Lau (FAS)	2022-23
	Xavier Ottenwaelder (SGS)	2022-24
	Marlene Sokolon (SGS)	2022-24
Student Tribunal Pool	Maria Chitoroaga (CSU)	2022-24
	Dhruvish Jignesh Dave (CSU)	2022-24
	Adia Giddings (CSU)	2022-24
	Myriam Havel (CSU)	2022-24
	Jenny Jeudy (CSU)	2022-24
	Jonathan Motte (CSU)	2022-24
	Ahmad Obeid (CSU)	2022-24
Durya Shaik (CSU)	2022-24	

DRAFT MOTION:

That the Tribunal Pool and Committee appointments be approved.

PREPARED BY:

Name: Karan Singh
Date: November 4, 2022

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
November 11, 2022**

The Academic Programs Committee requests that Senate consider the following changes for the Undergraduate and Graduate Calendars.

Following approval of the Faculty Councils, APC members reviewed the undergraduate and graduate curriculum submissions listed below. As a result of discussions, APC resolved that the following curriculum proposal be forwarded to Senate for approval:

Undergraduate Curriculum Proposals (Changes for the 2023-24 Calendar)

John Molson School of Business

JMSB-JMSB-704; **APC-2022-5-D1** (For May 2023 Implementation)

- Requirements
- Courses

JMSB-JMSB-4942; **APC-2022-5-D2** (For May 2023 Implementation)

- Requirements
- Courses

JMSB-ACCO-4881; **APC-2022-5-D3** (For May 2023 Implementation)

Department of Accountancy

- Requirements
- Courses

JMSB-ACCO-4943; **APC-2022-5-D4** (For May 2023 Implementation)

Department of Accountancy

- Requirements
- Courses

Faculty of Arts and Science

Department of Applied Human Sciences

AS-AHSC-3001; **APC-2022-5-D5** (For May 2023 Implementation)

- Requirements
- Courses

Department of Applied Human Sciences
AS-AHSC-3021; **APC-2022-5-D6** (For May 2023 Implementation)

- Courses

Department of English
AS-ENGL-3921; **APC-2022-5-D8** (For May 2023 Implementation)

- Courses

Interdisciplinary Studies
AS-INTE-4321; **APC-2022-5-D9** (For May 2023 Implementation)

- Requirements

Department of Psychology
AS-PSYC-5021; **APC-2022-5-D10** (For May 2023 Implementation)

- **Program Name Change**

Gina Cody School of Engineering and Computer Science
Department of Computer Science and Software Engineering
GCS-COMP-3665; **APC-2022-5-D12** (For May 2023 Implementation)

- Courses
- Requirements

Graduate Curriculum Proposals (Changes for the Summer 2023 Calendar)

Faculty of Arts and Science

Department of Journalism
AS- JOUR-4141; **APC-2022-5-D14** (For May 2023 Implementation)

- Requirements
- Courses

Department of Religions and Cultures
AS- RELI-3501; **APC-2022-5-D15** (For May 2023 Implementation)

- Courses

Faculty of Fine Arts

Mel Hoppenheim School of Cinema
FA- CINE-3161; **APC-2022-5-D16** (For May 2023 Implementation)

- Requirements
- Courses

Gina Cody School of Engineering and Computer Science
Department of Mechanical, Industrial and Aerospace Engineering
GCS- MIAE-3984; **APC-2022-5-D17** (For May 2023 Implementation)

- Requirements
- Courses

John Molson School of Business

Executive MBA
JMSB- JMSB-EMBA-3721; **APC-2022-5-D18** (For May 2023 Implementation)

- Requirements

- Courses

Management MSc

JMSB- JMSB -3701; **APC-2022-5-D19** (For May 2023 Implementation)

- Requirements
- Courses

A handwritten signature in black ink, appearing to read 'S. Gabriele'.

Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning September 19, 2022

Undergraduate Program Regular Curriculum Change - JMSB-JMSB-4942 - VERSION : 2

Summary and Rationale for Changes

The Department of Supply Chain and Business Technology Management proposes to remove the course BTM 200 (Fundamentals of Information Technology) from the required courses to enter the BComm program starting Fall 2023.

The course is redundant as all of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course.

Although the Department recommended deleting BTM 200 from the Undergraduate Calendar, the UCC proposed deleting the course from the required courses, but keeping the course in the Calendar to allow current students to fulfill their graduation requirements.

The JMSB Faculty Academic Programs Committee approved these changes on September 9, 2022.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching & Learning,
Academic Programs Committee,, 14 Oct 2022

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 30 Sep 2022

The Department of Supply Chain and Business Technology Management proposes to remove the course BTM 200 (Fundamentals of Information Technology) from the required courses to enter the BComm program starting Fall 2023. The JMSB Faculty Council Committee approved these changes on September 30, 2022.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 30 Sep 2022

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs, 09 Sep 2022

The Department of Supply Chain and Business Technology Management proposes to delete the course BTM 200 (Fundamentals of Information Technology) from the required courses to enter the BComm program starting Fall 2023. The JMSB Faculty Academic Programs Committee approved these changes on September 9, 2022.

Undergraduate Program Regular Curriculum Change - JMSB-ACCO-4881 - VERSION : 2

Summary and Rationale for Changes

The Department of Accountancy is proposing changes to the admission requirements of the Certificate in Accountancy. In addition to this, the list of required courses has been expanded to include the specific courses that must be taken to meet the requirements of the Graduate Diploma in Chartered Professional Accountancy program.

These changes were made to align with the changes to the B.Comm Core revision.

The department curriculum committee in the Department of Accountancy approved these changes to the Certificate of Accountancy in their meeting on March 8, 2021.

Please find the relevant documents attached.

I ask that you kindly move the changes to the next committee for processing.

Best regards,

Matthäus Tekathen
Department Chair, Accountancy

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 30 Sep 2022

Approved by:

Sandra Betton, Associate Dean Professional Graduate Programs,
Faculty Academic Programs Committee, 09 Sep 2022

The Department of Accountancy is proposing changes to the admission requirements of the Certificate in Accountancy. In addition to this, the list of required courses has been expanded to include the specific courses that must be taken to meet the requirements of the Graduate Diploma in Chartered Professional Accountancy program.

The JMSB Faculty Academic Programs Committee approved these changes on September 9, 2022.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 09 Sep 2022

Approved by:

Jooseop Lim, Associate Dean, Academic and Student Affairs, Undergraduate Programs,
Undergraduate Curriculum Committee (UCC), 15 Aug 2022

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposed curriculum changes to the Certificate of Accountancy.

The UCC members believe that the updated entrance requirement contributes to the growth of the program.

I respectfully request that the Faculty Academic Programs Committee evaluate and approve the request so that it can be submitted to the faculty council.

Thank you.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Certificate in Accountancy Change				X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Certificate in Accountancy Admission Requirements Change		X	

Regulation Changes:

- Notes Change

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Certificate in Accountancy - Program Changes

Calendar Section Name: Certificate in Accountancy Admission Requirements

Calendar Section Type: Defined group

Description of Change: Certificate in Accountancy Admission Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.160 Special Programs in Accountancy

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Certificate in Accountancy Admission Requirements

Students must hold a Bachelor's degree and have completed the following courses to be admitted to the certificate:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

~~BTM 200 Fundamentals of Information Technology (3)~~

COMM 217 Financial Accounting (3)

COMM 305 Managerial Accounting (3)

Proposed Text

credits Certificate in Accountancy Admission Requirements

Students must hold a Bachelor's degree and have completed the following courses to be admitted to the certificate:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

COMM 213 Computing and Visualization Tools for Business Analytics (1.5)

COMM 217 Financial Accounting (3)

COMM 305 Managerial Accounting (3)

Rationale:

BTM 200 will no longer be offered from the Fall 2023 term. COMM 213 covers Business Analytics related software programs, which is similar to the contents of BTM 200.

Resource Implications:

These changes are not expected to result in resource implications because the students who need the required courses for admission to the Graduate Diploma program are registering for them already either as students enrolled in the Certificate program or as Independent students.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Certificate in Accountancy - Program Changes

Calendar Section Name: Certificate in Accountancy

Calendar Section Type: Program

Description of Change: Certificate in Accountancy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Fall

Program Name: Certificate in Accountancy

Planning and Promotion: 01 Jan 0001

Program Type: Certificate

Effective/Push to SIS date: 01 Jan 0001

Degree: Non-degree program (certificate or minor)

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.160 Special Programs in Accountancy > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

30
credits Certificate in Accountancy

~~18.0~~ credits:

ACCO 310 Financial Reporting I (3)
ACCO 320 Financial Reporting II (3)
ACCO 330 Cost and Management Accounting (3)
ACCO 340 Income Taxation in Canada (3)
ACCO 360 Principles of Auditing (3)
ACCO 420 Financial Reporting III (3)

~~12.0 additional credits from the John Molson School of Business that are needed to satisfy some of the requirements of the CPA designation.~~

Proposed Text

30
credits Certificate in Accountancy

30.0 credits:

ACCO 310 Financial Reporting I (3)
ACCO 320 Financial Reporting II (3)
ACCO 330 Cost and Management Accounting (3)
ACCO 340 Income Taxation in Canada (3)
ACCO 360 Principles of Auditing (3)
ACCO 420 Financial Reporting III (3)
ACCO 435 Strategic Accounting Case Analysis (3)
ACCO 440 Advanced Taxation (3)
ACCO 465 Advanced Assurance Services (3)
COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.5)
COMM 316 Business Law and Ethics (1.5)

Rationale:

The list of required courses is expanded to include the specific courses that must be taken in the Certificate in Accountancy program in order to meet the requirements of the Graduate Diploma in Chartered Professional Accountancy program and have been updated to correspond to the new undergraduate curriculum.

Resource Implications:

These changes are not expected to result in resource implications because the students who need the required courses for admission to the Graduate Diploma program are registering for them already either as students enrolled in the Certificate program or as Independent students.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Certificate in Accountancy - Program Changes

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.160 Special Programs in Accountancy

Present Text (from 2021) calendar

Notes

- The main purpose of the certificate is to help students who have completed a bachelor's degree ~~in a field other than Accountancy~~ to complete coursework that may qualify students for entry to the Graduate Diploma in Chartered Professional Accountancy program.
- Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Proposed Text

Notes

- The main purpose of the certificate is to help students who have completed a bachelor's degree to complete coursework that may qualify students for entry to the Graduate Diploma in Chartered Professional Accountancy program.
- Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Rationale:

We propose that admission to this program be open to all students who completed a bachelor's degree because the majority of students who enroll in this program are international. They may have a bachelor's degree with specialization in Accountancy but the courses are not equivalent to the requirements of the Graduate Diploma in Chartered Professional Accountancy program. As such, these courses need to be taken at the undergraduate level.

Resource Implications:

These changes are not expected to result in resource implications because the students who need the required courses for admission to the Graduate Diploma program are registering for them already either as students enrolled in the Certificate program or as Independent students.

Impact Report

Regulations

John Molson School of Business Programs

Source of Impact

- Certificate in Accountancy

Other Units

Addition of **COMM 213** to **Certificate in Accountancy Admission Requirements** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **ACCO 435** to **Certificate in Accountancy** requirement

Source of other unit Impact

- Course is housed in Section 61.40 Department of Accountancy

Addition of **ACCO 440** to **Certificate in Accountancy** requirement

Source of other unit Impact

- Course is housed in Section 61.40 Department of Accountancy

Addition of **ACCO 465** to **Certificate in Accountancy** requirement

Source of other unit Impact

- Course is housed in Section 61.40 Department of Accountancy

Addition of **COMM 216** to **Certificate in Accountancy** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 316** to **Certificate in Accountancy** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Section 61.160 Special Programs in

Accountancy

Certificate in Accountancy Admission Requirements

Students must hold a Bachelor's degree and have completed the following courses to be admitted to the certificate:

- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)
- ECON 201 Introduction to Microeconomics (3.00)
- ECON 203 Introduction to Macroeconomics (3.00)
- COMM 213 Computing and Visualization Tools for Business Analytics (1.50)
- COMM 217 Financial Accounting (3.00)
- COMM 305 Managerial Accounting (3.00)

Program Requirements

Certificate in Accountancy (30 credits)

30 credits:

- ACCO 310 Financial Reporting I (3.00)
- ACCO 320 Financial Reporting II (3.00)
- ACCO 330 Cost and Management Accounting (3.00)

- ACCO 340 Income Taxation in Canada (3.00)
- ACCO 360 Principles of Auditing (3.00)
- ACCO 420 Financial Reporting III (3.00)
- ACCO 435 Strategic Accounting Case Analysis (3.00)
- ACCO 440 Advanced Taxation (3.00)
- ACCO 465 Advanced Assurance Services (3.00)
- COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.50)
- COMM 316 Business Law and Ethics (1.50)

Notes

- The main purpose of the certificate is to help students who have completed a bachelor's degree to complete coursework that may qualify students for entry to the Graduate Diploma in Chartered Professional Accountancy program.
- Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

L'Ordre des Comptables Professionnels Agréés du Québec:

Chartered Professional Accountant (CPA)

The John Molson School of Business offers a Diploma in Chartered Professional Accountancy. Entry into the program normally requires an undergraduate degree in Commerce, and a Major in Accountancy with high academic standing. Applicants lacking an appropriate pattern of undergraduate work will be required to successfully complete certain qualifying courses, as assigned by the director of the program and the Order of Chartered Professional Accountants of Quebec. For further details, refer to the Graduate Calendar of Concordia's School of Graduate Studies.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Mature Entry — the 108-credit program Change		X	
Extended Credit Program — the 120-credit program Change		X	
Admission Requirements for the Minor in Business Studies Change		X	X
Admission Requirements for the Certificate in Business Studies Change		X	X

Regulation Changes:

- Cegep Entrance — the 90-credit program Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BTM 200 - Course Deletion from Programs Requirements

Calendar Section Name: Cegep Entrance — the 90-credit program

Calendar Section Type: Regulation

Description of Change: Cegep Entrance — the 90-credit program
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements

Present Text (from 2021) calendar

Cegep Entrance — the 90-credit program

The prerequisites for the 90-credit program are as follows:

Subject Concordia Courses

Calculus I MATH 209

Linear Algebra MATH 208

Micro, Macro Economics ECON 201 , ECON 203

~~Computer Literacy BTM 200~~

~~Note:~~ Equivalencies will be determined at the time of acceptance.

Students with a DEC will complete the 90-credit program.

Students who have a complete DEC but are lacking one or more of the prerequisite courses may take them within the 90-credit program as elective credits during the first year of the program.

Proposed Text

Cegep Entrance — the 90-credit program

The prerequisites for the 90-credit program are as follows:

Subject Concordia Courses

Calculus I MATH 209

Linear Algebra MATH 208

Micro, Macro Economics ECON 201 , ECON 203

Note: Equivalencies will be determined at the time of acceptance.

Students with a DEC will complete the 90-credit program. Students who have a complete DEC but are lacking one or more of the prerequisite courses may take them within the 90-credit program as elective credits during the first year of the program.

Rationale:

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course.

Resource Implications:

A deletion of 3 credits to the prerequisite courses, which reduces 3 sections of the eConcordia course in an academic year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BTM 200 - Course Deletion from Programs Requirements

Calendar Section Name: Mature Entry — the 108-credit program

Calendar Section Type: Defined group

Description of Change: Mature Entry — the 108-credit program
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6.0 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

~~3.0 credits:-~~

~~BTM 200 Fundamentals of Information~~

~~Technology (3)~~

~~3.0~~ credits chosen from elective courses outside the offerings of the John Molson School of Business .

Proposed Text

credits Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6.0 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

6.0 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Rationale:

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course. The deletion of the course allows students to take an additional 3 credits of electives for a total of 6 elective credits outside the JMSB.

Resource Implications:

A deletion of 3 credits to the prerequisite courses, which reduces 3 sections of the eConcordia course in an academic year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BTM 200 - Course Deletion from Programs Requirements

Calendar Section Name: Extended Credit Program — the 120-credit program

Calendar Section Type: Defined group

Description of Change: Extended Credit Program — the 120-credit program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar

30 credits Extended Credit Program — the 120-credit program

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6.0 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

~~3.0 credits:-~~

~~BTM 200 Fundamentals of Information~~

~~Technology (3)~~

~~3.0~~ credits chosen from:

~~ENGL 210 Introduction to Essay Writing (3)~~

~~ENGL 212 English Composition — Stage I (3)~~

~~12.0~~ credits chosen from elective courses outside the offerings of the John Molson School of Business .

Proposed Text

30 credits Extended Credit Program — the 120-credit program

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6.0 credits:

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

6.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

3.0 credits chosen from:

ENGL 210 Introduction to Essay Writing (3)

ENGL 212 English Composition — Stage I (3)

15.0 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Rationale:

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course. The deletion of the course allows students to take an additional 3 credits of electives for a total of 15 elective credits outside the JMSB.

Resource Implications:

A deletion of 3 credits to the prerequisite courses, which reduces 3 sections of the eConcordia course in an academic year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BTM 200 - Course Deletion from Programs Requirements

Calendar Section Name: Admission Requirements for the Minor in Business Studies

Calendar Section Type: Defined group

Description of Change: Admission Requirements for the Minor in Business Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Business Studies > Minor in Business Studies

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits Admission Requirements for the Minor in Business Studies

~~15.0~~
~~credits:-~~

~~BTM 200 Fundamentals of Information
Technology (3)~~

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

Note: A minimum cumulative GPA of 2.50 and a minimum GPA of 2.70 in both MATH 208 and MATH 209 (or equivalent) are required for admission to this minor.

Proposed Text

12 credits Admission Requirements for the Minor in Business Studies

12.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

Note: A minimum cumulative GPA of 2.50 and a minimum GPA of 2.70 in both MATH 208 and MATH 209 (or equivalent) are required for admission to this minor.

Rationale:

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course.

Resource Implications:

A deletion of 3 credits to the prerequisite courses, which reduces 3 sections of the eConcordia course in an academic year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BTM 200 - Course Deletion from Programs Requirements

Calendar Section Name: Admission Requirements for the Certificate
in Business Studies

Calendar Section Type: Defined group

Description of Change: Admission Requirements for the Certificate
in Business Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Business Studies > Certificate in Business Studies

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 Admission Requirements for the Certificate in Business
credits Studies

~~15.0~~ credits:

~~BTM 200 Fundamentals of Information~~

~~Technology (3)~~

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

Proposed Text

12 Admission Requirements for the Certificate in Business
credits Studies

12.0 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

Rationale:

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course.

Resource Implications:

A deletion of 3 credits to the prerequisite courses, which reduces 3 sections of the eConcordia course in an academic year.

Impact Report

Defined Groups

Bachelor of/Baccalaureate in Administration (BAdmin)

Source of Impact

- Extended Credit Program — the 120-credit program
- Mature Entry — the 108-credit program

Bachelor of/Baccalaureate in Commerce (BComm)

Source of Impact

- Extended Credit Program — the 120-credit program
- Mature Entry — the 108-credit program

Bachelor of/Baccalaureate in Commerce (BComm) Double Major

Source of Impact

- Extended Credit Program — the 120-credit program
- Mature Entry — the 108-credit program

Regulations

Notes

Source of Impact

- Extended Credit Program — the 120-credit program
- Mature Entry — the 108-credit program

Notes

Source of Impact

- Extended Credit Program — the 120-credit program

Notes

Source of Impact

- Extended Credit Program — the 120-credit program

Section 6I.20 Admission Requirements

The general requirements for admission to Concordia University are listed in Section 13 Admission Regulations.

Note: Because of the extensive use of computers in various programs, students are advised to have access to a personal computer.

Cegep Entrance — the 90-credit program

The prerequisites for the 90-credit program are as follows:

Subject	Concordia Courses
Calculus I	MATH 209
Linear Algebra	MATH 208
Micro, Macro Economics	ECON 201, ECON 203

Note: Equivalencies will be determined at the time of acceptance.

Students with a DEC will complete the 90-credit program. Students who have a complete DEC but are lacking one or more of the prerequisite courses may take them within the 90-credit program as elective credits during the first year of the program.

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6 credits:

- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)

6 credits:

- ECON 201 Introduction to Microeconomics (3.00)
- ECON 203 Introduction to Macroeconomics (3.00)

6 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Extended Credit Program — the 120-credit program (30 credits)

In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6 credits:

- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)

6 credits:

- ECON 201 Introduction to Microeconomics (3.00)
- ECON 203 Introduction to Macroeconomics (3.00)

3 credits chosen from:

- ENGL 210 Introduction to Essay Writing (3.00)
- ENGL 212 English Composition — Stage I (3.00)

15 credits chosen from elective courses outside the offerings of the John Molson School of Business .

Certificate in Business Studies

Admission Requirements for the Certificate in Business Studies (12 credits)

12 credits:

- ECON 201 Introduction to Microeconomics (3.00)
- ECON 203 Introduction to Macroeconomics (3.00)
- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)

Program Requirements

Certificate in Business Studies (30 credits)

27 credits:

- COMM 205 Business Communication (3.00)
- COMM 211 Global Business Environment (3.00)
- COMM 213 Computing and Visualization Tools for Business Analytics (1.50)
- COMM 214 Business Analytics (3.00)
- COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.50)
- COMM 217 Financial Accounting (3.00)
- COMM 221 Financial Markets (3.00)
- COMM 223 Marketing Management (3.00)

3 credits of additional courses from the John Molson School of Business chosen in consultation with an academic advisor.

Notes

- This program is not open to students registered in a program leading to an undergraduate degree.
- Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Minor in Business Studies

Admission Requirements for the Minor in Business Studies (12 credits)

12 credits:

- ECON 201 Introduction to Microeconomics (3.00)
- ECON 203 Introduction to Macroeconomics (3.00)
- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)

Note: A minimum cumulative GPA of 2.50 and a minimum GPA of 2.70 in both MATH 208 and MATH 209 (or equivalent) are required for admission to this minor.

Program Requirements

Minor in Business Studies (30 credits)

27 credits:

- COMM 205 Business Communication (3.00)
- COMM 211 Global Business Environment (3.00)
- COMM 213 Computing and Visualization Tools for Business Analytics (1.50)
- COMM 214 Business Analytics (3.00)
- COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.50)
- COMM 217 Financial Accounting (3.00)
- COMM 221 Financial Markets (3.00)

- COMM 225 Production and Operations Management (3.00)
- COMM 227 Interpersonal and Critical Thinking Skills (3.00)

3 credits of additional courses from the John Molson School of Business chosen in consultation with an academic advisor.

Notes

- This program is not open to students registered in a program leading to an undergraduate degree in the John Molson School of Business.

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Undergraduate Program Regular Curriculum Change - JMSB-ACCO-4943 - VERSION : 6

Summary and Rationale for Changes

Members of the Department of Accountancy approved the recommendations of the DCC regarding changes to the Honours Program in Accountancy at the department meeting on September 22, 2021. The department curriculum committee approved these changes to the Honours program on September 20, 2021.

The change encompasses the replacement of the current 6-credit Honours course in Accountancy (ACCO 495) by two 3-credit courses (ACCO 496 and ACCO 497) to allow for more flexibility in delivering the program. For example, if the first 3-credit course was scheduled in the winter term of year two and the second 3-credit course in the fall term of year three, students would have more time to develop their Honours research project idea over the summer.

Please find the relevant documents attached.

I ask that you kindly move the changes to the next committee for processing.

Elisabeth Pelletier

Acting Chair, Accountancy

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 30 Sep 2022

The JMSB Faculty Council Committee approved these changes on September 30, 2022.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 30 Sep 2022

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee (FAPC), 09 Sep 2022

The JMSB Faculty Academic Programs Committee approved these changes on September 9, 2022.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ACCO 495 Honours Seminar in Accountancy Delete	X	X	X	X	X		X	X	X	
ACCO 496 Accounting Research Methods New	X	X	X	X	X		X	X	X	
ACCO 497 Accounting Honours Seminar New	X	X	X	X	X		X	X	X	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Honours in Accountancy Change				X			

Regulation Changes:

- Notes Change

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Honours Accountancy - Program Changes

Calendar Section Name: Honours in Accountancy

Calendar Section Type: Program

Description of Change: Honours in Accountancy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Program Name: Honours in Accountancy

Planning and Promotion: 01 Jan 0001

Program Type: Honours

Effective/Push to SIS date: 01 Jan 0001

Degree: Bachelor/Baccalaureate of Commerce (BComm)

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Programs > Accountancy > BComm Honours in Accountancy > Program Requirements > BComm Honours in Accountancy

Type of Change: Program Change

Present Text (from 2021) calendar

30 credits Honours in Accountancy

15.0 credits:

ACCO 310 Financial Reporting I (3)

ACCO 320 Financial Reporting II (3)

ACCO 330 Cost and Management Accounting (3)

ACCO 340 Income Taxation in Canada (3)

ACCO 400 Accounting Theory (3)

9.0 credits chosen from additional courses offered by the Department

6.0 credits:

ACCO ~~495~~ Honours Seminar ~~in Accountancy (6)~~

Proposed Text

30 credits Honours in Accountancy

15.0 credits:

ACCO 310 Financial Reporting I (3)

ACCO 320 Financial Reporting II (3)

ACCO 330 Cost and Management Accounting (3)

ACCO 340 Income Taxation in Canada (3)

ACCO 400 Accounting Theory (3)

9.0 credits chosen from additional courses offered by the Department

6.0 credits:

ACCO 496 Accounting Research Methods (3)

ACCO 497 Accounting Honours Seminar (3)

Rationale:

The replacement of the current 6-credit Honours course in Accountancy with two 3-credit courses provides more flexibility in delivering the program.

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Honours Accountancy - Program Changes

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Programs > Accountancy > BComm Honours in Accountancy

Present Text (from 2021) calendar

Notes

- Students are eligible to apply to the honours program if they have completed ACCO 310 , ACCO 320 and ACCO 330 .

Applicants must have achieved a minimum cumulative GPA of 3.3 and a minimum GPA of 3.5 in their Accountancy courses.

Enrolment in this program is limited. The selection process may include recommendations from faculty members as well as interviews of applicants to this program. ~~The deadline for applications is March 1 for admission the following academic year-~~

- Students must maintain a minimum cumulative GPA of 3.3 in their Accountancy Courses and achieve a minimum grade of B+ in ACCO ~~495~~ to remain in the honours program. Students who are withdrawn from the honours program may proceed in the Major in Accountancy .

Proposed Text

Notes

- Students are eligible to apply to the honours program if they have completed ACCO 310 , ACCO 320 and ACCO 330 . Applicants must have achieved a minimum cumulative GPA of 3.3 and a minimum GPA of 3.5 in their Accountancy courses. Enrolment in this program is limited. The selection process may include recommendations from faculty members as well as interviews of applicants to this program.

- Students must maintain a minimum cumulative GPA of 3.3 in their Accountancy Courses and achieve a minimum grade of B+ in ACCO ~~495~~ and ACCO 496 and ACCO 497 to remain in the honours program. Students who are withdrawn from the honours program may proceed in the Major in Accountancy .

Rationale:

The replacement of the current 6-credit Honours course in Accountancy with two 3-credit courses provides more flexibility in delivering the program. The admissions deadline is also removed, as this information is better place on the website.

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Honours Accountancy - Program Changes

Calendar Section Name: ACCO 495

Calendar Section Type: Course

Description of Change: ACCO 495 Honours Seminar in Accountancy

Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~ACCO 495 Honours Seminar in Accountancy (6 credits)~~

Prerequisites:

Prerequisites:

~~The following course must be completed previously or concurrently:~~

~~ACCO 400 - Enrolment in the BComm Honours in Accountancy program is required.~~

Description :

Description :

~~This seminar is offered to students in the Honours in Accountancy program over the course of two terms. In the first term, the seminar surveys accounting history, research methodology and recent research in topics covered in the Accountancy curriculum. In addition, students begin working on a research or case project to be conducted under the supervision of a faculty member. In the second term, students complete their project for submission by the end of the term. Presentation of the project at a poster session or department seminar is also required.~~

Component(s):

Component(s):

~~Lecture~~

Notes :

Notes :

Rationale:

The one 6-credit course will be replaced by two 3-credit courses

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Honours Accountancy - Program Changes

Calendar Section Name: ACCO 496

Calendar Section Type: Course

Description of Change: ACCO 496 Accounting Research Methods
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

[ACCO 496 Accounting Research Methods \(3 credits\)](#)

Prerequisites:

Prerequisites:

The following course must be completed previously or concurrently:
[ACCO 400](#) . Enrolment in the Honours in Accountancy is required.

Description :

Description :

This seminar is the first of two offered to students in the Honours in Accountancy program over the course of two terms. This first seminar introduces students to accounting research, the process of conducting research, and different research methodologies.

Component(s):

Component(s):

[Lecture](#)

Notes :

Notes :

Rationale:

Replacement of one 6-credit course by two 3-credit courses allows for more flexibility in the program. For example, if the two 3-credit courses offered, one in year two and the other in year three, the summer, optionally, is available for additional reading and other research activities.

Resource Implications:

None- the addition of one course section (3 credits) per year, will be cancelled out by reduction of one course (6 credits) per year.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Honours Accountancy - Program Changes

Calendar Section Name: ACCO 497

Calendar Section Type: Course

Description of Change: ACCO 497 Accounting Honours Seminar
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Accountancy

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

Prerequisites:

Prerequisites:

The following course must be completed previously: ACCO 496 .
Enrolment in the Honours in Accountancy is required.

Description :

Description :

This seminar is the second of two offered to students in the Honours in Accountancy program over the course of two terms. In this seminar, while continuing work on their project, students make one or more preliminary presentations of their research. They complete their project for submission as a paper by the end of the term. In addition, each student makes a presentation of their project.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

Combined with ACCO 496, these two 3-credit Honours courses replace the 6-credit ACCO 495.

Resource Implications:

None- the addition of one course section (3 credits) per year, which is cancelled out by a reduction of one course (6 credits) per year.

Impact Report

Programs

Honours in Accountancy

Source of Impact

- ACCO 495

Defined Groups

BComm Honours in Accountancy

Source of Impact

- ACCO 495
- Honours in Accountancy

Courses

ACCO 495

Source of Impact

- Honours in Accountancy

ACCO 496 Accounting Research Methods New

Source of Impact

- Honours in Accountancy

ACCO 497 Accounting Honours Seminar New

Source of Impact

- Honours in Accountancy

Regulations

John Molson School of Business Programs

Source of Impact

- Honours in Accountancy

Summary and Rationale for Changes

The Department of Applied Human Sciences is proposing to replace five courses of the current curriculum in the program *Specialization in Therapeutic Recreation*, including the internship course, as outlined below.

The Department is proposing a new course, AHSC 300: *Supporting Inclusion through Leisure and Therapeutic Recreation* to broaden the understanding of sources of exclusion, and to help students become aware that leisure spaces and practices may unwittingly contribute to exclusion. This new course will focus on how inclusion encourages respect for differences and for better participation of the individuals in community life. Although elements of inclusion are addressed in several Therapeutic Recreation courses, it was felt that the issue of inclusion was important enough to require a course specifically focused on inclusion. Since inclusion is important in all sectors of leisure and therapeutic recreation services, making this course available to the Recreation and Leisure Studies program students would also be beneficial.

The department is also proposing to combine the role of TR in both physical and cognitive disabilities in the new course AHSC 338 *Therapeutic Recreation in the Context of Disability*. Currently AHSC 383 *in Therapeutic Recreation and Physical Disabilities* and AHSC 384 *Therapeutic Recreation: Cognitive Disabilities and Illness* cover these topics separately. Content of these courses are being rearranged, with disabilities being covered in one 3-credit course, AHSC 338 *Therapeutic Recreation in the Context of Disability*, and programming aspects from these courses being redistributed in AHSC 348 *Concepts in Therapeutic Recreation Programming I*.

Separating cognitive and physical disabilities also makes a false distinction that one impairment is quite separate from another. For example, aging adults may experience dementia and a physical disability such as arthritis, diabetes, or heart disease. Similarly, youth who have experienced a spinal cord injury may also experience depression or anxiety. There is also considerable overlap in the content of these courses which is inefficient for the students.

The Department also proposes two new courses on therapeutic program design, AHSC 348: *Concepts in Therapeutic Recreation Programming I* and AHSC 448: *Concepts in Therapeutic Recreation Programming II*. This curriculum change proposal will allow more time to cover the core concepts of Therapeutic Recreation practice around the Assessment, Planning, Implementation and Evaluation (APIE) steps of intervention. This will also allow the students to learn the process in a logical sequence and associate it with their field work.

In addition, several course prerequisites have been adjusted to reflect the addition of AHSC 338 and 348, and the removal of the deleted courses (AHSC 381, AHSC 383 and AHSC 384). Also, as AHSC 450 is deleted as a course offering and replaced by AHSC 300, the Leisure Studies programs are also impacted.

Finally, the Department is proposing a new Internship course, AHSC 483 *Therapeutic Recreation Internship*, that will require 560 hours of practice, whereas the current one requires 360 hours, to align with the requirements of the National Council for Therapeutic Certification (NCTRC). This proposal also proposes an increase of the credit value of this course, from 9 credits to 12 thereby increasing the total credit value of the program from 60 to 63 credits.

The table below illustrates new created courses and the ones to be deleted:

NEW	TITLE	CREDITS	REPLACES	TITLE	CREDITS
300	Supporting Inclusion through Leisure and	3	n /a	n/a	n/a

	Therapeutic Recreation				
338	Therapeutic Recreation in the Context of Disability	3	383	Therapeutic Recreation and Physical Disability	3
			384	Therapeutic Recreation: Cognitive Disabilities and Illness	3
348	Concepts in Therapeutic Recreation Programming I	3	381	Therapeutic Recreation Assessment and Leisure Counseling	3
448	Concepts in therapeutic Recreation Programming II	3	450	Concepts in Therapeutic Recreation Programming I	3
483	Therapeutic Recreation Internship	12	438	Therapeutic Recreation Internship	9
TOTAL		24			21

In conclusion, these proposals are necessary to better align the content of these courses with the core concepts in Therapeutic Recreation program design, to broaden the scope of leisure and therapeutic recreation practice to individuals who face chronic exclusion, and to align more closely with the accreditation requirements established by the National Council for Therapeutic Recreation Certification (NCTRC). This will ensure that our program meets the national and international standards and remains competitive.

This proposal has no resource implications, new courses will be incorporated as a part of the department allotment. Students will receive three additional credits for the internship, thus raising the Specialization requirement to 63 credits, but the Faculty will receive the same number of workload credits for teaching the class.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

The following proposal was presented under ASFC-2022-5M-C and approved at the Arts and Science Faculty Council meeting on September 23, 2022. We request that it be reviewed at the Academic Programs Committee on October 14, 2022 for the implementation in the 2023-24 Undergraduate Calendar.

Thank you for your consideration of this proposal which has no additional resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

The Faculty Curriculum Committee reviewed the proposed changes and recommends that it move forward for approval at the next Arts and Science Faculty Council meeting. The Department of Applied Human Sciences is proposing changes to the Therapeutic Recreation (TR) program. Five new courses are being introduced (AHSC 300, 338, 348, 448, 483) and five course are being deleted (AHSC 381, 383, 384, 438, 450) in the TR curriculum in order to update topics that are currently addressed in the field of TR. The department is increasing the credit value of its internship course (renumbered from AHSC 438 to AHSC 483) from 9 to 12 credits. This change will ensure students will have the required 560 hours of practice in order to qualify for accreditation from the National Council for Therapeutic Certification (NCTRC). The program credit total for the Specialization in TR is therefore increased from 60 to 63 credits.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

Approved by:

Robert Hopp, Chair, Applied Human Sciences,
Full-time Faculty Committee, 23 Jun 2022

The course outlines for AHSC 300, 338, 348,448 and 483 have been uploaded.

Summary of Changes (Undergraduate Program Regular Curriculum Change)**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
AHSC 300 New	X	X	X	X	X		X	X	X	X
AHSC 323 Gender and Leisure Change					X					
AHSC 333 Leisure and the Environment Change					X					
AHSC 338 New	X	X	X	X	X	X	X	X	X	
AHSC 348 New	X	X	X	X	X	X	X	X	X	
AHSC 381 Delete	X	X	X	X	X		X	X	X	
AHSC 383 Delete	X	X	X	X	X		X	X	X	
AHSC 384 Delete	X	X	X	X	X		X	X	X	
AHSC 427 Administration of Therapeutic Recreation and Leisure Services Change					X					
AHSC 432 Seminar in Therapeutic Recreation Change					X					
AHSC 438 Delete	X	X	X	X	X		X	X	X	
AHSC 442					X					

Community Development and Leisure Change										
AHSC 448 New	X	X	X	X	X	X	X	X	X	
AHSC 450 Delete	X	X	X	X	X		X	X	X	
AHSC 483 New	X	X	X	X	X	X	X	X	X	

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in Recreation and Leisure Studies Change				X			
Specialization in Therapeutic Recreation Change				X		X	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Recreation Programming Group Change		X	

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: Recreation Programming Group

Calendar Section Type: Defined group

Description of Change: Recreation Programming Group Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Recreation and Leisure Studies > BA Specialization in Recreation and Leisure Studies > Program Requirements > Specialization in Recreation and Leisure Studies

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>12 credits Recreation Programming Group</p> <p>12 with at least three credits at the 400 level, chosen from:</p> <p>AHSC 281 Introduction to Therapeutic Recreation (3)</p> <p>AHSC 310 Tourism in Canada (3)</p> <p>AHSC 311 Respecting Diversity in Human Relations (3)</p> <p>AHSC 323 Gender and Leisure (3)</p> <p>AHSC 333 Leisure and the Environment (3)</p> <p>AHSC 360 Play, Adult Learning and Development (3)</p> <p>AHSC 403 Cultivating Creativity and Social Innovation (3)</p> <p>AHSC 421 Political and Legal Aspects of Leisure Services (3)</p> <p>AHSC 422 Youth and Leisure (3)</p> <p>AHSC 444 The Older Adult and Leisure (3)</p> <p>AHSC 450 Therapeutic Recreation Assessment and Leisure Counselling (3)</p> <p>AHSC 460 Health Promotion (6)</p> <p>AHSC 490 Independent Study I (3)</p> <p>AHSC 491 Independent Study II (3)</p>	<p>12 credits Recreation Programming Group</p> <p>12 with at least three credits at the 400 level, chosen from:</p> <p>AHSC 281 Introduction to Therapeutic Recreation (3)</p> <p>AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3)</p> <p>AHSC 310 Tourism in Canada (3)</p> <p>AHSC 311 Respecting Diversity in Human Relations (3)</p> <p>AHSC 323 Gender and Leisure (3)</p> <p>AHSC 333 Leisure and the Environment (3)</p> <p>AHSC 360 Play, Adult Learning and Development (3)</p> <p>AHSC 403 Cultivating Creativity and Social Innovation (3)</p> <p>AHSC 421 Political and Legal Aspects of Leisure Services (3)</p> <p>AHSC 422 Youth and Leisure (3)</p> <p>AHSC 444 The Older Adult and Leisure (3)</p> <p>AHSC 460 Health Promotion (6)</p> <p>AHSC 490 Independent Study I (3)</p> <p>AHSC 491 Independent Study II (3)</p>

Rationale:

AHSC 450 is deleted from the calendar as the content will be taught in AHSC 348 *Concepts in Therapeutic Recreation Programming*, as the students need the relevant course material earlier in their program.

The new course AHSC 300: *Supporting Inclusion through Leisure and Therapeutic Recreation* was created to broaden the understanding of sources of exclusion, and to help students become aware that leisure spaces and practices may unwittingly contribute to exclusion.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: Major in Recreation and Leisure Studies

Calendar Section Type: Program

Description of Change: Major in Recreation and Leisure Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Program Name: Major in Recreation and Leisure Studies

Program Type: Major

Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Recreation and Leisure Studies > BA Major in Recreation and Leisure Studies > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

42 Major in Recreation and Leisure Studies
credits

12 credits:

AHSC 220 Lifespan Growth and Development for Practitioners (3)

AHSC 230 Interpersonal Communication and Relationships (3)

AHSC 241 Recreation and Leisure in Contemporary Society (3)

AHSC 260 Program Planning, Design and Evaluation (3)

15 credits:

AHSC 321 Historical Foundations of Leisure and Recreation (3)

AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3)

AHSC 361 Leisure Services Leadership (3)

AHSC 371 Community Recreation Planning (3)

AHSC 385 Social Psychology of Leisure (3)

6 credits:

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3)

AHSC 442 Community Development and Leisure (3)

9 credits of elective courses with at least three

Proposed Text

42 Major in Recreation and Leisure Studies
credits

12 credits:

AHSC 220 Lifespan Growth and Development for Practitioners (3)

AHSC 230 Interpersonal Communication and Relationships (3)

AHSC 241 Recreation and Leisure in Contemporary Society (3)

AHSC 260 Program Planning, Design and Evaluation (3)

15 credits:

AHSC 321 Historical Foundations of Leisure and Recreation (3)

AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3)

AHSC 361 Leisure Services Leadership (3)

AHSC 371 Community Recreation Planning (3)

AHSC 385 Social Psychology of Leisure (3)

6 credits:

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3)

AHSC 442 Community Development and Leisure (3)

9 credits of elective courses with at least three credits at the 400 level, chosen from:

AHSC 281 Introduction to Therapeutic Recreation (3)

credits at the 400 level, chosen from:

AHSC 281 Introduction to Therapeutic Recreation (3)
AHSC 310 Tourism in Canada (3)
AHSC 311 Respecting Diversity in Human Relations (3)
AHSC 323 Gender and Leisure (3)
AHSC 333 Leisure and the Environment (3)
AHSC 360 Play, Adult Learning and Development (3)
AHSC 403 Cultivating Creativity and Social Innovation (3)
AHSC 421 Political and Legal Aspects of Leisure Services (3)
AHSC 422 Youth and Leisure (3)
AHSC 444 The Older Adult and Leisure (3)
~~AHSC 450 Therapeutic Recreation Assessment and Leisure Counselling (3)~~
AHSC 460 Health Promotion (6)

AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3)
AHSC 310 Tourism in Canada (3)
AHSC 311 Respecting Diversity in Human Relations (3)
AHSC 323 Gender and Leisure (3)
AHSC 333 Leisure and the Environment (3)
AHSC 360 Play, Adult Learning and Development (3)
AHSC 403 Cultivating Creativity and Social Innovation (3)

AHSC 421 Political and Legal Aspects of Leisure Services (3)
AHSC 422 Youth and Leisure (3)
AHSC 444 The Older Adult and Leisure (3)
AHSC 460 Health Promotion (6)

Rationale:

AHSC 450 is deleted from the calendar as the content will be taught in AHSC 348 *Concepts in Therapeutic Recreation Programming*, as the students need the relevant course material earlier in their program.

The new course AHSC 300: *Supporting Inclusion through Leisure and Therapeutic Recreation* was created to broaden the understanding of sources of exclusion, and to help students become aware that leisure spaces and practices may unwittingly contribute to exclusion.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: Specialization in Therapeutic Recreation

Calendar Section Type: Program

Description of Change: Specialization in Therapeutic Recreation Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Program Name: Specialization in Therapeutic Recreation

Program Type: Specialization

Degree: Bachelor/Baccalaureate of Arts (BA)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Programs > Therapeutic Recreation > BA Specialization in Therapeutic Recreation > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

~~60~~ Specialization in Therapeutic Recreation
credits

15 credits:

AHSC 220 Lifespan Growth and Development for Practitioners (3)

AHSC 230 Interpersonal Communication and Relationships (3)

AHSC 241 Recreation and Leisure in Contemporary Society (3)

AHSC 260 Program Planning, Design and Evaluation (3)

AHSC 281 Introduction to Therapeutic Recreation (3)

24 credits:

AHSC 321 Historical Foundations of Leisure and Recreation (3)

AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3)

AHSC 361 Leisure Services Leadership (3)

AHSC 380 Quantitative Research Methods for Practitioners (3)

~~AHSC 381 Concepts in Therapeutic Recreation Programming (3)~~

~~AHSC 382 Qualitative Research Methods for Practitioners (3)~~

~~AHSC 383 Therapeutic Recreation and Physical Disabilities (3)~~

Proposed Text

~~63~~ Specialization in Therapeutic Recreation
credits

15 credits:

AHSC 220 Lifespan Growth and Development for Practitioners (3)

AHSC 230 Interpersonal Communication and Relationships (3)

AHSC 241 Recreation and Leisure in Contemporary Society (3)

AHSC 260 Program Planning, Design and Evaluation (3)

AHSC 281 Introduction to Therapeutic Recreation (3)

24 credits:

AHSC 300 [Supporting Inclusion through Leisure and Therapeutic Recreation \(3\)](#)

AHSC 321 Historical Foundations of Leisure and Recreation (3)

AHSC 338 [Therapeutic Recreation in the Context of Disability \(3\)](#)

AHSC 348 [Concepts in Therapeutic Recreation Programming I \(3\)](#)

AHSC 350 Leisure Education in Therapeutic Recreation and Leisure Services (3)

AHSC 361 Leisure Services Leadership (3)

AHSC 380 Quantitative Research Methods for Practitioners (3)

AHSC 382 Qualitative Research Methods for Practitioners (3)

~~AHSC 384 Therapeutic Recreation: Cognitive Disabilities and Illness (3)~~

9 credits:

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3)

AHSC 432 Seminar in Therapeutic Recreation (3)

~~AHSC 450 Therapeutic Recreation Assessment and Leisure Counselling (3)~~

~~9~~ credits:

~~AHSC 438 Internship in Therapeutic Recreation (9)~~

3 credits of elective courses chosen from:

AHSC 360 Play, Adult Learning and Development (3)

AHSC 385 Social Psychology of Leisure (3)

AHSC 422 Youth and Leisure (3)

AHSC 442 Community Development and Leisure (3)

AHSC 444 The Older Adult and Leisure (3)

9 credits:

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3)

AHSC 432 Seminar in Therapeutic Recreation (3)

AHSC 448 Concepts in Therapeutic Recreation Programming II (3)

12 credits:

AHSC 483 Internship in Therapeutic Recreation (12)

3 credits of elective courses chosen from:

AHSC 360 Play, Adult Learning and Development (3)

AHSC 385 Social Psychology of Leisure (3)

AHSC 422 Youth and Leisure (3)

AHSC 442 Community Development and Leisure (3)

AHSC 444 The Older Adult and Leisure (3)

Rationale:

The credit value for the Internship in Therapeutic Recreation is increased from nine credits to 12 credit in order for the Specialization in Therapeutic Recreation degree to be compliant and eligible for the National Council for Therapeutic Recreation Certification (NCTRC), the multinational certifying body. This will keep the AHSC program competitive and compliant with the required national standards. The course is renumbered from AHSC 438 to AHSC 483 due to this credit value change. Other courses are removed and added to improve on course sequencing and allow for better post graduate professional preparation.

Resource Implications:

These new courses are part of the course allotment and have no resource implication.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 300

Calendar Section Type: Course

Description of Change: AHSC 300 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

AHSC 300 Supporting Inclusion through Leisure and Therapeutic Recreation (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: AHSC 241, AHSC 260, AHSC 281.

Description :

Description :

This course provides an overview of the ways leisure and therapeutic recreation practice can contribute to exclusion as well as support inclusion. By recognizing that exclusion happens when interconnected identity-related differences (e.g., race, class, gender, age, ability, sexual orientation) result in a lack of opportunities for full participation in society, this course examines how exclusion exists within the realm of leisure. This course examines how inclusion encourages respect for differences and how the removal of obstacles allows for participation in community life. This course identifies ways leisure spaces and practices support inclusion across a range of differences. Each student is required to complete a 16-hour placement at an organization that supports individuals at risk of exclusion.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

The faculty of the department observe in their daily practice the prevalence of exclusion in today's society and that we are dealing with individuals who experience chronic exclusion. Considering the broadening scope of Leisure Studies and Therapeutic Recreation practice, students need to be exposed to a course that invites them to examine the ways leisure spaces and practices may be unwittingly contributing to exclusion, and to understand how they can support inclusion, diversity, and equity for the individuals with whom they work. This course will be required for Therapeutic Recreation Specialization students, and will be available as a program option for Specialization and Major students in Recreation and Leisure Studies.

Resource Implications:

This course is part of the course allotment and has no resource implication.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 323

Calendar Section Type: Course

Description of Change: AHSC 323 Gender and Leisure Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 323 Gender and Leisure (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 241 ~~or AHSC 242~~. Students must have completed 24 university credits prior to enrolling.

Description :

This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.

Component(s):

Lecture

Notes :

Rationale:

AHSC 242 is an outdated prerequisite and the course was removed from the calendar long ago (last offered in Winter 2016). The content offered in AHSC 241: Recreation and Leisure in Contemporary Society sufficiently prepares the student for this course.

Resource Implications:

None.

Proposed Text

AHSC 323 Gender and Leisure (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 241 . Students must have completed 24 university credits prior to enrolling.

Description :

This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 333

Calendar Section Type: Course

Description of Change: AHSC 333 Leisure and the Environment
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 09 Sep 2023

Effective/Push to SIS date: 09 Sep 2023

Implementation/Start date: 09 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 333 Leisure and the Environment (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 241 or
~~AHSC 242~~. Students must have completed 24 university credits prior
to enrolling.

Description :

This course examines the state of the natural environment, and
explains how leisure service providers play a crucial leadership role in
fulfilling the needs of both the public and the environment.

Component(s):

Lecture

Notes :

Rationale:

AHSC 242 is an outdated prerequisite and the course was removed from the calendar long ago (last offered in Winter
2016). The content offered in AHSC 241: Recreation and Leisure in Contemporary Society sufficiently prepares the student for this course.

Resource Implications:

None.

Proposed Text

AHSC 333 Leisure and the Environment (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 241 .
Students must have completed 24 university credits prior to enrolling.

Description :

This course examines the state of the natural environment, and explains
how leisure service providers play a crucial leadership role in fulfilling
the needs of both the public and the environment.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 338

Calendar Section Type: Course

Description of Change: AHSC 338 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

AHSC 338 Therapeutic Recreation in the Context of Disability (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: AHSC 220, AHSC 281.

Description :

Description :

This course gives an overview of the role of therapeutic recreation services for individuals living with disabilities. It focuses on physical, cognitive and emotional diagnostic criteria, analyzes the facilitators and constraints to recreation participation along with the planning and designing of a safe and accessible recreational environment.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Other note :

Other note : Students who have received credit for AHSC 383 or AHSC 384 may not take this course for credit.

Rationale:

The new AHSC 338:Therapeutic Recreation in the Context of Disability will combine the role of both physical and cognitive disabilities in Therapeutic Recreation. The current division of these disabilities between AHSC 383:Therapeutic Recreation and Physical Disabilities and AHSC 384:Therapeutic Recreation: Cognitive Disabilities and Illness, makes a false distinction that one impairment is quite separate from another. Content relative to programming has been redistributed to other courses AHSC 338 and AHSC 448.

Aside from the focus on different types of disabilities, we have come to be aware that there is considerable overlap in the discussion of facilitators and barriers to leisure engagement, as well as in the focus on the TR process for these various impairments. This overlap is inefficient for the students.

It also fails to give the students a holistic understanding of persons living with disabilities. Separating cognitive and physical disabilities makes a false distinction that one impairment is quite separate from another. For example, aging adults may experience dementia and a physical disability such as arthritis, diabetes, or heart disease. Similarly, youth who have experienced a spinal cord injury may also experience depression or anxiety.

Each course requires a 16-18 hour volunteer placement in a health care or community setting, working with recreation practitioners providing services for clients with physical (AHSC 383) and cognitive (AHSC 384) disabilities. These placement experiences have also become increasingly similar between the two courses due to the overlap noted above.

Lastly, in order to create space for students to engage in the new AHSC 300 course, we are able to combine existing content for AHSC 383 (physical disabilities) and AHSC 384 (cognitive disabilities) by streamlining (i.e., eliminating the repetition of) the content on facilitators and barriers to leisure engagement and the TR process from both courses into one 3-credit course.

Resource Implications:

This course is part of the course allotment and has no resource implication.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 348

Calendar Section Type: Course

Description of Change: AHSC 348 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

AHSC 348 Concepts in Therapeutic Recreation Programming I (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: AHSC 241, AHSC 260, AHSC 281. Students must have completed 24 university credits prior to enrolling.

Description :

Description :

This course explores current therapeutic recreation practices with emphasis on the therapeutic recreation assessment and planning process in community and clinical settings with a variety of clientele. Students critically examine therapeutic recreation theories and models to understand how they provide a framework for assessing clients and planning therapeutic recreation services at comprehensive and specific program levels.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Other note :

Other note : Students who have received credit for AHSC 381 may not take this course for credit.

Rationale:

This first design course covers core foundational knowledge and concepts in the Therapeutic Recreation program. The core concepts taught in the design course center around the Assessment, Planning, Implementation, and Evaluation (APIE) process. This process is the cornerstone to the therapeutic recreation practice. To be a more effective learning experience for students in the Specialization in Therapeutic Recreation, the program design course requires more content and more time to process this content than the current AHSC 381: Concepts in Therapeutic Recreation programming allows. Currently, we observe that the students are not well prepared and enter the current course without the basic learning of therapeutic recreation assessment. Without this knowledge, it is challenging for students to effectively apply the Assessment, Planning, Implementation, Evaluation (APIE) process in situ and build on prior knowledge base. This change to a two-part course affords students the opportunity to learn the process in a logical sequence, time to explore each step of the process in more detail, better preparing them to apply it in situ in part two of the course. Emphasis is placed on methods and procedures with field experience so that students will have the

knowledge and skills to apply the therapeutic recreation process successfully in the community. A 24-credit prerequisite requirement is added as this is a standard in all 300-level AHSC courses and ensures that students are adequately prepared for this level of study.

Resource Implications:

This course is part of the course allotment and has no resource implication.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 381

Calendar Section Type: Course

Description of Change: AHSC 381 Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~AHSC 381 Concepts in Therapeutic Recreation Programming (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: AHSC 241, AHSC 260, AHSC 281. Students must have completed 24 university credits prior to enrolling.~~

Description :

~~This course explores current therapeutic recreation practices with emphasis on rehabilitation in community and clinical settings such as hospitals, group homes, psychiatric centres, rehabilitation clinics, and correctional centres. Leisure planning and assessment models are studied to identify the modes of recreational activity which may be used as an intervention.~~

Component(s):

~~Lecture ; Fieldwork~~

Notes :

Rationale:

This course will be replaced by AHSC 348:Concepts in Therapeutic Recreation Programming 1 in order to learn the core concepts of the Assessment, Planning, Implementation and Evaluation (APIE) process. The department is placing methods and procedures with field experience and aims to achieve this learning by creating the sequence of two 3-credits courses: AHSC 348:Concepts in Therapeutic Recreation Programming I and AHSC 448:Concepts in Therapeutic Recreation Programming II.

Resource Implications:

None.

Prerequisites:

Description :

Component(s):

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 383

Calendar Section Type: Course

Description of Change: AHSC 383 Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~AHSC 383 Therapeutic Recreation and Physical Disabilities (3 credits)~~

Prerequisites:

~~The following courses must be completed previously: AHSC 220, AHSC 281.~~

Description :

~~This course gives an overview of the role and impact of therapeutic recreation services for individuals with physical disabilities and limitations. It analyzes the barriers to recreation participation along with the planning and designing of a safe and accessible recreational environment.~~

Component(s):

~~Lecture ; Fieldwork~~

Notes :

Rationale:

The new course AHSC 338: Therapeutic Recreation in the Context of Disability will combine both the role of physical and cognitive disabilities in Therapeutic Recreation, whereas the current AHSC 383: Therapeutic Recreation: Cognitive Disabilities and Illness only covers cognitive disabilities.

Aside from the focus on different types of disabilities, we have come to be aware that there is considerable overlap in the discussion of facilitators and barriers to leisure engagement, as well as in the focus on the TR process for these various impairments. This overlap is inefficient for the students.

It also fails to give the students a holistic understanding of persons living with disabilities. Separating cognitive and physical disabilities makes a false distinction that one impairment is quite separate from another. For example, aging adults may experience dementia and a physical disability such as arthritis, diabetes, or heart disease. Similarly, youth who have experienced a spinal cord injury may also experience depression or anxiety.

In order to create space for students to engage in the new AHSC 300 course, we are able to combine existing content for AHSC 383 (physical disabilities) and AHSC 384 (cognitive disabilities) by streamlining (i.e., eliminating the repetition of) the content on facilitators and barriers to leisure engagement and the TR process from both courses into one 3-credit course.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 384

Calendar Section Type: Course

Description of Change: AHSC 384 Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~AHSC 384 Therapeutic Recreation: Cognitive Disabilities and Illness
(3 credits)~~

~~Prerequisites:~~

~~The following courses must be completed previously: AHSC 220,
AHSC 281.~~

~~Description :~~

~~This course gives an overview of the role of therapeutic recreation services for individuals with cognitive disabilities and limitations or illness. It focuses on the etiology, impact, and barriers related to specific conditions. It also studies legislation trends and resources for community recreation integration and the role of transitional programs.~~

~~Component(s):~~

~~Lecture ; Fieldwork~~

~~Notes :~~

Rationale:

The new course AHSC 338: Therapeutic Recreation in the Context of Disability will combine both the role of physical and cognitive disabilities in Therapeutic Recreation, whereas the current AHSC 384: Therapeutic Recreation: Cognitive Disabilities and Illness only covers cognitive disabilities.

Aside from the focus on different types of disabilities, we have come to be aware that there is considerable overlap in the discussion of facilitators and barriers to leisure engagement, as well as in the focus on the TR process for these various impairments. This overlap is inefficient for the students.

It also fails to give the students a holistic understanding of persons living with disabilities. Separating cognitive and physical disabilities makes a false distinction that one impairment is quite separate from another. For example, aging adults may experience dementia and a physical disability such as arthritis, diabetes, or heart disease. Similarly, youth who have experienced a spinal cord injury may also experience depression or anxiety.

In order to create space for students to engage in the new AHSC 300 course, we are able to combine existing content for AHSC 383 (physical

disabilities) and AHSC 384 (cognitive disabilities) by streamlining (i.e., eliminating the repetition of) the content on facilitators and barriers to leisure engagement and the TR process from both courses into one 3-credit course.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 427

Calendar Section Type: Course

Description of Change: AHSC 427 Administration of Therapeutic Recreation and Leisure Services Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 361 ; AHSC ~~371~~ or AHSC ~~381~~. Students must have completed 60 university credits prior to enrolling.

Description :

This course offers an analysis of the processes involved in planning and managing therapeutic recreation and leisure service delivery systems. Topics to be studied include principles of planning, organization, budgeting, and supervision.

Component(s):

Lecture

Notes :

Rationale:

As AHSC 381 Concepts in Therapeutic Recreation Programming is removed from the calendar, it is removed from the prerequisite to this course. It is replaced by AHSC 348 Concepts in Therapeutic Recreation Programming 1. This first design course covers core foundational knowledge and concepts in the Therapeutic Recreation program. The core concepts taught in the design course center around the Assessment, Planning, Implementation, and Evaluation (APIE) process. This process is the cornerstone to the therapeutic recreation practice. To be a more effective learning experience for students in the Specialization in Therapeutic Recreation, the program design course requires more content and more time to process this content than the current AHSC 381: Concepts in Therapeutic Recreation Programming allows. Currently, we observe that the students are not well prepared and enter the current course without the basic learning of therapeutic recreation assessment. Without this knowledge, it is challenging for students to effectively apply the Assessment, Planning, Implementation, Evaluation (APIE) process in situ and build on prior knowledge base. This change to a two-part course affords students the opportunity to learn the process in a logical sequence, time to explore each step of the process in more detail, better preparing them to apply it in situ in part two of the course. Emphasis is placed on methods and procedures with field experience so that students will have the knowledge and skills to apply the therapeutic recreation process successfully in the community.

Resource Implications:

None.

Proposed Text

AHSC 427 Administration of Therapeutic Recreation and Leisure Services (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 361 ; AHSC 348 or AHSC 371 . Students must have completed 60 university credits prior to enrolling.

Description :

This course offers an analysis of the processes involved in planning and managing therapeutic recreation and leisure service delivery systems. Topics to be studied include principles of planning, organization, budgeting, and supervision.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 432

Calendar Section Type: Course

Description of Change: AHSC 432 Seminar in Therapeutic Recreation Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 432 Seminar in Therapeutic Recreation (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC ~~321~~, AHSC ~~361~~, AHSC ~~381~~, AHSC ~~383~~, ~~AHSC 384~~. Students must have completed 60 university credits prior to enrolling.

Description :

This is a third-year interdisciplinary seminar in which students can tie together all that they have learned in the Therapeutic Recreation program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.

Component(s):

Seminar

Notes :

Rationale:

AHSC 381, AHSC 383, AHSC 384 are pre-requisites removed from this course. These pre-requisites are being replaced by AHSC 338: Therapeutic Recreation in the Context of Disability and AHSC 348: Concepts in Therapeutic Recreation Programming I. The listed prerequisites are being removed because they are no longer courses. The new courses will replace the content from the deleted courses.

Resource Implications:

None.

Proposed Text

AHSC 432 Seminar in Therapeutic Recreation (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 321, AHSC 338, AHSC 348, AHSC 361. Students must have completed 60 university credits prior to enrolling.

Description :

This is a third-year interdisciplinary seminar in which students can tie together all that they have learned in the Therapeutic Recreation program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.

Component(s):

Seminar

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 438

Calendar Section Type: Course

Description of Change: AHSC 438 Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~AHSC 438 Internship in Therapeutic Recreation (9 credits)~~

Prerequisites:

~~The following courses must be completed previously: AHSC 361, AHSC 381, AHSC 383, AHSC 384. Students must have completed 60 university credits. Permission from the Department is required.~~

Description :

~~This course provides students with an opportunity to design, implement, and evaluate programs, to facilitate groups in a variety of settings, and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.~~

Component(s):

~~Practicum/Internship/Work Term~~

Notes :

Rationale:

The current AHSC 438: Internship in Therapeutic Recreation is deleted as it no longer fills the needs of the program and the certification requirements. The department is requesting an increase of 3 credits for the internship, from 9 to 12 credits, with the new AHSC 483: Internship in Therapeutic recreation, in order for the Specialization in Therapeutic Recreation degree to be compliant and eligible for the National Council for Therapeutic Recreation Certification (NCTRC), the multinational certifying body. This will keep the AHSC program competitive and compliant with the required national standards.

Resource Implications:

None.

Prerequisites:

Description :

Component(s):

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 442

Calendar Section Type: Course

Description of Change: AHSC 442 Community Development and Leisure Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 442 Community Development and Leisure (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC ~~361~~; AHSC ~~371~~ or AHSC ~~381~~. Students must have completed 30 university credits prior to enrolling.

Description :

This course involves the examination of philosophical and theoretical community development approaches in the field of leisure studies. Students explore the numerous elements of community development practice including citizen engagement, relationship building, and community capacity. Students develop their understanding of current trends in community development and critically examine its implications for practice in the context of leisure.

Component(s):

Lecture ; Fieldwork

Notes :

Rationale:

As AHSC 381 is removed from the calendar, it is removed from the prerequisite to this course. It is replaced by AHSC 348: Concepts in Therapeutic Recreation Programming 1.

Resource Implications:

None.

Proposed Text

AHSC 442 Community Development and Leisure (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 361; AHSC 348 or AHSC 371. Students must have completed 30 university credits prior to enrolling.

Description :

This course involves the examination of philosophical and theoretical community development approaches in the field of leisure studies. Students explore the numerous elements of community development practice including citizen engagement, relationship building, and community capacity. Students develop their understanding of current trends in community development and critically examine its implications for practice in the context of leisure.

Component(s):

Lecture ; Fieldwork

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 448

Calendar Section Type: Course

Description of Change: AHSC 448 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

AHSC 448 Concepts in Therapeutic Recreation Programming II (3 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously: AHSC 348.

Description :

Description :

This course explores current therapeutic recreation practices with emphasis on the implementation and evaluation of Therapeutic Recreation services. Students critically examine Therapeutic Recreation theories and models to understand how they provide a framework for providing TR services. Students apply the Therapeutic Recreation process in community and clinical settings with a variety of client groups.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Other note :

Other note : Students who have received credit for AHSC 450 may not take this course for credit.

Rationale:

This design course is a continuation of AHSC 348 and covers core foundational knowledge and concepts in the Therapeutic Recreation program. The core concepts taught in the design course center around the Assessment, Planning, Implementation, and Evaluation (APIE) process. This process is the cornerstone to the therapeutic recreation practice. To be a more effective learning experience for students in the Specialization in Therapeutic Recreation, the program design course requires more content and more time to process this content than the current AHSC 381: Concepts in Therapeutic Recreation Programming allows. Currently, we observe that the students are not well prepared and enter the current course without the basic learning of therapeutic recreation assessment. Without this knowledge, it is challenging for students to effectively apply the APIE process in situ and build on prior knowledge base. This second course will afford students the opportunity to learn the process in a logical sequence, time to explore each step of the process in more detail, better preparing them to apply it in situ in part two of the course. Emphasis is placed on methods and procedures with field experience so that students will have the knowledge and skills to apply the therapeutic recreation process successfully in the community.

Resource Implications:

This course is part of the course allotment and has no resource implication. The program has been reworked so that the overall number of courses offered are not impacted.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 450

Calendar Section Type: Course

Description of Change: AHSC 450 Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~AHSC 450 Therapeutic Recreation Assessment and Leisure
Counselling (3 credits)~~

Prerequisites:

Prerequisites:

~~The following course must be completed previously: AHSC 281.
Students must have completed 30 university credits prior to enrolling.~~

Description :

Description :

~~This course focuses on the use of assessment applied to individual
leisure abilities, interests and needs, and the application of counselling
theory to the field of therapeutic recreation and leisure services. A
variety of assessment tools are analyzed/interpreted. Theories, models,
and methods of therapeutic recreation and leisure counselling are
discussed.~~

Component(s):

Component(s):

~~Lecture~~

Notes :

Notes :

Rationale:

This course will be replaced by AHSC 448: Concepts in Therapeutic Recreation Programming II. The current sequence of AHSC 381: Concepts in Therapeutic Recreation Programming and AHSC 450: Therapeutic Recreation Assessment and Leisure Counselling, does not allow the required time for the learning of the core concepts of the Assessment, Planning, Implementation, and Evaluation (APIE) process. The department is placing methods and procedures with field experience and aims to achieve this learning by creating the sequence of two 3-credits courses: AHSC 348: Concepts in Therapeutic Recreation Programming I and AHSC 448: Concepts in Therapeutic Recreation Programming II.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Therapeutic Recreation changes

Calendar Section Name: AHSC 483

Calendar Section Type: Course

Description of Change: AHSC 483 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2023

Effective/Push to SIS date: 01 Sep 2023

Implementation/Start date: 01 Sep 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

AHSC 483 Internship in Therapeutic Recreation (12 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: 60 university credits including AHSC 230, AHSC 241, AHSC 260, AHSC 281, AHSC 338, AHSC 348, AHSC 361. Permission from the Department is required.

Description :

Description :

This course provides students with an opportunity to design, implement, and evaluate programs, to facilitate groups in a variety of settings, and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

Component(s):

Component(s):

Practicum/Internship/Work Term

Notes :

Notes :

Other note :

Other note : Students who have received credit for AHSC 438 may not take this course for credit.

Rationale:

The department is requesting an increase of 3 credits for the internship, from 9 to 12 credits, with the new AHSC 483: Internship in Therapeutic recreation, in order for the Specialization in Therapeutic Recreation degree to be compliant and eligible for the National Council for Therapeutic Recreation Certification (NCTRC), the multinational certifying body. This will keep the AHSC program competitive and compliant with the required national standards. AHSC 483 will require 560 hours of practice, whereas the current one requires 360 hours, to align with the requirements of the National Council for Therapeutic Certification (NCTRC).

Resource Implications:

This course is part of the course allotment and has no resource implication.

Impact Report

Programs

Major in Recreation and Leisure Studies

Source of Impact

- AHSC 323
- AHSC 333
- AHSC 427
- AHSC 442
- AHSC 450

Specialization in Recreation and Leisure Studies

Source of Impact

- AHSC 427
- AHSC 442
- Recreation Programming Group

Specialization in Therapeutic Recreation

Source of Impact

- AHSC 381
- AHSC 383
- AHSC 384
- AHSC 427
- AHSC 432
- AHSC 438
- AHSC 442
- AHSC 450

Defined Groups

IP Notations

Source of Impact

- AHSC 438

Recreation Programming Group

Source of Impact

- AHSC 323
- AHSC 333
- AHSC 450

Courses

AHSC 300 New

Source of Impact

AHSC 338 New

Source of Impact

AHSC 348 New

Source of Impact

AHSC 427

Source of Impact

- AHSC 381

AHSC 432

Source of Impact

- AHSC 381
- AHSC 383
- AHSC 384

AHSC 438

Source of Impact

- AHSC 381
- AHSC 383
- AHSC 384

AHSC 442

Source of Impact

- AHSC 381

AHSC 448 New

Source of Impact

AHSC 483 New

Source of Impact

Regulations

Arts

Source of Impact

- Specialization in Therapeutic Recreation

CONCORDIA UNIVERSITY
Department of Applied Human Sciences
AHSC 300 Lecture 01 (3 credits)
Supporting Inclusion through Leisure and Therapeutic Recreation

Pre-requisites: AHSC 241, AHSC 260, AHSC 281

Course Readings: Course readings listed for each week are available on course reserve. In preparation for class discussion, each student is required to complete the assigned readings **prior** to class.

Course Description:

This course provides an overview of the ways leisure and therapeutic recreation practice can contribute to exclusion as well as support inclusion. By recognizing that exclusion happens when interconnected identity-related differences (e.g., race, class, gender, age, ability, sexual orientation) result in a lack of opportunities for full participation in society, this course examines how exclusion exists within the realm of leisure. Additionally, by examining how inclusion encourages respect for differences and the removal of obstacles to participate in community life, this course will identify ways leisure spaces and practices support experiences of inclusion across a range of differences.

Course Objectives:

1. Investigate key concepts related to inclusion
2. Identify contributory factors leading to exclusion
3. Confront and think critically about the relationship between leisure, therapeutic recreation, inclusion and exclusion
4. Examine barriers and facilitators to full leisure participation for individuals at risk of exclusion
5. Recognize ways leisure spaces and practices can more fully support inclusion
6. Engage with local community organizations that support individuals at risk of exclusion to gain direct knowledge of inclusionary initiatives.
7. Critically reflect about our beliefs, identities, choices, experiences, and actions in relation to experiences of exclusion and inclusion

Course Format and Requirements:

This class will include a number of different learning formats including lectures, group discussions, guest lectures, self-learning, in-class activities and community placements. Students are expected to arrive to class on time and be fully prepared to contribute to lectures in a respectful manner. For example, each student is expected to perform all assigned readings before class.

Student Evaluation Format:

Evaluation assignments have been designed to provide students with a range of opportunities to demonstrate their knowledge in the area. The evaluations are as follows:

Evaluative Component	Due Date	Value (%)
Inclusion literature review	TBD	20
Mid-term exam	TBD	25
Final exam	TBD	25
Placement paper	TBD	20
Placement presentation	TBD	10
	Total	100

Assignment Descriptions:

Value Component

20% Inclusion Literature review

The purpose of the inclusion literature review is to explore the ways difference, powerlessness, marginalization, and oppression exacerbate experiences of exclusion. Areas of exploration may include but are not limited to age, class and poverty, (dis)ability, race and ethnicity, sexual and gender identities, and status. The paper should also explore promising practices that contribute to inclusion for individuals at risk of exclusion.

Papers should be approximately five pages (double-spaced, 12-point font), include a brief introduction and conclusion and include a minimum of seven references to academic literature. **Please use APA style of referencing.**

25% Mid-term Exam

The mid-term exam will include a combination of multiple choice and short answer questions. Students are responsible for all course material, including lectures, class discussions, readings, and guest speakers. The format for the exam will be a mixture of multiple choice and short answer questions.

25% Final Exam

The final exam will focus on all material covered after the mid-term exam. Students are responsible for all course material, including lectures, class discussions, readings, and guest speakers. The format for the final will be a mixture of multiple choice and short answer questions.

20% Placement Paper

Each student is required to complete a 16-hour volunteer placement at an organization that supports individuals at risk of exclusion. The purpose of the placement is for students to gain acquire direct knowledge of programs and initiatives aimed to support inclusion. While not all

organizations will be specifically designated as leisure service providers, each organization will offer some form of leisure programming. As a guide, placements are typically two hours per week for eight weeks (for a total of 16 hours). However, the number of hours completed per week may vary depending on the organization's programming structure.

In order to ensure a successful placement, it is **extremely important** that you:

- complete your placement hours in accordance with the needs of the organization
- keep your commitments and show up when your supervisor is expecting you
- communicate any planned or unforeseen absences immediately
- agree upon a start and end date for your placement and stick to it

Your placement is intended for you to actively assist during leisure programming in order to understand how such program contributes to inclusion. Please take thoughtful notes throughout your placement that contain critical reflection on your experience.

Papers should address the following components:

- Critical reflection about how power manifests itself differently based on our unique combinations of race, class, gender, sexuality, ability, age, wealth, education level, country of origin, etc. and how these power structures influence experiences of exclusion and inclusion within the realm of leisure
- A brief summary of the programs or initiatives that you participated in during your placement and your thoughtful insight about what inclusion looks like at the organization and the ways the organization incorporates inclusionary practices
- Comparisons and points of contrast between the programs or initiatives you experience and classroom learnings (reference course readings as appropriate)
- Suggestions for ways to enhance inclusion based on your knowledge of course material and your search of relevant academic literature not assigned for the course (e.g., journal articles, textbooks).

Papers should be approximately 6-7 pages (double-spaced, 12-point font) and include a brief introduction and conclusion. **Please use APA style of referencing.**

10% Placement Presentation

Class time will be set aside to share aspects of the learning you acquired throughout your placement with your classmates. The exact format for presentations will be discussed during class.

Tentative Course Schedule

Date	Topic	Possible Readings
Week 1	Key concepts: inclusion, marginalization and exclusion	<p>Absolon, K. E. (2016). Wholistic and ethical: Social inclusion with indigenous peoples. <i>Social Inclusion</i>, 4(1), 44-56.</p> <p>Galabuzi, G.E. (2016). Social exclusion. In D. Raphael (Ed.), <i>Social determinants of health: Canadian perspectives</i> (pp. 318-418). Canadian Scholars Press.</p> <p>Richmond, T & Saloojee, A. (2005). <i>Social inclusion: Canadian perspectives</i> Fernwood Publishing.</p>
Week 2	Key concepts: inclusion and belonging	<p>D'Eloia, M. H., & Price, P. (2018). Sense of belonging: is inclusion the answer?. <i>Sport in Society</i>, 21(1), 91-105.</p> <p>Fortune, D., & Yuen, F. (2015). Transitions in identity, belonging, and citizenship and the possibilities of inclusion for women leaving prison: Implications for therapeutic recreation. <i>Leisure/Loisir</i>, 39(2), 253-276.</p> <p>Mahar, A. L., Cobigo, V., & Stuart, H. (2013). Conceptualizing belonging. <i>Disability and Rehabilitation</i>, 35(12), 1026-1032.</p> <p>Whyte, C. & Sharpe, E. (2016). Fostering inclusion and belonging. In E. Sharpe, H. Mair, & F. Yuen (Eds.). <i>Community development: Applications for leisure, sport, and tourism</i> (pp. 27-37). Venture Publishing.</p>

<p>Week 3</p>	<p>Right to leisure: Implications for leisure and TR services</p>	<p>Harmon, J. (2021). The right to exist: homelessness and the paradox of leisure. <i>Leisure Studies</i>, 40(1), 31-41.</p> <p>Karev, I., & Doron, I. (2017). The human right to leisure in old age: reinforcement of the rights of an aging population. <i>Journal of aging & Social Policy</i>, 29(3), 276-295.</p> <p>Stodolska, M. (2015) Recreation for all: providing leisure and recreation services in multi-ethnic communities. <i>World Leisure Journal</i>, 57(2), 89-103.</p> <p>Wise, J. (2015). Leisure: A human right. <i>Therapeutic Recreation Journal</i>, 49(2). 166-178.</p>
<p>Week 4</p>	<p>Marginalization and exclusion within the realm of leisure</p>	<p>Dashper, K., & King, J. (2021). The outdoors as a contested leisure terrain. <i>Annals of Leisure Research</i>, 1-9.</p> <p>Lashua, B. D. (2010). ‘Crossing the line’: Addressing youth leisure, violence and socio-geographic exclusion through documentary film-making. <i>Leisure studies</i>, 29(2), 193-206.</p> <p>Tink, L. N., Peers, D., Nykiforuk, C. I., & Kingsley, B. C. (2020). “Vulnerable,” “At-risk,” “Disadvantaged”: How a Framework for Recreation in Canada 2015: Pathways to Wellbeing Reinscribes Exclusion. <i>Leisure/Loisir</i>, 44(2), 151-174.</p>
<p>Week 5</p>	<p>Falling short on inclusion</p>	<p>Knee, E. (2019). Gay, but not inclusive: Boundary maintenance in an LGBTQ space. <i>Leisure Sciences</i>, 41(6), 499-515.</p> <p>Laing, J., & Mair, J. (2015). Music festivals and social inclusion—the festival organizers’ perspective. <i>Leisure Sciences</i>, 37(3), 252-268.</p>

		Oncescu, J., Green, L. & Jenkins, J. (2021) Exclusionary mechanisms of community leisure for low-income families: Programs, policies and procedures, <i>Leisure Sciences</i> , DOI: 10.1080/01490400.2021.1987359
Week 6	Mid-term Exam	

Week 7	Advocating for inclusion	<p>Anderson, L. (2020) Leisure education from an ecological perspective: inclusion and advocacy in community leisure. <i>Leisure/Loisir</i>, 44 (3), 353-373.</p> <p>Fortune, D., Lord, J., Walker, E., & Froehlich, S. (2021). Enhancing belonging within community leisure settings. <i>Loisir et Société/Society and Leisure</i>, 1-15.</p> <p>Reid, C., & Alonso, M. (2018). Imagining inclusion: Uncovering the upstream determinants of mental health through Photovoice. <i>Therapeutic Recreation Journal</i>, 52(1), 19-41.</p> <p>Son, J. S. (2018). Marginalization in leisure and health resources in a rural US town: Social justice issues related to age, race, and class. <i>International Journal of the Sociology of Leisure</i>, 1(1), 5-27.</p>
Week 8	Features of inclusionary spaces	<p>Fortune, D., Aubin, G., Timm-Bottos, J., & Hebblethwaite, S. (2021). The art hive as a ‘frame of belonging’ for older adults. <i>Leisure/Loisir</i>, 1-22.</p> <p>Fortune, D. (2020). Envisioning museums as welcoming spaces for belonging. In T. Glover & E. Sharpe (Eds.). <i>Leisure and its communities: Rethinking mutuality, collective expression and belonging in the new century</i> (pp.181-191). Routledge.</p>

		<p>Gallant, K., Litwiller, F., Burns, R., White, C., Hamilton-Hinch, B. & Lauckner, H. (2019) Reaching out, welcoming in: First Voice perspectives on the characteristics of welcoming recreation settings and programs, <i>Leisure/Loisir</i>, 43(4), 499-522.</p> <p>Hodgetts, D., Stolte, O., Chamberlain, K., Radley, A., Nikora, L., Nabalarua, E., & Groot, S. (2008). A trip to the library: Homelessness and social inclusion. <i>Social & Cultural Geography</i>, 9(8), 933-953.</p> <p>Trussell, D. E., & Mair, H. (2010). Seeking judgment free spaces: Poverty, leisure, and social inclusion. <i>Journal of Leisure Research</i>, 42(4), 513-533.</p>
Week 9	Inclusionary programming	<p>Forde, S. D., Lee, D. S., Mills, C., & Frisby, W. (2015). Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants. <i>Sport management review</i>, 18(1), 126-138.</p> <p>Therriault, D. (2017). Implementation of promising practices for LGBTQ inclusion: A multilevel process. <i>Journal of Park and Recreation Administration</i>, 35(3), 123-135.</p> <p>Travers, A. & Deri, J. (2011). Transgender inclusion and the changing face of lesbian softball leagues. <i>International Review for the Sociology of Sport</i>, 46, 488–507.</p>
Week 10	Inclusionary social practices	<p>Eisenman, L. T., Freedman, B., & Kofke, M. (2017). Focus on friendship: Relationships, inclusion, and social well-being. In <i>Handbook of positive psychology in intellectual and developmental disabilities</i> (pp. 127-144). Springer.</p>

		<p>Fortune, D., & McKeown, J. K. L. (2016). Sharing the journey: Exploring a social leisure program for persons with dementia and their spouses. <i>Leisure Sciences</i>, 38(4), 373- 387.</p> <p>Hall, E. (2013). Making and gifting belonging: creative arts and people with learning disabilities. <i>Environment and Planning</i>, 45(2), 244-262.</p>
Week 11	Final Exam	
Week 12	Placement Presentations	

CONCORDIA UNIVERSITY

Department of Applied Human Sciences AHSC 348: Concepts in Therapeutic Recreation Programming I Fall

Instructor:

Office Hours:

Lectures:

Pre-requisites: AHSC 241, 260, 281, and 24 credits completed. If you have not completed these requirements you must withdraw from the course.

Required Readings:

burlingame, J., & Blaschko, T. M. (2010). Assessment tools for recreational therapy and related fields (4th ed.). Ravensdale, WA: Idyll Arbor.

Stumbo, N. J., & Peterson, C. A. (2021). Therapeutic recreation program design (6th ed.). State College, PA: Venture.

Course Description: This course explores current therapeutic recreation practices with emphasis on the TR assessment and planning process in community and clinical settings with a variety of clientele. Students will critically examine TR theories and models to understand how they provide a framework for assessing clients and planning TR services at both a comprehensive and specific program level.

Course Objectives:

This course will aim to help students develop an understanding of and competence in the following:

1. Critically examine TR theories and models to understand how they provide a framework for client assessment and planning of TR services on both a comprehensive and specific program level.
2. To become competent in the skills and techniques of TR program design including;
 - Client assessment:
 - The role and importance of assessment in therapeutic recreation
 - Issues in developing assessment tools
 - Process of selection of appropriate assessment tools
 - Formal documentation techniques and abbreviations
 - Facilitation techniques in assessment
 - Planning of client and program evaluation

- Program/intervention planning:
 - specific program design
 - activity analysis and activity modification

Course Format and Requirements:

This class will include a number of different learning formats including: lectures, group discussions, self-learning, in class activities, and guest lectures. The course offers an opportunity to integrate information from other classes and develop applied skills to be used in the TR profession. The application of theory to practice will be a major component of this course. Lectures notes will be available on Moodle. Students are expected to come to classes fully prepared and perform all assigned readings before class. Students will be encouraged to ask critical questions in a respectful manner.

Student Evaluation Format:

Evaluation assignments have been designed to provide students with a range of opportunities to demonstrate their knowledge in the area. The evaluations are as follows:

Evaluative Component	Due Date	Value (%)
Article Review	TBD	20
Midterm Exam	TBD	20
Final Exam	TBD	30
Client Assessment Project	TBD	30
	Total	100

The total number of points in the course is 100. These points can be translated into grade equivalents according to the following grading system:

LETTER GRADE	GPA	VALUE	DESCRIPTOR
A+	4.3	98 - 100	Outstanding
A	4	94 - 97	
A-	3.7		
B+	3.3	85 - 89	Very Good
B	3	80 - 84	
	2.7	76 -7 9	
C+	2.3	72 - 75	Satisfactory
C	2	67 - 71	
C-	1.7	63 - 66	
D+	1.3	59 - 62	Marginal Pass
D	1	54 - 58	
D-	0.7	50 - 53	

FNS	0	0 - 49	Poor - Failure
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Assignment Descriptions

All assignments are due electronically via **Moodle** only (with the exception of the video file; please see further instruction below), and must follow **APA guidelines**. All written assignments must be saved as a **.pdf file**.

20% Article Review

For this assignment, you are to select any published article about assessment and disability. **Note: this article must be from a professional or academic journal. Book chapters will not be accepted.**

Using your chosen article, you are required to write a 5-7 page article review outlining the following:

- Population
- The purpose of the assessment
- Relevance to leisure or TR
- Reported evidence of reliability and validity
- Plans for further development.

Your review should also include a critique of the utility of the article for TR or leisure practitioners. I would also like you to briefly discuss how you could potentially use this assessment with other populations. The review should follow all APA guidelines and formats. The title page and reference list will not be considered part of the overall page count. Please attach the article to your review as an appendix.

30% Client Assessment Project

The purpose of this assignment is to develop an awareness of the pertinent issues and challenges of carrying out assessments. This assignment offers students an opportunity to experience three different elements: role playing a client with specific limitations and issues, selecting an appropriate assessment tool and carrying out the assessment and documenting the results, and collecting data and then using the data in some useful way to design appropriate TR services to support the client.

For this assignment, students will be working in groups of three (or four, only if necessary). Within your group everyone will get a chance to role play a specific client, observe and give feedback to the TRS, and serve as a TR specialist. In the case of groups of four, each person will rotate responsibilities until each has had an opportunity in each role.

The assignment involves meeting a client you have been referred to (this can be done virtually via Zoom or another virtual meeting platform of your choice, or may be recorded in person). You will be given a brief description of the client. You are to carry out assessments that you determine are appropriate. Depending on the client, you may need several methods or visits, so you should start the assignment early. Following the assessment, you are to summarize your results and design a plan to develop services for the client. Note the following in completing this project:

- a) Each student will get a role to play a specific predetermined client that has been randomly selected. For this role you will be given more detail (than your assessor) and be required to role play as this person. You may need to consult your notes from other classes and consult classmates to get background information to enhance your role. Once your group is identified, inform the instructor and a kit (containing all the roles) will be given to your group on **(TBD)** during class (details of this class meeting will be provided at a later date).
- b) When the assessment process is finished, you are required to complete an **individual** written summary. The summary should include:
 - An introduction to your client
 - a description of the assessment(s) you chose with a rationale
 - data results presented in a useable format
 - a critical self-evaluation
 - and notes prepared for the team meetings on **TBD**
- d) A TRS feedback sheet must also be prepared. The TRS feedback sheet is a one page formal feedback given to the TRS you observed. The feedback should include your name and the student you observed with feedback on the assessment process including strengths, considerations for future assessments, rapport with client, effectiveness and general observations. This feedback will be provided to the student once their written summary is returned.
- e) The written summary is due on **TBD**.

The video file (recorded assessments of each client by a TRS) are also due on **TBD**, and is to be shared with me (michelle.vezina@concordia.ca) via Microsoft OneDrive (please refer to the following for instructions on how to obtain Microsoft 360 for students should you not currently have access to OneDrive: <https://www.concordia.ca/it/services/office-365-education.html>). Assessment sessions can be recorded using Zoom, or another platform that allows you to record and save virtual meetings, or may be recorded in person using any suitable device. Please name your video file clearly indicating the last names of your group members. Please make sure to

save a copy of the video on your computer should there be any technical issues uploading /opening your files. **There are no extensions for this project.**

The 30 points for the client video assignment will be assigned as follows:

5 points for an accurate well-prepared portrayal of your character (creativity is encouraged!).

5 points for the selection of an assessment procedure with a rationale. Specifically, you should outline why you selected the method you did to assess your client.

10 points on your demonstrated ability to present the assessment data in some useable format with a plan of future services for the client, based on your assessment.

5 points for the self-evaluation of your learning as a result of reviewing the assessment. Specifically identify your strengths and weaknesses as a TR specialist. What would you do differently?

5 points for active participation in the professional team meeting on the client you assessed on **TBD**, and for detailed feedback to the TRS on the feedback sheet. *If you miss the professional team meeting for your client, you will forfeit the five points.*

Please note: While you are working in a group to complete the various roles of the project, this is an individual grade and students are required to do their own work for this assignment.

20% Midterm Exam

The exam will take place in class on **TBD** during class time. It will be drawn from all class content including lectures and assigned readings to date. Further details of the exam format will be shared in class.

30% Final Exam

The exam will take place in class on **TBD** during class time. It will be drawn from all class content including lectures and assigned readings, as of the midterm. Further details of the exam format will be shared in class.

Tentative Course Schedule (Subject to change)

Date	Topic	Text Reading
Week 1	Course Overview Introduction to Assessment Assessment in Strengths-based TR practice	burlingame, J., & Blaschko, T. M. : Introduction (pp. 1 – 2) Chapter 1
Week 2	TR Models and Assessment Theory Comprehensive Program Design	burlingame, J., & Blaschko, T. M.: Chapters 2-3

		Stumbo, N. J., & Peterson, C. A.: Chapter 5
Week 3	Standards of Assessment The Assessment Process	burlingame, J., & Blaschko, T. M.: Chapters 4-5
Week 4	Assessment Across the Lifespan Test Construction	burlingame, J., & Blaschko, T. M.: Chapters 6-7
Week 5	Documentation and Charting Signs and Scales Overview of Leisure Assessment Tools	burlingame, J., & Blaschko, T. M.: Chapter 8-9 Chapter 10 (pp 201 -203) Chapter 11 (pp 305 – 318) Chapter 12 (pp 519 – 522)
Week 6	Midterm exam	
Week 7	Interviewing and Observation Leisure Counseling	burlingame, J., & Blaschko, T. M.: Chapter 15-16
Week 8	Quality Assurance Assessment and Cultural Considerations Introduction to Program Evaluation	burlingame, J., & Blaschko, T. M. : Chapter 14 Dieser, R. B. (2014). Cross-Cultural Assessment in Therapeutic Recreation. <i>Therapeutic Recreation Journal</i> , 48(1), 1–14. (available on course reserves)
Week 9	Specific Program Design	Stumbo & Peterson: Chapter 6 Anderson & Heyne: Chapter 10 (available on course reserve)
Week 10	Activity Analysis, Task Analysis, and Activity Modification	Stumbo & Peterson: Chapter 7
Week 11	Final Exam	
Week 12	Professional Team Meetings Client Assessment Due - Video & Summary	

CONCORDIA UNIVERSITY

Department of Applied Human Sciences

AHSC 448: Concepts in Therapeutic Recreation Programming II

Instructor:

Office Hours:

Lectures:

Pre-requisites: AHSC 348. If you do not have the necessary prerequisites, you must withdraw from this course.

Required Readings:

Stumbo, N. J., & Peterson, C. A. (2021). Therapeutic recreation program design (6th ed.). State College, PA: Venture.

Anderson, L., & Heyne, L. (2021). Therapeutic recreation practice: A strengths approach (2nd ed.). State College, PA: Venture.

Course Description:

This course explores current therapeutic recreation practices with emphasis on the implementation and evaluation of TR services. Students will critically examine TR theories and models to understand how they provide a framework for providing TR services and apply the TR process in community and clinical settings with a variety of client groups.

Course Objectives:

This course will aim to help students develop an understanding of and competence in the following:

1. Critically examine TR theories and models to understand how they provide a framework for providing TR services.
2. To become competent in the skills and techniques of TR program design including:
 - Implementation/facilitation techniques
 - Documentation/progress reports
 - Conducting program and client evaluations
3. Critically examine professional issues in relation to TR program design

Course Format and Requirements:

This class will include a number of different learning formats that include lectures, group discussions, guest lectures, self-learning, and in-class activities. Lectures notes will be available on Moodle. Students are expected to come to classes fully prepared and perform all assigned readings before class. Students will be encouraged to ask critical questions in a respectful manner. This class includes an experiential learning component in a community or clinical setting.

Student Evaluation Format:

Evaluation assignments have been designed to offer a range of opportunities for student expression. The evaluations are as follows:

Evaluative Component	Due Date	Value (%)
Program Resource File	TBD	20
Midterm Exam	TBD	30
TR Program Plan (pairs)	TBD	30
TR Program Presentation (pairs)	TBD	10
Self and peer evaluations	TBD	10
	Total	100

The total number of points in the course is 100. These points can be translated into grade equivalents according to the following grading system:

LETTER GRADE	GPA	VALUE	DESCRIPTOR
A+	4.3	98 - 100	Outstanding
A	4	94 - 97	
A-	3.7	90 - 93	
B+	3.3	85 - 89	Very Good
B	3	80 - 84	
B-	2.7	76 - 79	
C+	2.3	72 - 75	Satisfactory
C	2	67 - 71	
C-	1.7	63 - 66	
D+	1.3	59 - 62	Marginal Pass
D	1	54 - 58	
D-	0.7	50 - 53	
FNS	0	0 - 49	Poor - Failure

All are due via (with of the please below), follow All

Assignment Descriptions assignments electronically Moodle only the exception video file; see further instruction and must APA guidelines. written assignments

must be saved as a .pdf file.

10% Self and Peer evaluation

Teamwork and respect are central tenets of TR practice. You will be evaluated on your ability to behave in a professional and courteous manner throughout the course. You are expected to demonstrate high levels of professionalism when representing yourself and the University, both in class and at your placement site. Attributes such as organizational skills, problem solving ability, accuracy of tasks, thoroughness of work produced, professional conduct, flexibility, creativity, teamwork, etc. are key to your success as a TR professional. You will be expected to actively engage in class exercises and group discussions, with particular emphasis placed on evidence of critical thinking in class, professional conduct during class time and in the completion of the group projects. Courtesy will be extended to each other during class discussions, and class conduct will be respecting and affirming of each student's knowledge, abilities, and contributions. Students will be asked to submit a peer and self-assessment of their professional merit with the placement report. Your professional merit grade will be determined by your self-evaluation, evaluation by your group, and your professor's evaluation of your performance in class and in your groups. Additionally, your professional merit grade will reflect your adherence to assignment due dates and your adherence to course deadlines for your volunteer placement (i.e. timely completion of your placement contract, CNESST form, placement contract information form, and evaluation form). **If any of these components are not submitted to the professor, you will earn a mark of 0 for professional merit.**

30% Midterm Exam

The exam will take place in class on **TBD** during class time. It will be drawn from all class content including lectures and assigned readings to date. Further details of the exam format will be shared in class.

20% Program Resource File

Students will choose **one** facilitation technique from the following list:

- Adventure therapy
- Aquatic therapy
- Therapeutic use of exercise
- Therapeutic use of sports
- Therapeutic use of sailing
- Anger management
- Expressive arts (choose **one** of the following:)
 - Art
 - Music
 - Drama
 - Dance
 - Creative writing or poetry
- Therapeutic use of humour
- Mindfulness
- Stress management

- Therapeutic reminiscence
- Storytelling
- Therapeutic use of magic
- Leisure education
- Therapeutic use of animals
- Therapeutic horseback riding
- Therapeutic use of play
- Therapeutic use of technology

Each student will develop **2 activities** that could be used **within their chosen facilitation technique**. Each activity should be prepared according to the following format (**A template will be provided on Moodle; please adhere to this**):

- Brief description of the activity, including evidence (research) (*1/2 – 1 page*)
- intended population
- group size
- required equipment, facilities, and staff
- one purpose statement
- two goals
- two objectives per goal
- Wherever possible, students are expected to use *research/evaluation* data and resources, such as academic journals (**and not just websites!**) to support their choices. **Utilize APA format for references.**
- **Please submit an electronic version via Moodle by TBD in .pdf format;** All resource files will be uploaded to Moodle to create a ‘master resource file’ that will be available to all students. ***Please save as a word doc (.doc or .docx).*** To upload your assignment, click on the assignment link on Moodle.

30% TR Program Plan

In groups of 2, students will complete a mandatory 6-week TR programming placement. The placement requires two hours per week for a minimum total of 16 hours (this is why you see a lab component associated with the course in your schedule). The purpose of the placement is for students to apply and implement concepts presented in this course in an applied setting. The placement is designed to give students the opportunity to gain skills TR programming with marginalized individuals.

The professor will facilitate the selection of placement sites for each group of students. Each student must complete:

- the Placement Confirmation Form
- the CNESST – Industrial Accident Coverage for Students

Both forms will be posted on Moodle and must be submitted to the professor prior to beginning any stage hours, but no later than **TBD**.

The stage placement is designed to allow each student the opportunity to practice both comprehensive and specific program design, including assessment, program planning and design, activity analysis, implementation strategies, developing a system of documentation, and a formal program evaluation. The placement report will include weekly segments linked directly to class material. **You should plan to implement a 4-week (minimum) program.**

You will provide a written report that summarizes your placement experience by **TBD**. This report must include the following components:

Week 1: (Introduction to the agency and placement, and client information): This week you will get an orientation to the agency and you will talk with the practitioner in order to understand their approach to their TR practice as well as a general understanding of the issues that the clients are facing in that particular setting.

Written Report: Provide an agency description and the mission and goals of TR services. (1 page). Provide information about the population that the agency serves. Include etiology, characteristics, and common interventions (cite your sources!) (1-2 pages).

Week 2: (Specific client information): This week you will get to know the clients that will be participating in your program and decide on a program that will suit their needs.

Written Report: Give a description of the clients that will be participating in your program – using whatever data you can observe or obtain. How were interests and needs assessed for the purpose of your program? Share preliminary ideas for your program. If you are running a pre-existing program, justify need for program (2-3 pages). Please note do not use real names – use pseudonyms when describing program participants to respect their confidentiality.

Week 3: (Program Goals, Objectives, and Plan): This week you will finalize your comprehensive and specific program design and begin implementing your program. Follow the procedures outlined by Stumbo & Peterson, as discussed in class. Consult with your supervisor to get feedback on your goals and objectives.

Written Report: You need to provide a detailed report on your program including overall goals for the comprehensive program, as well as a discussion of facilities, planning, how clients were matched with program, equipment, time, staffing, and a plan for adaptation based on client needs. For your specific program, include an activity analysis, statement of purpose, goals and objectives, and program protocol, (3-4 pages).

You can include the following information in point form:

- Program title
- Purpose
- Goals
- Brief description of population (who program is designed for) and group size
- Number, length and frequency of sessions
- Staff requirements
- Facilities, equipment, and supplies required

- Risk management
- Specific program plan (do not forget to include an activity analysis!):
 - Purpose
 - Goals
 - Objectives
 - Program protocol

Week 4: (Documentation): This week you will keep running your program and making adjustments as needed.

Written Report: Document and describe the methods of documentation you have created. Specifically, discuss how you are recording your data, how you designed a system of reporting, etc. Give examples and link to class materials **(2-3 pages)**.

Week 5: (Progress reports): This week you will keep running your program and making adjustments as needed. You will also practice writing brief progress reports.

Written Report: Brief progress reports on how each client is achieving the objectives of the program or not **(2-3 pages)**.

Week 6: (Evaluation): Run program for last time and evaluate the overall implementation of the program.

Written Report: Include a final evaluation for the program. What worked? What didn't? How would you modify the program next time? **(2-3 pages)**

Each student is required to individually submit a signed **Placement Completion and Evaluation Form** (posted on Moodle). These forms should be completed and handed in *separately* by each student. These evaluation forms will contribute to your professional merit grade, not to the grade for the placement report.

Please Note. The final report should include a title page, table of contents, and references. Appendices may be included, if appropriate. The report should adhere to APA formatting and APA referencing. Each placement report (with the exception of the Placement Completion and Evaluation Form) should be completed in pairs.

10% Placement Presentation

Each student pair will give a short presentation to the class that highlights key aspects of the program you have implemented (e.g., the purpose, goals and objectives, brief description of population) as well as some of the things you learned about program planning as a result of this experience. These presentations will take place during class on TBD

Tentative Course Schedule (Subject to change)

Date	Topic	Text Reading
Week 1	Course overview Review of TR assessment and specific program plan	Stumbo, N. J., & Peterson, C. A., Chapter 1 and 2 Anderson, L., & Heyne, L., Chapter 7
Week 2	Implementation Facilitation techniques	Stumbo, N. J., & Peterson, C. A., Chapter 8 and 9 Anderson, L., & Heyne, L., Chapter 11
Week 3	Documentation	Stumbo, N. J., & Peterson, C. A., Chapter 11 Anderson, L., & Heyne, L., Chapter 13
Week 4	Evaluation Professional issues	Stumbo, N. J., & Peterson, C. A., Chapter 12 and 13 Anderson, L., & Heyne, L., Chapter 14 and 15
Week 5	Midterm Exam	
Week 6	Group discussion and working groups: Introduction to the agency and placement, and client information STAGE week #1	
Week 7	Group discussion and working groups: Specific client information STAGE week #2	
Week 8	Group discussion and working groups: Program Goals, Objectives, and Plan STAGE week #3	

Week 9	Group discussion and working groups: Documentation STAGE week #4	
Week 10	Group discussion and working groups: Progress reports STAGE week #5	
Week 11	Group discussion and working groups: Evaluation STAGE week #6	
Week 12	Program Plan Presentation	

CONCORDIA UNIVERSITY

Department of Applied Human Sciences

AHSC 483 (12 credits) Internship in Therapeutic Recreation Summer 2022

Instructor: Michelle Vezina
Phone: 514-848-2424 ext. 5738
E-mail: michelle.vezina@concordia.ca

Office Hours: By appointment

Pre-requisites: 60 university credits including AHSC 241, 230, 260, 281, 338, 348, 361 and permission of the Department.

Course description:

This course provides students with an opportunity to design, implement, and evaluate programs, to facilitate groups in a variety of settings, and to establish working relationships with field personnel. In consultation with the internship supervisor, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

Course objectives:

- To offer a practical opportunity to apply and critically reflect upon what has been learned in the TR program;
- To develop and apply skills and techniques in the professional practice of TR;
- To become aware of issues and challenges in the field;
- To facilitate the transition between student and professional responsibilities;
- To understand the TR process and develop skills in each of the areas;
- To prepare for a career in TR by learning to work with practitioners and professionals from other disciplines;
- To highlight your skills and interests in a special initiative you develop for the agency;
- To connect with other students and begin to form a professional network;
- To develop a resource file to give you support in practice.

Course requirements:

Each student must secure an internship placement. The instructor will give support, instructions and suggestions for placement agencies. Each student will complete a contract with an agency to work with a TR specialist (see TR Internship Manual **Form B, this form is due within one week of starting your hours**), as well as a **Student Letter of Agreement** and **Institute Letter of Agreement**, provided by the instructor upon site

approval. The completed agreement letters must be received and approved by the instructor PRIOR to the commencement of the internship. NO HOURS WILL BE COUNTED if the instructor has not approved the site. Additionally, students are required to submit the **CNESST Form** (download from AHSC webpage). This form must be signed by BOTH the student and the agency supervisor. Students must complete **minimum hours of full time work over a 14-16 week period**. Internship placements must include the opportunity to carry out the TR process (i.e., assessment, planning, implementation, documentation, evaluation) as part of the learning for this course.

The required hours at the agency: Each student makes a contract with the agency they select. The contract is approved by the student, agency, and the university. **The minimum number of weeks is 14 and the minimum number of hours is 560.** The maximum number of hours per week that a student can work is 40. **If a student wants to do an internship to qualify for the NCTRC, students must do 560 hours over 16 weeks with a certified CTRS.** Students **can not** change the number of hours needed to complete the contract after the internship has started. Students need to complete the total number of hours in order to pass the course.

Final grades:

Final grades will be assigned according to the Department of Applied Human Sciences grading scale (see below).

LETTER GRADE	GPA	VALUE	DESCRIPTOR
A+	4.3	98 - 100	Outstanding
A	4	94 - 97	
A-	3.7	90 - 93	
B+	3.3	85 - 89	Very Good
B	3	80 - 84	
B-	2.7	76 - 79	
C+	2.3	72 - 75	Satisfactory
C	2	67 - 71	
C-	1.7	63 - 66	
D+	1.3	59 - 62	Marginal Pass
D	1	54 - 58	
D-	0.7	50 - 53	
FNS	0	0 - 49	Poor - Failure

* Students who do not complete the total number of hours in the contract will receive a Final grade of FNS for the course.

The course will be graded out of 100 total points. The breakdown for the final grade is as follows:

On site evaluation from supervisor (50):

Mid term evaluation (20 points) and Final evaluation (30 points)

Evaluation forms can be found in the TR Internship Manual for the midterm and final evaluations. Agency supervisors will be requested to complete the evaluations and review them with the student interns. The instructor will assign a point value based on the assessment. Both evaluations are to be scanned and uploaded to Moodle upon completion (after the completion of half of the agreed upon internship hours for the midterm evaluation, and at the end of the semester for the final evaluation).

Instructor evaluation (50):

The instructor evaluation of 50 points will be assigned as follows:

- a) Communication through online journals (10 points)
- b) Special project (15 points)
- c) Summary Report #1 (10 points)
- d) Summary Report #2 (15 points)

** The emphasis in this course is on **professionalism**. Your behaviour, attitudes, and involvement in the course should be reflective of **excellent** professional conduct including, but not limited to the following: effective oral and written communication skills; ability to work effectively with a team/group; ability to navigate and negotiate relationships and learning needs; effort to reflect critically on the learning process, reliability in work and client related commitments, professional attire and demeanor.

Communication with the instructor (Journals, 10 pts):

- **Daily journals (completed only during week 1):**
 - Must be completed **every day for the first week** of your internship. Once daily journals have been completed for the first week, they must be uploaded to Moodle as one **PDF file**.
 - These journals must follow the template outlined in the TR Internship Manual (**Form D**). These journals should include more than a laundry list of what you did during the day at your internship. You should **critically reflect** on your experience and discuss what you learned from your experience. This reflection should **link to theories and knowledge that you have gained throughout your TR degree. All journals must include references when referring to TR aspects.**
 - The daily journals will not be graded individually, but rather as a collective along with the weekly summaries.
- **Weekly summaries**
 - Must be completed at the end of each week, **starting week 2**.
 - From **week 2 to week 5 inclusively**, weekly journals must be submitted electronically **every week**.

- **Starting week 6**, weekly summaries can be submitted **every two weeks (note: you only need to submit one summary for each two weeks completed)**.
- Weekly summaries are due on Mondays or Fridays. Students can pick one of the days, but the weekly summaries should come in consistently on the day they select.
- The weekly summaries must be uploaded to Moodle as a **PDF file**.
- These summaries must follow the template outlined in the TR Internship Manual (**Form E**). These summaries do not simply repeat what was written in your daily journals and should include more than a laundry list of what you did during that week at your internship. Emphasis should be on **critically** reflecting on your experience and discussing what you learned from your experience. This reflection should **link to theories and knowledge that you have gained throughout your TR degree. All journals must include references when referring to TR aspects.** You should thoughtfully reflect on your learning and, in doing so, set goals to advance your learning for the following weeks.
- The weekly summaries will not be graded individually, but rather as a collective along with the daily journals.

Summary reports:

Two summary reports will be submitted as outlined below. Each summary report must be uploaded to Moodle as a **PDF file** by the due dates listed below. Reports that are not submitted in full to the instructor by the due date will be subject to a 25% penalty per day. The reports should be a thorough and thoughtful reflection on your internship experience. **Both reports must be presented in a professional manner (e.g. APA format, including title page, pages numbered, headers, reference page).**

Summary report #1 (4 – 6 pages, excluding appendices) (10 points):

- A brief overview of the organization
- A clinical description of the clientele you are working with. This includes outlining the main disorder(s) you are working with, age range of the clientele, symptoms/behaviours observed, and one evidence-based citation describing a TR related intervention useful for this population.
- An activity analysis of one program implemented with your clientele (this could be a pre-existing program at the organization). Please follow the Peterson & Stumbo activity analysis format (form available in course reserves on Moodle). You must justify why this intervention is appropriate and how it is adapted for

this clientele, based on your clinical description. **Please include the actual activity analysis form as an appendix.**

Summary report #2 (10 – 15 pages, excluding appendices) (15 points):

- Description of your involvement in each **element of the TR process (APIE)**. Don't forget to also discuss documentation! This section must include links to TR theory.
- Critical reflection on the learning that occurred throughout the internship. *Do not simply repeat what has been said in the daily journals and weekly summaries.*
- All products of what you were involved in during your internship (samples of your work e.g., assessments, program plans, progress notes, evaluations, etc). **Nothing that involves client names should be submitted.** These products should be included as appendices (when appropriate).

Special Project (15 points):

The special project shall consist of an initiative that is agreed upon and found to be mutually beneficial for the student and the agency. The student will develop an idea for the special project in collaboration with the agency supervisor. The special project should be designed to foster student growth and facilitate the application of TR theories and/or principles in practice. **Note: The special project must *not* merely be the development/implementation of a current or new activity or intervention. It is expected that the special project be researched (evidence-based), and documented as such.**

The student will inform the university supervisor via e-mail of the nature of the special project **no later than June 17th for final approval**. This e-mail should include: **a brief description of the project**, a **tentative timeline** for completion of the project, and its **intended benefits and/or outcomes** for both the student and the agency.

This discussion will include a detailed plan for the project, including goals and objectives of the project. Attention should also be paid to evaluating the implementation and/or impact of the special project. Evidence of consideration of TR theories and/or principles should also be included. Further details of the special project, including grading scheme, will be posted to Moodle.

Academic Misconduct

All students are expected to complete their course related work in a manner that does not constitute Academic Misconduct. Students are responsible for familiarizing themselves

with Concordia's Academic Code of Conduct (<http://provost.concordia.ca/academicintegrity/>).

The most common offense under the Academic Code of Conduct is **plagiarism** which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.”

This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. This also included any information provided by the agency (e.g., sample program plans, documentation forms, etc). If you aren’t the person that created the work originally, you **MUST** formally recognize the original author. **CITE THE SOURCE AND INCLUDE IT AS AN APPENDIX!!!**

Plagiarism does not refer to words alone – it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In Simple Words:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!

(Source: The Academic Integrity Website: <http://provost.concordia.ca/academicintegrity/plagiarism/>)

In accordance with the Academic Code of Conduct, academic offences shall include, **but shall not be limited to**, the following:

- **Infringing unreasonably** on the work of other members of the University community (e.g., disrupting classes or examinations; harassing, intimidating or threatening others).
- **Violation of safety regulations** in a laboratory or other academic setting.
- **Cheating** on examinations, assignments, work term reports, or any other work used to judge student performance. Cheating includes copying from another student’s work or allowing another student to copy from one’s own work, submitting another person’s work as one’s own, fabrication of data, consultation with any unauthorized person during an examination or test, and use of unauthorized aids.
- **Impersonating** another student or entering into an arrangement with another person to be impersonated for purposes of taking examinations or tests, or carrying out laboratory or other assignments.
- **Plagiarism**, which is the act of presenting the ideas, words or other intellectual property of another as one’s own. The use of other people’s work must be

properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under this policy.

- **Obtaining by improper means** examination papers, tests, or similar materials, or using or distributing such materials to others.
- **Falsifying academic records**, including tests and examinations, or submitting false credentials for purposes of gaining admission to a program or course, or for any other purpose.
- Oral or written **misrepresentations** which may have an effect on academic evaluations, such as making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for purposes of misrepresentation.
- Submitting an essay, report, or assignment when a major portion has been **previously submitted** or is being submitted for another course without the express permission of all instructors involved.

NOTE: Any use of material originating from other authors must be cited both “in-text” as well as in a reference list. Please refer to the American Psychological Association (APA) Publication Manual (7th Edition) for referencing and citation guidelines. One source is: <http://library.concordia.ca/help/howto/apa.php>

Please note that cheating and plagiarism are considered to be very serious offences and will not be tolerated. There are strict penalties for cheating and for plagiarism in the university. These range from failure on the exam or paper to failure in the course and / or to being expelled from the university. Ponder the consequences before taking chances.

Concordia University Services for Students

The following services are provided by Concordia University in order to assist you in achieving an optimal learning experience. Please don't hesitate to make use of these services or speak with your professor if you are struggling.

- AHSC Academic Advisor: Alison Piela, Room VE223.05
- Concordia Counseling and Development offers career services, psychological services, student learning services, etc. <http://cdev.concordia.ca/>
- The Concordia Library Citation and Style Guides: <http://library.concordia.ca/help/howto/citations.html>
- Advocacy and Support Services: <http://supportservices.concordia.ca/>
- Student Transition Centre: <http://stc.concordia.ca/>
- Access Centre for Students with Disabilities: <http://supportservices.concordia.ca/disabilities/>
- Student Success Centre: <http://studentsuccess.concordia.ca/>
- The Academic Integrity Website: <http://provost.concordia.ca/academicintegrity/>
- Financial Aid & Awards: <http://web2.concordia.ca/financialaid/>
- Health Services: <http://www-health.concordia.ca/>

CONCORDIA UNIVERSITY

Department of Applied Human Sciences

AHSC 338: Therapeutic Recreation in the Context of Disability

Semester [insert date]

Instructor:

Office Hours:

Class meetings:

Pre-requisites: AHSC 220, 281. If you do not have the necessary prerequisites, you must withdraw from this course.

Required Readings: Course readings are available [insert where or list textbook – most likely will be a coursepack]. In preparation for class discussion, each student is required to complete the assigned readings **prior** to class.

In addition to course readings, students are asked to review the section of the Diagnostic and statistical manual (DSM) of mental disorders (5th ed.) and the The International Classification of Functioning, Disability and Health (ICF) that corresponds with the week's topic

<https://icd.who.int/en>

DMV-V Available On-Line-Library Website

Course Description

This course gives an overview of the role of therapeutic recreation services for individuals living with disabilities. It focuses on physical, cognitive and emotional diagnostic criteria, analyzes the facilitators and constraints to recreation participation along with the planning and designing of a safe and accessible recreational environment.

Course Objectives:

1. Provide an understanding of physical, cognitive, and emotional impairments.
2. Describe and discuss the etiology, symptomatology, prognosis, and treatment associated with various disabilities.
3. Analyze facilitators and constraints to recreation participation for individuals living with disabilities.
4. Examine the role of recreation and leisure in enhancing the well-being of persons living with disabilities.
5. Investigate the effects of therapeutic recreation interventions for individuals living with disabilities.
6. Explore the value of difference and learned how to consider inclusion within their TR practice.

Course Format and Requirements:

This class will include a number of different learning formats that include lectures, group discussions, student presentations, guest lectures, self-learning, and in-class activities. Students are expected to come to classes fully prepared. Students will be encouraged to ask critical questions and engage in class discussions in a respectful manner. Each student is expected to perform all assigned readings before class.

Student Evaluation Format

Evaluative components have been designed to assess a range of skills associated with the profession of TR. The evaluations are as follows:

Evaluative Component	Due Date	Value (%)
Community Accessibility Report	Week 4	15
Midterm Exam	Week 5	20
Literature Review	Week 8	15
Final Exam	Final Exam Period	20
Placement & Placement Journals	Ongoing	20
Professional Merit	Ongoing	10

The total number of points in the course is 100. These points can be translated into grade equivalents according to the following grading system:

LETTER GRADE	GPA	VALUE	DESCRIPTOR
A+	4.3	98 - 100	Outstanding
A	4	94 - 97	
A-	3.7	90 - 93	
B+	3.3	85 - 89	Very Good
B	3	80 - 84	
B-	2.7	76 - 79	
C+	2.3	72 - 75	Satisfactory
C	2	67 - 71	
C-	1.7	63 - 66	
D+	1.3	59 - 62	Marginal Pass
D	1	54 - 58	
D-	0.7	50 - 53	
FNS	0	0 - 49	Poor - Failure

ASSIGNMENT DESCRIPTIONS

Assignments are due electronically via Moodle only. Exams will take place in class.

1. Community Accessibility Report

In this course, we discuss various issues related to accessibility and inclusion for persons living disabilities. For this individual assignment, you are asked to write a paper detailing aspects that promote or hinder accessibility and inclusion in your own community. You do not need to travel far; you may assess your immediate neighborhood, including (but not limited to), local streets, parks, playgrounds, pools, arenas, community centers, stores, etc. Your write up should be approximately 8 – 10 pages long (excluding appendices), and should include the following:

i) Drawing on course materials and recent research, you will create a checklist of what you believe should be assessed in order to effectively rate the accessibility and inclusivity of your local community.

ii) Using the checklist you have created, discuss the following:

-How accessible do think your community is for individuals with visual impairments? Hearing impairments? Mobility impairments? Cognitive impairments? Emotional impairments?

-How do you think the accessibility of your community impacts participation in recreation and leisure activities for individuals with disabilities?

-What suggestions/solutions do have in order to improve accessibility and inclusion in your community?

Note: Please follow APA guidelines, and include references were appropriate. Include your checklist and other relevant materials as appendices.

2. Literature review

Each student will prepare a research paper focusing on a disability covered in the course. This assignment provides an opportunity to dig a little deeper and gain a more in-depth understanding of a particular disability **and** the role leisure/TR can play in the lives of individuals living with this particular disability. Papers are due by the beginning of class on [insert date]. All papers should provide a summary of recent academic literature (published within the last 10 years) in order to describe general characteristics associated with the disability. Papers should also summarize literature related to leisure and TR programming and draw conclusions about promising practices related to programming specific to individuals with the disability (e.g., describe what is working well in terms of meaningful programming).

Papers should be submitted as a Word document, be approximately 8 pages (double spaced, 12 point font) and include a brief introduction and conclusion. A minimum of ten academic sources must be used. Please use APA style of referencing.

3. Midterm Exam

The exam will take place in Week 5 during scheduled class time. It will be drawn from all class content including lectures, guest lectures, class discussion, and assigned readings to date. Further details of the exam format will be shared in class.

4. Final Exam

The exam will take place during the final exam period. It will be drawn from all class content including lectures, guest lectures, class discussion, and assigned readings to date. Further details of the exam format will be shared in class.

5. Placement & Placement Journals

To gain valuable practical experience working with individuals with cognitive disabilities, students are required to participate in a placement where they will be involved in either in-person or virtual programming at an organization working with individuals living with disabilities. Placements should consist of **approximately two hours per week over eight weeks (approximately 16 hours)**. However, the number of hours completed per week may vary depending on the organization's program schedule.

In order to ensure a successful placement, it is **extremely important** that you:

- complete your placement hours in accordance with the expectations of the organization
- keep your commitments and be present when your supervisor is expecting you
- communicate any planned or unforeseen absences immediately
- agree upon a start and end date for your placement and stick to it

Your placement is intended for you to actively assist during **recreation and leisure programming** for the purpose of understanding how participants' needs are being addressed. Each time you are involved in a program, you should observe participant behaviours as well as signs and symptoms in relation to the disabilities we are learning about in class. Please also take thoughtful notes throughout your placement that contain critical reflection on your experience. This will assist you in completing your placement journals.

Placement Journals

The intent here is to demonstrate your ability to reflect critically on issues you have experienced in your placement and connect them to topics we have addressed in the course. Students will complete 4 journal entries over the course of the semester. Only the grades on the best 3 out of 4 entries will be counted toward the students' final grade. Reflective journals should take a critical approach to the topic, integrate course materials, and include reflections on the students' thinking and perceptions in relation to the topic of discussion.

Throughout your placement, please observe and ask questions in order to gather information related to:

- The mission of leisure/TR services at your placement organization
- The unique contribution being made by leisure/TR to the lives of the clients
- Innovative programs or practices being implemented

- What you and the leisure/TR practitioners at your placement organization consider to be the greatest rewards associated with working with clients
- What you and the leisure/TR practitioners at your placement organization consider to be the greatest challenges associated with working with clients

Choosing your placement:

You will be given a list of possible placements to choose from; however **you are ultimately responsible for securing your own placement**. If you choose to complete a placement, you must submit a placement confirmation form and a CSST form (posted on Moodle) by **Week 4**. You must also submit a completed and signed placement completion and evaluation form (posted on Moodle) when you submit your paper.

Professional Merit

You will be evaluated on your demonstrated ability to act in a professional and courteous manner throughout the course. This includes attending and contributing to class in a critical and professional manner by actively engaging in class exercises and discussions. Your overall grade for professionalism will take into consideration your self-assessment, as well as your adherence to assignment due dates and course deadlines for your volunteer placement. Also considered will be professional courtesy toward your classmates, instructor, and placement supervisor.

Tentative Course Schedule
(Subject to change)

	Topic	
Week 1	Course Overview Introduction to disability and health, issues related to TR and disability	Sylvester, C. (2014). Therapeutic recreation and disability studies: Seeking an alliance. <i>Therapeutic Recreation Journal</i> , 48(1), 46-60.
Week 2	TR and disability cont'd TR and ICF TR and DSM-V	World Health Organization. (2002). <i>Beginner's Guide: Towards a Common Language for Functioning, Disability and Health: ICF</i> . Geneva: WHO. Porter, H. R., VanPuymbroeck, M. (2007). Utilization of the International Classification of Functioning, Disability, and Health within Therapeutic Recreation Practice. <i>Therapeutic Recreation Journal</i> , 41(1), 47-60.
Week 3	Amputation	Couture, M., Caron, C. D., & Desrosiers, J. (2010). Leisure activities following a lower limb amputation. <i>Disability and Rehabilitation</i> , 32(1), 57-64.

	Heart Disease, Stroke Diabetes, and Kidney Disease	Bultas, M. W., Steurer, L. M., Balakas, K., Brooks, C., & Fields, H. (2014). Psychosocial outcomes of a summer overnight recreational experience for children with heart disease. <i>Journal of Child Health Care, 19</i> (4) 542–549. Hebblethwaite, S., & Curley, L. (2015). Exploring the role of community recreation in stroke recovery using participatory action research and photovoice. <i>Therapeutic Recreation Journal, 49</i> (1), 1-17.
Week 4	Sensory Impairments Community Accessibility Report due	Goodwin, D. L., Lieberman, L. J., Johnston, K., & Leo, J. (2011). Connecting through summer camp: Youth with visual impairments find a sense of community. <i>Adapted Physical Activity Quarterly, 28</i> , 40-55.
Week 5	Midterm Exam	
Week 6	Fall Break Week	
Week 7	Traumatic Brain Injury & Spinal Cord Injury Developmental Disability	Zahl, Melissa et al. (2020). The Role of Recreational Therapy and Allied Therapies in Rehabilitation after Spinal Cord Injury. <i>Therapeutic Recreation Journal, 54</i> (1). Shikako-Thomas, K., Majnemer, A., Law, M., & Lach, L. (2008). Determinants of participation in leisure activities in children and youth with cerebral palsy: Systematic review. <i>Physical and Occupational Therapy in Pediatrics, 28</i> (2), 155-169.
Week 8	Dementia Literature Review Paper due	DSM-V : Major Neurocognitive Disorder DeVries, D. et al. (2019).The impact of reading groups on engagement and social interaction for older adults with dementia: A literature review. <i>Therapeutic Recreation Journal, 52</i> , (1), 53-75. McIntyre, M. (2003). Dignity in dementia: Person-centered care in community. <i>Journal of Aging Studies, 17</i> (4), 473-484.
Week 9	Autism, ADHD, and Behavioural Disorders	DSM-V: Neurodevelopmental Disorders Wenzel, K., Townsend, J., Hawkins, B.L. & Russell, B. (2020). Changes in family leisure functioning following a family camp for children with Autism Spectrum

		Disorder (ASD). <i>Therapeutic Recreation Journal</i> , 54 (1), 17-31.
Week 10	Mood disorders Schizophrenia	DSM-V: Anxiety Disorders and Trauma and Stressor Related Disorders Craig, P.J., Alger, D.M., Bennett, J.L., & Martin, T.P. (2020). The transformative nature of fly-fishing for veterans and military personnel with posttraumatic stress disorder. <i>Therapeutic Recreation Journal</i> , 54 (2), 150-172. DSM-V: Schizophrenia Spectrum and Other Psychotic Disorders Montoya, N., Hawkins, B., Townsend, J. & Lewis, S. (2020). Use of evidence-based practices in recreational therapy for Schizophrenia Spectrum Disorder recovery: A Descriptive study of current practices. <i>Therapeutic Recreation Journal</i> , 54 (2), 128-149.
Week 11	Substance Use Disorders Eating Disorders	DSM-V: Substance-related and Addictive Disorders Cogswell, J., & Negley, S. K. (2011). The Effect of Autonomy-Supportive Therapeutic Recreation Programming on Integrated Motivation for Treatment among Persons who abuse substances. <i>Therapeutic Recreation Journal</i> , 45(1) DSM-V: Feeding and Eating Disorders Axelsen, M. (2009). The power of leisure: "I was an anorexic; I'm now a healthy triathlete". <i>Leisure Sciences</i> , 31(4), 330-346.
Week 12	Arthritis Neuromuscular disorders	. Fakolade, A., Lamarre, J., Latimer-Cheung, A., Parsons, T., Morrow, S. A., & Finlayson, M. (2018). Understanding leisure-time physical activity: Voices of people with MS who have moderate-to-severe disability and their family caregivers. <i>Health Expectations</i> , 21(1), 181-191.

Andrea Jakob

From: Robert Hopp
Sent: October 25, 2022 1:04 PM
To: Nicole Freeman
Cc: Andrea Jakob; FAS Curriculum
Subject: Re: AS-AHSC-3001

Hi Nicole,

Here's our plan for the new TR curriculum. It's a small enough program that each student can get individual attention related to their specific situation.

- For all TR students: Information sessions will be given to explain the transfer to the new curriculum.
- Students at the 200-level: automatic switch to the new curriculum, as none of their 200-level courses are affected.
- Students at the 300-level: Each student will be advised as to their individual path to completion, handled on a case-by-case basis. Almost all courses are available as a direct swap. If the student does not want to complete 63 credits, we will waive the one 3-credit course elective so the student can complete the Specialization in 60 credits. Only the 12-credit internship will be offered, the 438 internship class (9 credits) will no longer be an option once the new curriculum is implemented.
- Students at the 400-level: Only the 12-credit internship will be offered, the 438 internship class (9 credits) will no longer be an option once the new curriculum is implemented. It's possible (though unlikely) that students will need to complete 93 total credits to complete their degree.
- Students who complete the old program (with the new Internship) will continue to be eligible for NCTRC certification.

Hope that addresses the questions, Rob

From: Nicole Freeman <nicole.freeman@concordia.ca>
Sent: Friday, October 21, 2022 4:16 PM
To: Robert Hopp <robert.hopp@concordia.ca>
Cc: Andrea Jakob <andrea.jakob@concordia.ca>; FAS Curriculum <fas.curriculum@concordia.ca>
Subject: RE: AS-AHSC-3001

Yes of course!

Thanks and have a nice weekend,

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
514-848-2424 ext. 2088
LOY-AD-224

Hybrid office hours 2022:

Monday, Tuesday, Wednesday – on campus (coordinates above)
Thursday, Friday – remote – contact via Teams or email

OPEN HOUSE

SATURDAY, OCTOBER 22, 2022



From: Robert Hopp <robert.hopp@concordia.ca>
Sent: October 21, 2022 4:01 PM
To: Nicole Freeman <nicole.freeman@concordia.ca>
Cc: Andrea Jakob <andrea.jakob@concordia.ca>; FAS Curriculum <fas.curriculum@concordia.ca>
Subject: Re: AS-AHSC-3001

Hi Nicole,

We have a plan for all the students. Is Monday ok for the answers?

Let me know, Rob

From: Nicole Freeman <nicole.freeman@concordia.ca>
Sent: Friday, October 21, 2022 3:46 PM
To: Robert Hopp <robert.hopp@concordia.ca>
Cc: Andrea Jakob <andrea.jakob@concordia.ca>; FAS Curriculum <fas.curriculum@concordia.ca>
Subject: AS-AHSC-3001

Hi Rob,

The AS-AHSC-3001 dossier was seen at APC earlier this week. There were some questions about the removal of the old internship AHSC 438 (9 credits) and the new internship ASHC 483 (12 credits) and the significant increase in hours. In particular APC wanted to know:

- What happens to students who haven't graduated from the program yet?
- Can students still get certified under the old program?
- What are the contingency plans for these types of students?

Andrea, if there was anything else off hand that I am missing, feel free to chime in!

There were questions about the second dossier as well and so I will send those comments under a separate email for better tracking.

Thanks!

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
514-848-2424 ext. 2088
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SATURDAY, OCTOBER 22, 2022



Concordia University

Applied Human Sciences Internship Information Sheet

All Specialization students in AHSC are required to do an internship. This is an exciting opportunity as you are closer than ever to completing your BA. You have the opportunity to prove to yourself that you can apply the knowledge that you learned in an authentic real-world environment. With a little pre-planning the internship can be a very rewarding experience that can help you build self-confidence as you start to explore career choices.

This information will help you get started. Each internship course has an assigned professor who will assist you throughout the process.

Guidelines common to all internships:

- Academic advising is required to register for an internship course
 - Start by looking at the AHSC internship guidelines for your course:
<http://ahsc.concordia.ca/current-students/undergraduate-fieldwork-and-internships/>
 - Begin looking at the internship database for an appropriate internship opportunity. The database is on moodle. You will have access once you register for certain prerequisite courses prior to your internship.
 - You can suggest internship placement sites that are not on the database
- Finding an internship is like finding a job, professionalism is very important
 - Make sure your resume is up-to-date; career services can help: <http://cdev.concordia.ca/>
 - Internships for AHSC students are unpaid
 - It takes TIME to find an appropriate internship placement. Start the process early (1-2 months before the semester)
 - You should visit multiple sites and talk to a variety of people before accepting your internship
 - When accepting an internship it is important to have a clear understanding of the project/work that you will be doing
 - NEVER accept an internship or make promises before consulting with your teacher
 - You must complete the CSST form before beginning your internship
 - Your internship professor will be in contact with your site supervisor at various times
 - It is expected that you complete the internship requirements within the allotted course time, therefore plan your paid work and course load carefully
 - Each professor will announce the class meeting dates as required by the program
 - If you have not found an internship by the DNE deadline you should drop the course

Youth & Family Work AHSC 436 (6 credits) – 360 hours completed in the Fall/Winter semesters.

Leisure Science AHSC 437 (6 credits) – 240 hours completed in one semester.

- Be able to identify a specific project before presenting an internship opportunity to your teacher

Human Relations AHSC 439 (6 credits) – 200 hours completed in the Fall/Winter semesters.

- Create and deliver a program with a psycho-educative focus
- Implement a change project in collaboration with the site

Therapeutic Recreation AHSC 483 (12 credits) – 560 hours minimum, completed in one semester

- Extra lead-time may be required for police checks, health checks and finding a certified recreation therapist as your supervisor (if applicable)
- You are encouraged to have up-to-date vaccinations, including HEP A and B

Suggested Timeline for Therapeutic Recreation Internship (Concordia University)
 AHSC 483 (560 hours, NCTRC requirements)

<p>Week 1-2</p>	<ul style="list-style-type: none"> • General orientation to agency, including review of TR dept policies and procedures • Review of student and agency expectations <ul style="list-style-type: none"> • Risk management/infection control • Time management • Communication expectations between student and supervisor • Professionalism • Development of student learning goals (Form B in internship manual) • Review agency/dept comprehensive program plan, documentation system, APIE process • Complete client chart reviews • Initial discussion of special project ideas • Introduction to/shadow in daily TR tasks and duties • Review NCTRC requirements and expectations
<p>Week 3-4</p>	<ul style="list-style-type: none"> • Discuss caseload expectations (# of clients) • Begin initial client assessments • Complete activity analysis • Begin specific program planning based on assessment results <ul style="list-style-type: none"> • Develop client goals and objectives • Assist with implementation of existing programs • Decide on special project
<p>Week 5-8</p>	<ul style="list-style-type: none"> • Continue program implementation, including group and one-on-one activities • Monitor client progression towards goals and objectives • Complete progress notes • Assist with volunteer training/orientation (if applicable) • Complete midterm evaluation <ul style="list-style-type: none"> • Review progress towards initial student learning goals
<p>Week 9-12</p>	<ul style="list-style-type: none"> • Continue engagement in all aspects of APIE <ul style="list-style-type: none"> • Caseload target: 75% of supervisor's caseload • Continue volunteer training/orientation (if applicable)
<p>Week 13-16</p>	<ul style="list-style-type: none"> • Independent engagement in all job task areas <ul style="list-style-type: none"> • Caseload target: 100% of supervisor's caseload • Complete client and program evaluations • Complete discharge summaries • Present special project to supervisor/agency • Complete final evaluation, debrief on overall internship experience • Review NCTRC job tasks requirements

Summary and Rationale for Changes

The Department of Applied Human Sciences is proposing four curriculum changes, outlined below.

We are proposing to increase the number of prerequisite credits to be completed to 24 credits, for AHSC 371:Community Recreation Planning, and to 45 credits for *AHSC 400: Advanced Facilitation and Ethics*. We currently observe that the students who have not completed a sufficient number of credits are not well prepared for the content of these courses. These courses focus on methods and procedures along with field experience and ensure that the students acquire the knowledge and skills to act as a facilitator in a variety of facilitating contexts and have the required expertise. By having completed two full years in the program, the students will have a better foundation to build their knowledge and skills with the content of these two courses and be better prepared to act as recreation facilitator specialists in the community.

The Department is proposing a new course *AHSC 386: Indigenous Perspectives across Disciplines*, which was successfully offered under a selected topics *AHSC 398: Selected Topics in Applied Human Sciences*, which was offered over the past five years since Fall 2018. This course focuses on a crucial current Canadian and International issue regarding the history of European-Canadian and First Nations, Metis and Inuit Relations as well as the impacts of social policy on Indigenous Peoples. The new course proposed will broaden the perspectives of Indigenous history and contributions across all social sciences disciplines.

Finally, we are proposing to change the description of *AHSC 460: Health Promotion* to better represent the shift on the course content from traditional promotions models towards a focus on social determinants of health.

These proposals have no resource implication.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

The following proposal was presented under ASFC-2022-5M-D and approved at the Arts and Science Faculty Council meeting on September 23, 2022. We request that it be reviewed at the Academic Programs Committee on October 14, 2022 for the implementation in the 2023-24 Undergraduate Calendar.

Thank you for your consideration of this proposal which has no additional resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 02 Jun 2022

The Faculty Curriculum Committee (FCC) supports the course changes proposed in this dossier and recommends that it be review at the next Arts and Science Faculty Council. In particular, the new course, *AHSC 386 Indigenous Perspectives Across Disciplines* builds on Concordia's commitment in developing greater awareness in Indigenous content.

This dossier was passed with minor modifications at the FCC; with satisfactory responses/edits on course positioning in the programs, and interdisciplinary interpretations.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

Approved by:

Robert Hopp, Chair, Applied Human Sciences,
Full-time Faculty Committee, 09 Apr 2022

The course outline for AHSC 386 has been uploaded.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
AHSC 371 Change					X					
AHSC 386 New	X	X	X	X			X	X	X	
AHSC 400 Change				X	X			X		
AHSC 460 Change				X	X					

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: HR changes

Calendar Section Name: AHSC 371

Calendar Section Type: Course

Description of Change: AHSC 371 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 371 Community Recreation Planning (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC ~~241~~, AHSC ~~260~~.

Description :

The course focuses on the application of recreation planning, theory, and skills. It examines methods and procedures used to assess client needs, design and deliver programs and services, and evaluate their impact. Practical experience is gained through a combination of field experience, project planning, and group work.

Component(s):

Lecture ; Fieldwork

Notes :

Rationale:

The Department is making these changes to ensure that students who have completed a full year of study are better prepared for the workload in this class. Emphasis is placed on methods and procedures with field experience so that the student will have the knowledge and skills to act as a recreation facilitator specialist in the community.

Resource Implications:

This course is part of the course allotment and has no resource implication.

Proposed Text

AHSC 371 Community Recreation Planning (3 credits)

Prerequisites:

The following courses must be completed previously: AHSC 241, AHSC 260. **Students must have completed 24 university credits prior to enrolling.**

Description :

The course focuses on the application of recreation planning, theory, and skills. It examines methods and procedures used to assess client needs, design and deliver programs and services, and evaluate their impact. Practical experience is gained through a combination of field experience, project planning, and group work.

Component(s):

Lecture ; Fieldwork

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: HR changes

Calendar Section Name: AHSC 386

Calendar Section Type: Course

Description of Change: AHSC 386 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

[AHSC 386 Indigenous Perspectives Across Disciplines](#) (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course presents Indigenous perspectives and knowledges in a broad array of topics, with the objective of providing the background necessary to understand the history of European-Canadian and First Nations, Métis and Inuit Relations, as well as the impacts of social policy on Indigenous Peoples. Students explore concepts of decolonization and the long-existent, yet often overlooked, contribution of Indigenous knowledges across social science disciplines. This exposure is also accompanied by the reflection on the ethics of working with Indigenous peoples and communities. The students learn to think critically about the ways that Indigenous “social problems” are presented in society, in particular academia, the media and the helping professions.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

The Department aims to broaden the perceptiveness of Indigenous history and contributions across social science disciplines. In addition, the students are exposed to a critical reflection on how this topic is overseen in all social sciences disciplines and in the day to day social environment. This is a stand-alone program elective course available to non-AHSC students and is open to all the students in the following AHSC programs: Specialization in Human Relations, Major in Human Relations and Minor in Human Relations.

Past enrolments for AHSC 398:

Fall 2018: 34/40

Fall 2019: 32/34

Fall 2021: 30/30
Winter 2022: 27/29

Resource Implications:

This course is part of the course allotment and has no resource implication.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: HR changes

Calendar Section Name: AHSC 400

Calendar Section Type: Course

Description of Change: AHSC 400 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 400 Advanced Facilitation and Ethics (3 credits)

Prerequisites:

The following course must be completed previously: AHSC ~~330~~.

Description :

This course examines in-depth special challenges in facilitating groups (e.g. youth groups, workplace training, and education programs) and develops advanced skills in facilitation and the development of process tools and designs. Special consideration is given to planning for diversity, working with difficult group dynamics, and other factors. Ethical principles and practices of working with people are also explored.

Component(s):

Laboratory (~~Human Relations~~)

Notes :

Rationale:

The Department is proposing to increase to 45 credits the required entry to this course to ensure that the students are better prepared for the workload and learning objectives in this class. Emphasis is placed on methods and procedures with field experience so that the student will have the required knowledge and skills to act as a facilitator in a variety of facilitating contexts.

Resource Implications:

This course is part of the course allotment and has no resource implication.

Proposed Text

AHSC 400 Advanced Facilitation and Ethics (3 credits)

Prerequisites:

The following course must be completed previously: AHSC 330.
Students must have completed 45 university credits prior to enrolling.

Description :

This course examines in-depth special challenges in facilitating groups (e.g. youth groups, workplace training, and education programs) and develops advanced skills in facilitation and the development of process tools and designs. Special consideration is given to planning for diversity, working with difficult group dynamics, and other factors. Ethical principles and practices of working with people are also explored.

Component(s):

Lecture ; Laboratory (Human Relations)

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: HR changes

Calendar Section Name: AHSC 460

Calendar Section Type: Course

Description of Change: AHSC 460 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Applied Human Sciences

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.010 Department of Applied Human Sciences > Applied Human Sciences Courses

Type of Change: Course Change

Present Text (from 2021) calendar

AHSC 460 Health Promotion (6 credits)

Prerequisites:

The following course must be completed previously: AHSC ~~230~~. Students must have completed 30 university credits prior to enrolling.

Description :

~~This course helps students to develop intervention skills and theoretical understanding in the area of health promotion. It is of particular interest to students whose career interests involve lifestyle planning, health promotion, and stress management. Topics include health and wellness, stress and illness, psychological and physical self-appraisal processes, psychosomatic processes and disorders, understanding addictions and their management, health promotion interventions, behavioural self-management, and issues in medical/psychological health compliance. Healthy workplace practices and the promotion of community wellness are emphasized.~~

Component(s):

Lecture

Notes :

Rationale:

The modified course description reflects the shift in course content from traditional health promotion models towards a focus on social determinants of health. This is a stand-alone program elective course and is open to all the students in all the following AHSC programs: Specialization in Human Relations, Major in Human Relations, Minor in Human Relations, Specialization in Recreation and Leisure Studies and Major in Recreation and Leisure Studies.

Resource Implications:

This course is part of the course allotment and has no resource implication.

Proposed Text

AHSC 460 Health Promotion (6 credits)

Prerequisites:

The following course must be completed previously: AHSC 230. Students must have completed 30 university credits prior to enrolling.

Description :

In this course students learn to develop theoretical understanding and practical skills in the area of health promotion. Applying a holistic definition of health, this course critically examines health and its social determinants from ecological and intersectional perspectives. Topics include health literacy and health communication, mental health and life promotion, population health, community wellness, and healthy workplace practices. Designing, implementing, evaluating and sustaining health behaviour change with individuals, groups, communities and populations are emphasized.

Component(s):

Lecture

Notes :

Impact Report

Programs

Major in Recreation and Leisure Studies

Source of Impact

- AHSC 371
- AHSC 460

Minor in Human Relations

Source of Impact

- AHSC 460

Specialization in Recreation and Leisure Studies

Source of Impact

- AHSC 371

Defined Groups

Community Development Concentration: Major in Human Relations

Source of Impact

- AHSC 400
- AHSC 460

Community Development Concentration: Specialization in Human Relations

Source of Impact

- AHSC 400
- AHSC 460

Family Science and Youth Concentration: Specialization in Human Relations

Source of Impact

- AHSC 400

Health Promotion

Source of Impact

- AHSC 460

Individual and Small Group Processes Concentration: Major in Human Relations

Source of Impact

- AHSC 400
- AHSC 460

Individual and Small Group Processes Concentration: Specialization in Human Relations

Source of Impact

- AHSC 400
- AHSC 460

Organization Development and Change Concentration: Specialization in Human Relations

Source of Impact

- AHSC 400
- AHSC 460

Phase III: Certificate in Family Life Education

Source of Impact

- AHSC 460

Recreation Programming Group

Source of Impact

- AHSC 460

Courses

AHSC 427

Source of Impact

- AHSC 371

AHSC 431

Source of Impact

- AHSC 371

AHSC 434

Source of Impact

- AHSC 400

AHSC 437

Source of Impact

- AHSC 371

AHSC 442

Source of Impact

- AHSC 371

Concordia University
AHSC 386
Indigenous Perspectives Across Disciplines
(3 Credits)

Instructor: Dr. Elizabeth Fast

Office: VE 229.01

Email: elizabeth.fast@concordia.ca

Office Hours:

Phone: (514) 848-2424 ext. 3238

CONTACT INFORMATION:

The best method of contacting me is by e-mail or in person, before or after class.

*This class will be utilizing **MOODLE** as well for announcements, assignments, etc.

COURSE DESCRIPTION: This course will present Indigenous perspectives and knowledges in a broad array of topics, with the objective of providing the background necessary to understand the history of European-Canadian and First Nations, Métis and Inuit Relations, as well as the impacts of social policy on Indigenous Peoples. Students will explore concepts of decolonization and the long-existent but often overlooked contribution of Indigenous knowledges across disciplines, which will assist them reflect on the ethics of working with Indigenous peoples and communities. They will learn to think critically about the ways that Indigenous “social problems” are presented in our society (including academia, the media and the helping professions).

REQUIRED READINGS: Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada. High Water Press, 290pp. (available in the Concordia Bookstore, Loyola location – also available as an e-book on Amazon for \$13)

2. **Course Reserves Online:** There are several book chapters, journal articles, reports and documentaries posted ONLINE on Concordia University Library’s Course Reserves. Readings are listed under the course name and number.

VALUE	LETTER GRADE	GPA	U/G CALENDAR DESCRIPTION
98-100	A+	4.3	Outstanding
94-97	A	4.0	
90-93	A-	3.7	
85-89	B+	3.3	Very Good
80-84	B	3.0	
76-79	B-	2.7	
72-75	C+	2.3	Satisfactory
67-71	C	2.0	
63-66	C-	1.7	
59-62	D+	1.3	Marginal Pass

54-58	D	1.0	
50-53	D-	0.7	
0-49	FNS	0.0	Poor - Failure

FOR ALL WRITTEN ASSIGNMENTS:

- *Do not email assignments - they will not be accepted.
- *All assignments must be **typed – handwritten assignments will not be accepted.**
- *All assignments must follow **APA style.**
- *All assignments must have a **cover page** with your name and course number/title, and date.
- *All assignments must follow **writing guidelines** for this class. (12 pt font, double spaced, etc.)

A total of 4 critical responses to class discussions, presentations & assigned materials readings/videos, etc. (4* 7.5% each= 30%)

These are due weeks 3, 5, 8 & 10

The responses can be written (600-800 words each), video-taped or audio-recorded (5-7 minutes).

DUE THE DAY of CLASS by 9am ON MOODLE. At minimum, responses should be thoughtful, **critical responses** to the assigned reading material and in-class discussions and presentations. Do not summarize! Your responses should be your own opinion but also demonstrate your understanding (or confusion) or questions about the readings/videos, etc. You must support your own opinions with examples from the readings. It is not sufficient to merely state: “I didn’t understand the article”, or “I disagreed with the presenter when they said” You must state **WHY** you didn’t understand, what specifically you do not agree with and why. You should be examining your own ideas and worldviews as well. For example, “I used to think ‘x’, but after hearing this week’s presentation by --, I now understand ‘z’.

Community outing reflection paper: Indigenous perspectives on Montreal (15%)

Due date:

You will attend one event or visit a place that is relevant to the experiences of Indigenous Peoples in Montreal or the surrounding area, either historically or in the present. A list of resources and readings about Montreal as an Indigenous place will be made available, and drawing on these resources, you are required to organize your own visit of a place/space, or attendance at an event. You can then either create an art-based report (ex: pictures, montage, which still requires a few sentences of explanation), or write a 3-4 page reflection paper first describing/summarizing the outing (**max. 1 page**) and then analyzing the event by engaging in what you have learnt in class and the resources provided (2-3 pages).

Participation (10%)

Class and group work participation are essential requirements for this course. Most class sessions will involve in depth discussion of the assigned materials and presentations. There are a large number of guest presenters, readings and topics assigned and very involved group work. You are expected to come prepared having read the material for that day and are to engage in thoughtful discussions with your classmates, work collaboratively in your groups and make yourself available for group work. An excellent participation mark also involves taking part in

large class discussions and showing you are engaging critically and deeply with the course materials.

YOU HAVE TWO CHOICES FOR the major component of your grade in this class (45%).

One is an independent series of assignments related to a final research paper OR creative writing project.

The other is a group assignment that involves creating a training manual or resource.

CHOICE #1: 4-part Group assignment - Creating a performative or arts-based project that is a response to what you have learned over the course of the semester **(Combined 45% of total grade)**

Working in groups of 3-4 you will create a performative piece, an arts-based project, or a training (designed for a specific group of people). The project should incorporate lessons learned from guest speakers, class discussions and assigned readings and materials. Additional ideas that go beyond the scope of this description are also welcomed as long as they are discussed with me in advance. This project can be deeply personal and should show evidence that each of the group members have incorporated their new teachings, even if it is a collective piece.

Part I: Outline and bibliography (5%): Due Date:

You will turn in a brief description of your chosen project (1 – 2 paragraphs) and an OUTLINE of what you are planning to do and how it has been informed by your collective experiences throughout the semester (2 pages total).

Part II: Draft of final project and Peer Review (5%) Due Date:

You will come to class with a draft of your piece/project/training prepared (3-4 pages). You must be in class to receive credit for the peer review. You will meet with another group during class time and provide feedback to one another. You will be graded on the completed draft and for participating in the peer review process.

Part III: Final Project (25%) Due Date:

Your final project should include a write up that will accompany your performance or final presentation – this might include each member writing up their individual contributions to the piece and their reflections on this collaborative work (8-10 pages).

Part IV: Performances/presentations (10%) Due Date: last 2 weeks of class

You will present your final project to the class. You do not have to use technology, but DO NOT merely read your activity/manual. Your time will be limited (10 mins. max) depending on the number of students in the class. You must practice to be sure you do not go over the time limit. Be prepared to respond to questions from the class.

CHOICE #2: 4-part individual assignment that results in a 10-12 pg. research paper OR creative writing project **(combined 45% of grade)**. Your research topic / creative writing topic must be on an aspect of Indigenous perspectives/knowledges across the disciplines that is relevant to this course.

Part I: Research Paper Topic Outline/Bibliography (5%) Due date:

You will turn in a brief description of your chosen topic (1 – 2 paragraphs) and an OUTLINE (2-4

pages total). Your outline must include relevant sections of your research paper indicating that you have thought about your topic and have started conducting library research. Include a BIBLIOGRAPHY of 4-5 diverse sources (these could also be from diverse knowledge systems including scholarly sources, teachings you have received, blogs, videos, etc.). Your bibliography does not count toward the required number of pages.

Research Paper Draft and Peer Review (5%) Due Date:

You will come to class with a well-formed draft of 5-8 pages. You must be in class to receive credit for the peer review. You will exchange papers with a classmate during class time and provide feedback to each other. You will be graded on the completed draft and for participating in the peer review process.

Final Research Paper (25%) Due Date:

Your final research paper / creative writing project must be between 10-15 pages (excluding cover page and bibliography) and include 8-10 sources (may be less if you are doing a creative project, please speak to me about this).

Research Paper / Creative writing presentation (10%) Due Date: last 2 weeks of class

You will present your research topic to the class via a Powerpoint/Prezi or other form (either November 21st or November 28th, we will sign up for dates beginning October 31st). You do not have to use technology, but DO NOT merely read your paper or read from your notes. Your time will be limited (8-15 mins max) depending on the number of students in the class and the number of groups. You must practice to be sure you do not go over the time limit. Be prepared to respond to questions from the class.

Special project (for Graduate Students only, 10%, Final research paper/group work is 15% for graduate students)

You will complete the same assignments as the other students, but in addition, you will write an analysis on the role of the colonial legacy on a topic that you are concerned about (it could be one of the fields identified in this course - education, health, STEM, etc. but you could pick something else), plus what are the proposals, ideas and solutions that some Indigenous authors are developing to counter the colonial legacy, regarding that topic. This paper should be 10 pages and should include 8-10 additional references. These references should balance critical points of view and the changes brought by Indigenous scholars or practitioners. You should also include a personal reflection of where you situate yourself and your work in relationship to the colonial legacy and decolonization .

CODE OF CONDUCT:

Participation in this class requires careful reading and understanding in order to engage in critical and coherent interaction and dialogue. Class discussions require respectful interaction with peers and preparedness with thoughtful questions, consideration of the author's viewpoint, and notes on readings. Please come to each class prepared to fully participate. Participation requires speaking in class as well as thoughtful listening to the instructor and other students. Students who participate fully do the following:

- **Listens** with a purpose (e.g., to gain information, understand others, solve problems, share interests, show support, etc.) Takes **notes**
- Avoids **distractions**; focuses on the person or persons communicating

- Directs everyone to specific pages in the readings with the intent of **focusing** attention on something to talk about and/or to seek clarification
- Integrates relevant information from **outside-of-class** conversations into class discussion
- **Actively responds** to questions and directions Encourages others to participate in discussion – **does not dominate discussions**. Don't step on other's talk. Silences and pauses are OK.
- Loud, rude, vulgar language and name-calling will not be tolerated.
- **Racism and discrimination will not be tolerated.**
- Hold each other **accountable** for staying on track.
- **Learn from your peers**, share ideas, and think critically!
- Help build an atmosphere of **trust, sharing, and respect** with your classmates.

COURSE POLICIES:

Late papers and assignments:

- If they are not turned in during the class period, there will be an automatic deduction from the paper grade. **ONE LETTER GRADE** increment will be deducted. And another letter grade increment for each subsequent day the paper is late. This includes weekends. (Ex. Your paper grade is A+, if you turn it in after class; the grade is reduced to an A. If you turn it in the next day, your grade is reduced to an A-, and so on.)

Students with disabilities:

If you have a disability and wish to discuss it, please contact me as soon as possible. You can register with the **Access Centre for Students with Disabilities** to be eligible for disability related services.

Rights and Responsibilities:

Plagiarism

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as **“the presentation of the work of another person as one's own or without proper acknowledgement.”**

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In Simple Words: ***Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it!*** (Source: The Academic Integrity Website: <http://provost.concordia.ca/academicintegrity/plagiarism/>)

SUPPORT SERVICES FOR UNDERGRADUATE STUDENTS

- **Aboriginal student resource centre**
<https://www.concordia.ca/students/aboriginal.html>
- **AHSC Academic Advisor:** Sybil Lewis, Room VE-223.05. Academic Advising Drop-in sessions during fall and winter terms: Tuesdays & Thursday mornings (sign-in between 9 am – 10 am) and Wednesday afternoons (sign-in between 1 pm – 2 pm).
- **Concordia Counseling and Development** offers career services, psychological services, student learning services, etc. <http://cdev.concordia.ca/>
- **The Concordia Library Citation and Style Guides:**
<http://library.concordia.ca/help/howto/citations.html>
- **Advocacy and Support Services:** <http://supportservices.concordia.ca/>
- **Centre for Native Education:**
<http://supportservices.concordia.ca/nativecentre/>
- **Student Transition Centre:** <http://stc.concordia.ca/>
- **New Student Program:** <http://newstudent.concordia.ca/>
- **Access Centre for Students with Disabilities:**
<http://supportservices.concordia.ca/disabilities/>
- **Student Success Centre:** <http://studentsuccess.concordia.ca/>
- **The Academic Integrity Website:**
<http://provost.concordia.ca/academicintegrity/>
- **Financial Aid & Awards:** <http://web2.concordia.ca/financialaid/>
- **Health Services:** <http://www-health.concordia.ca>

SCHEDULE (may be subject to change)

DATE	TOPIC	READ
Week 1	Intro/course overview:	<p>Class activities:</p> <ol style="list-style-type: none"> 1. Review course outline & opening circle [SEP] 2. Introductions, cultural safety guidelines for classroom, basic concepts and terminology 3. BarbaKiueria film, to reflect on the colonial legacy of Western anthropological perspective on Indigenous cultures (reverse perspectives in Australia): https://www.youtube.com/watch?v=oUMpPgMGce8 4. Prep for blanket exercise
Week 2	<p>Histories and contemporary realities: Understanding the colonial legacy of Canada</p> <p>Blanket Workshop in class: With Concordia Elder-in-Residence Vicky Boldo</p>	<p>Read: Vowel, C. Chapter 20, Monster: The Residential School Legacy</p> <p>Summary report of truth and reconciliation commission final report: The challenge of reconciliation, pp. 183-201, http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf</p> <p>Look at the government's page on treaties with Indigenous Peoples: where one can find a list in chronological order, and the texts, and maps of the treaties, etc.: https://www.aadnc-aandc.gc.ca/eng/1314977704533/1314977734895</p> <p>Take a look at the short video on the Haudenosaunee of (Tadodahoh Sidney Hill and Faith Keeper Oren Lyons) about the Doctrine of Discovery: digitalwampum.org (and you can explore their other material) http://www.digitalwampum.org/doctrine-of-discovery</p> <p>Also look at Chief Jake Edwards (Onondaga Nation) on the treaties and wampum, at the 2013 conference on Dismantling the Doctrine of Discovery at ASU (Phoenix, AZ): https://youtu.be/mtNlim2M-iw</p>
Week 3	<p>Epistemology: Indigenous ways of knowing With guest Donna Goodleaf on <i>Kanien'kehá:ka</i> worldviews</p> <p>In-class: Qallunaat! Why White People Are Funny: https://www.nfb.ca/playlists/unikkausivut-sharing-our-stories/playback/#1</p>	<p>Read:</p> <p>Indigenous Foundations on Oral traditions: https://indigenousfoundations.arts.ubc.ca/oral_traditions/</p> <p>Wilson, Shawn (2001) "What is an Indigenous Research Methodology?" in <i>Canadian Journal of Native Education</i>, (25)2: 175-179 (Available online via ProQuest)</p> <p>Watch:</p> <p>Indigenous worldviews. https://www.coursera.org/learn/indigenous-canada/lecture/xQwnm/indigenous-worldviews</p> <p>Manulani Meyer's presentation on Hawaiian epistemology: https://vimeo.com/7910477</p>

Week 4	<p>Decolonizing and indigenizing education</p> <p>With Guest speaker Merrick Diabo, Kahnawake Survival School, possible outing to Kahnawake, TBC</p>	<p>Read: Vowel, C. Chapter 31: Our Children, our schools</p> <p>The Legacy: Summary report of the Truth and Reconciliation Report, pp. 135-151, http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf</p> <p>Listen to: http://www.cbc.ca/radio/unreserved/decolonizing-the-classroom-is-there-space-for-indigenous-knowledge-in-academia-1.4544984</p> <p>Look at this example (one in over 60 Indigenous institutions of higher education): A video on the Native Education College in Vancouver: https://youtu.be/teyg_aHq13E</p>
Week 5	<p>Womxn and Two-Spirit resistance and survivance</p> <p>With Guest speaker Dayna Danger, Artist and Coordinator Centre for Gender Advocacy at Concordia</p>	<p>Listen: http://www.cbc.ca/radio/unreserved/sexual-reawakening-indigenous-youth-leading-new-sexual-revolution-says-researcher-1.4506128</p> <p>Read: Vowel, C. Chapter 12, All my Queer Relations: Language, Culture and Two-spirit identity</p> <p>Suzack, Cheryl (2015). Indigenous feminisms in Canada. <i>NORA: Nordic Journal of Women's Studies</i>, 23 (4), 261-274.</p> <p>Chapters 1, 4 & 5: http://www.mmiwg-ffada.ca/wp-content/uploads/2018/03/ni-mmiwg-interim-report.pdf</p>
Week 6	<p>Métis identities and perspectives</p>	<p>Read: Vowel, C. Chapter 4: Your Métis: which one of your parents is Native?</p> <p>Mattes, C. (2002). David Garneau's Métis Self and I –A work in progress. <i>Paperwait</i>, 6, 6-9.</p> <p>Richardson, C. (2016). Metis People, Stories and the Shifting Self in Belonging Métis, pp. 29-45. (on electronic reserve).</p> <p>Watch: Métis time travel: http://www.cbc.ca/radio/thenextchapter/heather-o-neill-katherena-vermette-1.4635511/why-katherena-vermette-uses-a-13-year-old-métis-time-traveller-to-discuss-identity-1.4639504</p>
Week 7	<p>Inuit sovereignty and ways of life</p> <p>Class outing: <i>All the Tundras</i></p>	<p>Read: Vowel, C. Chapter 5: Feel the Inukness: Inuit Identity Vowel, C. Chapter 22: Human flagpoles: Inuit relocation</p>

		<p>kanatamiutat inuit makkuktut qimirruagangt: Canada’s Inuit youth magazine https://www.itk.ca/wp-content/uploads/2018/02/Nipiit_13.pdf</p> <p>Watch: Choose and watch three videos from storytelling project: https://www.itk.ca/taimannaganit/</p> <p>Qallunaat! Why White People Are Funny: https://www.nfb.ca/playlists/unikkausivut-sharing-our-stories/playback/#1</p>
Week 8	<p>Indigenous fashion, business and self-governance</p> <p>With guest Xina Cowan, Mohawk journalist and fashionista</p>	<p>Read: Kuokkanen, R. (2011). Indigenous economies, theories of subsistence and women: Exploring the social economy model for Indigenous governance. <i>The American Indian Quarterly</i>, 35 (2), 215-240. Project MUSE, muse.jhu.edu/article/423634</p> <p>Garconniere, J. The critical fashion lover’s guide to (basic) cultural appropriation. http://alagarconniere.blogspot.com/2010/04/critical-fashion-lovers-basic-guide-to.html</p> <p>Watch: Designers behind Toronto’s Indigenous Fashion week: https://www.youtube.com/watch?v=cFk8wBzL3yg</p>
Week 9	<p>Urban Indigenous voices and student postsecondary experiences</p> <p>Will watch in class: The Story of Pasha https://www.ourworldlanguage.ca/blog/thestoryofpasha</p>	<p>Read: Fast, E., Drouin-Gagné, M.E., Bertrand, N., Bertrand, S., Ismail Allouche, Z. (2017). Incorporating diverse understandings of Indigenous identity: Towards a broader definition of cultural safety for urban Indigenous youth. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 13(3), pp. 152-160, DOI: 10.1177/1177180117714158.</p> <p>Listen: http://www.cbc.ca/radio/unreserved/colonized-classrooms-student-experiences-embedded-in-racism-1.4547069 http://www.cbc.ca/radio/unreserved/perpetuating-stereotypes-nursing-student-calls-out-racism-in-academia-1.4545049</p>
Week 10	<p>Language revitalisation and the ongoing impacts of colonisation</p> <p>With Guests speaker Wahéshon Shiann Whitebean,</p>	<p>Vowel, C., Chapter 21: The Sixties and Millennial Scoop</p> <p>Kahtehrón:ni Iris Stacey. Ientsitewate’nikonhraié:ra’té Tsi Nonkwá:ti Ne Á:se Tahatikonhsontóntie. We Will Turn Our Minds There Once Again, To the Faces Yet To Come. Pgs. 1-20 & 66-74. https://www.uvic.ca/education/indigenous/assets/docs/Kahtehronni-FinalMEd.pdf</p> <p>Listen: http://www.cbc.ca/radio/how-ryan-decaire-is-working-to-preserve-indigenous-culture-through-language-1.4669832</p>

	INDI graduate student <i>Collaborative planning for Indigenous language revitalization</i>	http://www.cbc.ca/radio/unreserved/speaking-ojibwe-an-act-of-defiance-says-19-year-old-language-teacher-1.4566107
Week 11	Peer Review Process, Closing circle	
Week 12	Class Presentations	
Week 13	Class Presentations	

Undergraduate Program Regular Curriculum Change - AS-ENGL-3921 - VERSION : 2

Summary and Rationale for Changes

At our April 23, 2021, meeting, the Department of English approved the conversion of the course ENGL 398 to ENGL 300 Video Games and/as Theory. It has been offered as a slot course very successfully, with a high enrolment attracting students from all over the university, and is a natural next step from our offering ENGL 255 Videogames and/as Literature.

It has won the instructor a Dean's Award for Excellence in Teaching, attracted national media attention. It strengthens the department's offerings by providing an upper-level sequel to ENGL 255 providing a pathway to video game studies at the graduate level in one of several Concordia departments or at other universities. It further strengthens our department's offerings in modern and modernity studies (a key area for English), and provides a much needed introduction to students interested in cultural studies and the history of technology. As a significant number of our faculty complement are involved in video game studies, studies of the history of technology and cultural studies, it supports their teaching and research as well. There are no resource implications to the new course. It will be part of the department's regular allotment.

The department also approved changes to the organization of prerequisites and to the calendar notes for our Minor in Professional Writing. These changes are to prioritize the admission of students currently enrolled in the minor to the required advanced courses, meanwhile streamlining permissions.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

The following proposal was presented under ASFC-2022-5M-G and approved at the Arts and Science Faculty Council meeting on September 23, 2022. We request that it be reviewed at the Academic Programs Committee on October 14, 2022 for the implementation in the 2023-24 Undergraduate Calendar.

Thank you for your consideration of this proposal which has no additional resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 02 Jun 2022

The Faculty Curriculum Committee reviewed the proposed changes and recommends that it move forward for approval at the next Arts and Science Faculty Council meeting. Changes are made to update course prerequisites and equivalencies to reflect current requirements. The introduction of the new course, ENGL 300 *Video Games and/as Theory* generated much conversation and support as it will attract many students and has already attracted national media attention. Also, ENGL 396 *Content Creation and Management in Professional Writing* (6 credits) now requires enrolment in the Minor in Professional Writing and will ensure that program students have priority registering for this course. This course appears in two other departments (Education and Études Françaises) as an elective course and will be removed from their listings. These units were consulted and approved of this change. Proposals will be submitted at a later time for their sections of the calendar.

This dossier was passed with minor modifications at the FCC; with satisfactory responses on the program implications, and the resources.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 02 Jun 2022

Approved by:

Stephen Yeager, Chair, English Department,
English Department meeting, 12 Nov 2021

The changes in this proposal were approved by the English Department meetings of April 23, 2021 (slot course conversion from ENGL 398 to ENGL 300). The changes to the Professional Writing content was approved at the meeting of November 12, 2021.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ENGL 214 Editing I: Grammar, Usage, and Style Change					X					
ENGL 215 Editing II: Principles and Practice of Editing Change										
ENGL 216 Audience and Purpose in Professional Writing Change										
ENGL 300 Video Games and/as Theory New	X	X	X	X			X	X	X	X
ENGL 395 Technical Writing Change					X					
ENGL 396 Content Creation and Management in Professional Writing Change					X					
ENGL 397 Writing for					X					

Business Change										
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COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 214

Calendar Section Type: Course

Description of Change: ENGL 214 Editing I: Grammar, Usage, and Style Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 214 Editing I: Grammar, Usage, and Style (3 credits)

Prerequisites:

The following course must be completed previously: ENGL ~~212~~.

Description :

This course offers a practical analysis of the conventions governing contemporary English grammar and usage, punctuation, sentence structure, and syntax. It focuses on stylistic effectiveness and persuasive power in diverse professional situations.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take any ESL course or ENGL 206 – ENGL 212 for credit.

Rationale:

These changes are recommended to prioritize students in the minor for the advanced courses, and to streamline permissions.

ENGL 213 replaces ENGL 212 as a prerequisite because students are required to take ENGL 213 for the Professional Writing minor, but not 212. Having 212 as the prerequisite means individual course permission changes every term to enrol students who have ENGL 213 but not 212.

Resource Implications:

None.

Proposed Text

ENGL 214 Editing I: Grammar, Usage, and Style (3 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .
[Enrolment in the Minor in Professional Writing is required. If prerequisites are not satisfied, permission of the Department is required.](#)

Description :

This course offers a practical analysis of the conventions governing contemporary English grammar and usage, punctuation, sentence structure, and syntax. It focuses on stylistic effectiveness and persuasive power in diverse professional situations.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take any ESL course or ENGL 206 , [ENGL 207](#) , [ENGL 210](#) , ENGL 212 for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 215

Calendar Section Type: Course

Description of Change: ENGL 215 Editing II: Principles and Practice of Editing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 215 Editing II: Principles and Practice of Editing (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
ENGL 214 .

Description :

This course builds on the concepts introduced in ENGL 214 . Students are introduced also to copy editing and techniques for eliminating errors in style, mechanics, and fact, and substantive editing for identifying structural problems and reorganizing and rewriting documents.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , ENGL 210 , ENGL 212 , ~~or ENGL 213~~ for credit.

Rationale:

ENGL 213 is removed as a course equivalency because it is already a prerequisite and can be taken concurrently.

Resource Implications:

None.

Proposed Text

ENGL 215 Editing II: Principles and Practice of Editing (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
ENGL 214 .

Description :

This course builds on the concepts introduced in ENGL 214 . Students are introduced also to copy editing and techniques for eliminating errors in style, mechanics, and fact, and substantive editing for identifying structural problems and reorganizing and rewriting documents.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , ENGL 210 , or ENGL 212 for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 216

Calendar Section Type: Course

Description of Change: ENGL 216 Audience and Purpose in Professional Writing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 216 Audience and Purpose in Professional Writing (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
ENGL 213 .

Description :

This course examines the ways that information is presented to a variety of audiences through writing and the interaction of texts and images.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , ENGL 212 ~~, ENGL 213~~ for credit.

Rationale:

ENGL 213 is removed as an equivalency because it is already a prerequisite and can be taken concurrently.

Resource Implications:

None.

Proposed Text

ENGL 216 Audience and Purpose in Professional Writing (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
ENGL 213 .

Description :

This course examines the ways that information is presented to a variety of audiences through writing and the interaction of texts and images.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , **or** ENGL 212 for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 300

Calendar Section Type: Course

Description of Change: ENGL 300 Video Games and/as Theory New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

ENGL 300 Video Games and/as Theory (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

Video game studies is a broad discipline that draws on many different philosophical perspectives and methodologies. Focusing on the key topics of history, ideology, political economy and cultural production, this course pairs a range of critical texts from literary history and cultural studies with specific video games in order to consider what games can teach us about theory as well as what theory can teach us about games.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for this topic under an ENGL 398 number may not take this course for credit.

Rationale:

This course has been taught successfully over the years and attracts students from all areas of the university. It has won the instructor a Dean's Award for Excellence in Teaching, attracted national media attention and supports the instructor's ongoing SSHRC-funded research. It strengthens the department's offerings by providing an upper-level sequel to ENGL 255 (Video Games and/as Literature), providing a pathway to video game studies at the graduate level in one of several Concordia departments or at other universities. It further strengthens our department's offerings in modern and modernity studies (a key area for English), and provides a much needed introduction to students interested in cultural studies and the history of technology. As a significant number of our faculty complement are involved in video game studies, studies of the history of technology and cultural studies, it supports their teaching and research as well.

Enrolments under ENGL 398 Videogames as Theory:

Winter 2015: 65/70 (section D)

Winter 2015: 55/55 (section E)

Winter 2017: 53/54

Winter 2020: 49/53

Winter 2021: 33/53

Fall 2021: 43/53

Resource Implications:

None. This course has been part of the instructor's regular course allotment since 2012 and requires no teaching assistants.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 395

Calendar Section Type: Course

Description of Change: ENGL 395 Technical Writing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 395 Technical Writing (3 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .

Description :

This course examines written and visual strategies for communicating information in technical fields. Practice includes experience in audience analysis and visual design in the preparation of such documents as technical abstracts, reports, proposals, descriptions, and instructional manuals.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 —ENGL ~~213~~ for credit.

Rationale:

The prerequisite is modified to ensure that this course is reserved for students enrolled in the Minor in Professional Writing. These changes are recommended to prioritize students in the minor for the advanced courses, and to streamline permissions.

ENGL 213 is removed as a course equivalency because it is already a prerequisite and can be taken concurrently.

Resource Implications:

None.

Proposed Text

ENGL 395 Technical Writing (3 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .

Enrolment in the Minor in Professional Writing is required. If prerequisites are not satisfied, permission of the Department is required.

Description :

This course examines written and visual strategies for communicating information in technical fields. Practice includes experience in audience analysis and visual design in the preparation of such documents as technical abstracts, reports, proposals, descriptions, and instructional manuals.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , or ENGL 212 for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 396

Calendar Section Type: Course

Description of Change: ENGL 396 Content Creation and Management in Professional Writing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 396 Content Creation and Management in Professional Writing (6 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 ~~or placement test~~

Description :

This course is intended for students who have mastered the essentials of composition and who wish to develop their ability to write effectively for professional purposes. Emphasis is placed on creating content for different media platforms, working in teams, and managing writing projects.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 ~~—ENGL 213~~ for credit.

Rationale:

Enrolment in the Minor in Professional Writing is an added requirement to prioritize students in the minor for the advanced courses, and to streamline permissions.

The placement test is removed because students can only be placed in one of the 3-credit composition courses (ENGL 206, 207, 210, 212, or 213). ENGL 396 is a 6-credit course.

The Department of Education has confirmed that they will remove ENGL 396 from their course offerings, see support document. This course is also offered as an elective in the French Studies Department (Traduction). The Department has also been advised of this change.

Proposed Text

ENGL 396 Content Creation and Management in Professional Writing (6 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .
[Enrolment in the Minor in Professional Writing is required. If prerequisites are not satisfied, permission of the Department is required.](#)

Description :

This course is intended for students who have mastered the essentials of composition and who wish to develop their ability to write effectively for professional purposes. Emphasis is placed on creating content for different media platforms, working in teams, and managing writing projects.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , [ENGL 207](#) , [ENGL 212](#) for credit.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Course changes ENGL 214, 215, 216, 395, 396; new course ENGL 300

Calendar Section Name: ENGL 397

Calendar Section Type: Course

Description of Change: ENGL 397 Writing for Business Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: English

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.100 Department of English > English Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ENGL 397 Writing for Business (3 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .

Description :

This course examines strategies for communicating information in business contexts. Practice includes audience analysis and visual design in the creation of such business documents as letters, memos, minutes, brochures, press releases, and company newsletters.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 —ENGL ~~216~~ for credit.

Rationale:

Enrolment in the Minor in Professional Writing is an added requirement to prioritize students in the minor for the advanced courses, and to streamline permissions.

The range of course equivalencies end no longer extends to ENGL 216 (ENGL 213, 214, 215 and 216 are removed) because students may take Professional Writing courses out of sequence and often take 397 before some of these courses.

Resource Implications:

None.

Proposed Text

ENGL 397 Writing for Business (3 credits)

Prerequisites:

The following course must be completed previously: ENGL 213 .
[Enrolment in the Minor in Professional Writing is required. If prerequisites are not satisfied, permission of the Department is required.](#)

Description :

This course examines strategies for communicating information in business contexts. Practice includes audience analysis and visual design in the creation of such business documents as letters, memos, minutes, brochures, press releases, and company newsletters.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this course may not subsequently take ENGL 206 , ENGL 207 , or ENGL 212 for credit.

Impact Report

Programs

Certificate in the Teaching of English as a Second Language

Source of Impact

- ENGL 396

Minor in Professional Writing

Source of Impact

- ENGL 214
- ENGL 215
- ENGL 216
- ENGL 395
- ENGL 396
- ENGL 397

Specialization in Teaching English as a Second Language

Source of Impact

- ENGL 396

Defined Groups

1re étape : Spécialisation en traduction Option A

Source of Impact

- ENGL 396

1re étape : Spécialisation en traduction Option F

Source of Impact

- ENGL 396

Courses

ENGL 213

Source of Impact

- ENGL 396

ENGL 215

Source of Impact

- ENGL 214

ENGL 397

Source of Impact

- ENGL 216

Regulations

Requirements for Composition Courses

Source of Impact

- ENGL 396

ENGL398C 2021

TJ 10:15-11:30

Darren Wershler

d.wershler@concordia.ca

virtual office hours, Discord: Tuesdays 11:30-1:30

v9

Video Games and/as Theory

Minecraft and Modernity Edition

Description

Video game studies is a nascent, fragmentary discipline that draws on many different philosophical perspectives and methodologies. Focusing on the key topics of history, ideology and political economy, this course pairs a range of critical theoretical approaches with specific video games in order to consider what the theories can teach us about the games, and what the games can teach us about theory.

This year's course explores key aspects of modernity through intensive interaction with Mojang's Minecraft -- one of the most popular but least studied video games in history.

This is a "flipped" class; we will spend our meeting time in-game, engaged in various collaborative activities designed to teach aspects of the readings on the syllabus through material experience. Lectures will take the form of prerecorded podcasts, which you can listen to while playing or at any other point during your week.

Objectives

1. Introduce students to significant theoretical texts on the subject of modernity

2. Use embodied experience in virtual worlds to help understand concepts from the theory and history of modernity
3. Gain experience working on collaborative research projects in a virtual environment
4. Learn how to write reflectively and critically about collaborative research in digital media

Course Materials

There is no single textbook for this course. A range of scholarly articles are available from various online sources, including course reserves, CLUES and the open Web (see Schedule for details).

Your game for the term is *_Minecraft_* (Java version, Mac or PC ONLY. The console and mobile versions of Minecraft will not allow you to access the collaborative online space the class will be using). If you don't already have one, you will need to purchase a full online version of Minecraft (\$35.00 CAD) and register for a Mojang account, here: <https://minecraft.net/>.

You will also need a Discord account if you don't already have one: <https://discord.com/>. You may or may not want to use the audio channel with your team members, but you can get by with typing and posting images in the chat channel.

Installation instructions for Minecraft and Discord are on the Moodle. Follow them scrupulously. There is also information in the installation document about where to ask for help.

NB: If your personal computer can't play the current version of Minecraft, it is **your responsibility** to borrow or otherwise secure hardware that can do so, for the duration of the term, if you want to be in this course. You will probably need to play for a minimum of around 3 hours each week as research -- same as normally scheduled (non-COVID) lecture time -- but

ambitious projects will require more time in-game to complete than this, so plan accordingly.

Meetings

Lectures for the course will be available as standard audio files on the course Moodle. You can listen to them whenever suits you, but you should do so before class meetings on the relevant weeks. If you live in a shared space, you may want some form of headphones or headset as well as your computer's speakers.

We will meet regularly as a group in the class Minecraft server as scheduled on Tuesdays and Thursdays, 10:15-11:30 AM. My expectation is that, as in any class, you will attend and participate in these collective sessions, and I will be logging attendance and noting participation when I assess grades for all activities. After group work begins (February 16), group members may want to work together on the server at other times, but I (and usually the RAs) will always be in-world during scheduled meeting time.

Course Requirements

Choose ONE of the following student profiles:

Communitarian

warmup (30%) + 1 Level I group project (30%) + 1 Level II group project (40%) = 100%

Polymath

warmup (30%) + 1 Level I group project (30%) + term paper (40%) = 100%

Planner

warmup (30%) + 1 Level III group project (70%) = 100% (NB: subject to student interest; minimum 5 people)

Flâneur

warmup (30%) + 2 reports (2 x 35%) = 100%

****NB**** You will need to let me know which profile you have chosen by week 2 of the course (January 19) so that I can assign people to groups in a balanced way.

The mark breakdown for individual assignments follows. For detailed descriptions of individual assignments and how they will be marked, see the Specifications document for this course.

Warmup (30%)

associated readings: all readings for first 3 weeks plus Jennifer Daryl Slack & J. Macgregor Wise, "Progress," *Culture + Technology: A Primer*. 2nd edition. New York: Peter Lang, 2015. 13-31.

All class members participate in the "Complete the Monument" warmup exercise, which is a low-stakes way of getting an early sense of how assignments will be graded in this course (in this case, the grade includes 10% for group completion of the monument and 20% for a short (3 pages/~800 words) individual reflection paper, due February 9. See Warmup specifications for further details).

Group Projects

The group project phase of the course begins on February 2. The first, easier project needs to be completed in 3 weeks, with the written component due on the dates indicated in the Schedule.

All group projects include a proposal (one paragraph submitted through Moodle for approval and suggestions); the actual

construction (10% for Level I, 15% for Level II); and a 3-page/~800 word individual reports on the project from each group member (20% for Level I, 25% for Level II). Individual reports should focus on one aspect of the project without repeating too much of each other, and should be submitted together to Moodle as a package (PDF), so the topics of individual reports within a group will require some coordination. The team should also provide some visual documentation of their project in the form of screenshots or video. Part of the group project will involve giving guided tours and explanations of the work to flâneurs and/or RAs. See Group Project specifications for further details.

Most group projects have a "Level II" which involves expanding on previous work. Level II projects also require the submission of proposals and individual reports.

I will provide links to several examples of inspirational student work in the first week. For an example of A+ project documentation, see and <https://mcprojectatlantis.wordpress.com/>. For an example of a final individual report, see Laura Susel, "'Atlantis Transcends', My Educational Minecraft Experience" <https://tag.hexagram.ca/atlantis-transcends-my-educational-minecraft-experience/>

Level I Projects (30%)

Organizing Nature I

associated reading: Scott, "Nature and Space"

Build some sort of large-scale farm (trees or crops).

Meatpacking I

associated reading: Giedion, "Mechanization and Death"

Build some sort of mob grinder (monsters or livestock).

Industrialization I

associated readings: Heidegger, "The Question Concerning Technology"; O'Brien and Szeman, "Capitalism and the Industrial Revolution"

Build some sort of redstone contraption that isn't a farm or a mob grinder.

Mobile Privatization I

associated readings: Williams, "The Social History of the Uses of Television Technology"; Schivelbusch, "Railroad Space and Railroad Time"

Build a base and connect it to somewhere else: your farm, a grinder, other bases, a nearby village

Constructing Expertise I

associated readings: "Bishop, "Algorithmic Experts"; Marvin, "Inventing the Expert"

Study the videos of a Minecraft YouTuber and use their videos to help build one of their creations.

Level II Projects (40%)

Ramping Up

Take your project for Organizing Nature, Meatpacking, or Industrialization and improve it substantially by redesigning, automating and expanding it with the help of redstone curcuitry and/or devices from mods.

Making Things Public (Mobile Privatization II)

Build some kind of public facility for the server (e.g. an enchanting library; a railroad through the Nether; transit to an End Portal; an ore-processing factory etc.) and create the conditions that could encourage others to use it (rail connections, documentation, etc.)

Constructing Expertise II

Improve on your design from Constructing Expertise I, documenting the results in the form of a short video.

Level III Projects (70%)

Level III projects are very large and very ambitious. They equal one Level I + one Level II, so you ONLY have to do this project plus the warmup if you choose this path. NB: Level III "Modernist Ruins" projects can only occur if there are at least 5 students in the class interested in this option. Teams should probably include an experienced Minecraft player.

Modernist Ruins

associated readings: Hatherley, "Forwards (Not Forgetting)"; Lefebvre, "Notes on the New Town"; Binkley, "Kitsch as a Repetitive System"; Boym, "Nostalgia and Its Discontents"

Convert the buildings of a Minecraft village into a recognizable modern architectural style (e.g. Bauhaus, Brutalist, etc.).

Then, conduct a comparison of your building(s) and their original(s), making reference to Boym, Binkley and any other relevant critical sources you find useful.

Flânerie (2 x 35% = 70%)

associated additional reading: Charles Baudelaire, "The Painter of Modern Life." https://www.writing.upenn.edu/library/Baudelaire_Painter-of-Modern-Life_1863.pdf

Renounce all building activities and teamwork for the duration of the game and become a witty observer of Minecraft life. Keep an extensive journal about the activities of others in the game.

Flâneurs file two reports to Moodle over the duration of the term in the class forum (35% each, about 7 pages, ~2000-2100 words + images + bibliography, or the equivalent length and quality in a video or audio file -- see Specifications), where other class members can read and interact with them. Each report should be in the form of either an illustrated informal essay plus images; an audio recording plus accompanying slides; or a video with either accompanying images or images interspersed throughout the video. See Flânerie specifications for further details.

Term Paper (40%)

This is a traditional short academic essay in terms of its form and length (7 pages, ~2000-2100 words + images + bibliography). Its object of study will be the relationship between one or more readings from the course and one of your in-game projects. See Term Paper specifications for further details.

Schedule

JAN 14

ZOOM MEETING: ORIENTATION

JAN 19-21

Bringing Back the Future

Mark Fisher, "It's easier to imagine the end of the world than the end of capitalism," *Capitalist Realism: Is There No Alternative?* Winchester: Zero Books, 2009. 1-11.

---, "The Slow Cancellation of the Future." *_Ghosts of My Life: Writings on Depression, Hauntology and Lost Futures._* Alresford: John Hunt Publishing/Zero Books, 2014. 2-29.

INSTALLATION CLINIC ON TUESDAY; OTHERWISE BE IN GAME

JAN 26-28

What Was Modernity?

Ben Singer, "Meanings of Modernity." *_Melodrama and Modernity: Early Sensational Cinema and Its Contexts._* New York: Columbia University Press, 2001. 17-35.

FEB 2-4

Minecraft as Allegory

Bart Simon and Darren Wershler, "Childhood's End (or, We Have Never Been Modern, Except in Minecraft)." *_Cultural Politics_* 14.3 (November 2018). 289-303.

FEB 9-11

Carpentry, Walking and Other Techniques

Ian Bogost. "Carpentry: Constructing Artifacts That Do Philosophy." *_Alien Phenomenology, or, What It's Like to Be a Thing_*. Posthumanities. Minneapolis: University of Minnesota Press, 2012. 85-111.

Michel de Certeau, "Walking in the City," *_The Practice of Everyday Life._* Trans. Steven Rendall. Berkeley: University of California Press, 1984. 91-110.

****WARMUP REFLECTION PAPER DUE FEB 9****

FEB 16-18

Colonization and Control

Wolfgang Schivelbusch, "The Policing of Street Lighting." *_Yale*

*French Studies*_ 73 (1987): 61-74.

Slack, Jennifer Daryl, and J. Macgregor Wise. "Progress."
Culture + Technology: A Primer. Second Edition. New York:
Peter Lang, 2015. 13-31.

FEB 23-25

Mobile Privatization

Wolfgang Schivelbusch, "Railroad Space and Railroad Time," *_The Railway Journey: The Industrialization of Time and Space in the 19th Century_*. Berkeley: University of California Press, 1977. 33-44.

Raymond Williams, "The Social History of the Uses of Television Technology," *_Television_* [1974]. London: Routledge, 2003. 12-25.

MAR 2-4

UNIVERSITY CLOSED - BREAK

MAR 9-11

Stewardship and Slaughter

James C. Scott, "Nature and Space," *_Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed_*. New Haven: Yale University Press, 1998. 11-24.

Siegfried Giedion, "Mechanization and Death: Meat";
"Mechanization and Growth" [Excerpts.] *_Mechanization Takes Command: A Contribution to Anonymous History_*. [1948]. New York: Oxford University Press, 1970. 209-22; 240-51.

****PROJECT LEVEL I DUE****

****FLÂNEUR REPORT 1 DUE****

MAR 16-18

Industrialization and Technology

Martin Heidegger, "The Question Concerning Technology" [excerpt]. *The Question Concerning Technology and Other Essays.* Trans. William Lovitt. New York/London: Garland Publishing, 1977. 14-19.

Suzie O'Brien and Imre Szeman, "Capitalism and the Industrial Revolution." *Popular Culture: A User's Guide.* [2004]. Second Edition. Toronto: Nelson Education, 2010. 39-46.

MAR 23-25

Architecture

Owen Hatherley, "Forwards (Not Forgetting)," *Militant Modernism.* Winchester: 0 Books, 2008. 3-14.

Henri Lefebvre, "Seventh Prelude: Notes on the New Town," *Introduction to Modernity: Twelve Preludes, September 1959-May 1961.* [1962.] Trans. John Moore. London: Verso, 1995. 116-26.

MAR 30-APR 1

Cultural Imaginaries and Games of Power

Benedict Anderson, "Introduction" and "The Origins of National Consciousness." *Imagined Communities.* [1983]. Revised Edition. London: Verso, 2006. 1-7; 37-46.

Chandra Mukerji, "Cultural Imaginaries and Modern States," *Modernity Reimagined: An Analytic Guide.* New York: Routledge, 2017. 37-50.

APR 6-8

Nostalgia and Kitsch

Sam Binkley, "Kitsch as a Repetitive System: A Problem for the Theory of Taste Hierarchy." *Journal of Material Culture.* 5 (2000): 131-52.

Svetlana Boym, "Nostalgia and Its Discontents." *Hedgehog Review* (summer 2007): 7-18.

****PROJECT LEVEL II DUE****

****FLÂNEUR REPORT 2 DUE****

APR 13-15

The (Re)Invention of Experts

Sophie Bishop, "Algorithmic Experts: Selling Algorithmic Lore on YouTube," *Social Media + Society* (January-March 2020): 1-11

Carolyn Marvin, "Inventing the Expert" [excerpts]. *When Old Technologies Were New: Thinking About Electric Communication in the Late Nineteenth Century*. New York/Oxford: Oxford University Press, 1988. 9-17; 56-62.

****PROJECT LEVEL III DUE****

APR 20

Utopia and Its Failures

Michel Foucault and Jay Miskowiec, "Of Other Spaces," *Diacritics* 16.1 (Spring 1986): 22-27.

Alexander Galloway, "*Warcraft* and Utopia," *Ctheory*, "1000 Days of Theory," 2015-08-20. <https://journals.uvic.ca/index.php/ctheory/article/view/14501>

****TERM PAPER DUE****

From: Maggie McDonnell <maggie.mcdonnell@concordia.ca>
Sent: June 13, 2022 7:54 AM
To: Teresa Hernandez-Gonzalez <teresa.hernandezgonzalez@concordia.ca>
Cc: Saul Carliner <Saul.Carliner@concordia.ca>; Roma Medwid <roma.medwid@concordia.ca>; Tesl Program Assistant <education.tesl@concordia.ca>; Stephen Yeager <stephen.yeager@concordia.ca>; Angela Alleyne <angela.alleyne@concordia.ca>
Subject: Re: Change affecting traduction and TESL

Good morning Teresa,

Thank you for taking the time to consider this change, and for your support!

Best,
Maggie

From: Teresa Hernandez-Gonzalez <teresa.hernandezgonzalez@concordia.ca>
Date: Monday, June 13, 2022 at 6:08 AM
To: Maggie McDonnell <maggie.mcdonnell@concordia.ca>
Cc: Saul Carliner <Saul.Carliner@concordia.ca>, Roma Medwid <roma.medwid@concordia.ca>, Tesl Program Assistant <education.tesl@concordia.ca>
Subject: Re: Change affecting traduction and TESL

Hello Maggie,

Saul sent me your email and we discussed this decision a bit. I can understand the rationale for not offering TESL students ENGL 396. It used to be the case that more TESL students were placed at that level in the ECPT. I don't remember that happening recently.

Since the possibility of obtaining special permission is still open, I don't see an issue.

We will remove ENGL 396 from our program description.

Thank you!

Teresa

Concordia University is located on unceded Kanien'kehá:ka territory.

From: Maggie McDonnell <maggie.mcdonnell@concordia.ca>

Sent: June 7, 2022 8:24 PM

To: Nikolas Romero Serra <nikolas.romero@concordia.ca>; Saul Carliner <Saul.Carliner@concordia.ca>

Cc: Stephen Yeager <stephen.yeager@concordia.ca>

Subject: Change affecting traduction and TESL

Good evening Nikolas and Saul, et bon soir.

We are proposing a change to ENGL 396 that affects your programs, and I wanted to share this with you, offer my rationale, and invite your feedback.

At the moment, ENGL 396 is an option for students in both Traduction (spécialisation) and TESL (see table below).

Program	ENGL options (taken from the current calendar)
TESL	6 credits chosen from: <ul style="list-style-type: none">• ENGL 212 English Composition — Stage I (3.00)• ENGL 213 English Composition — Stage II (3.00)• ENGL 396 Content Creation and Management in Professional Writing (6.00)
Spécialisation en traduction	6 credits chosen from: <ul style="list-style-type: none">• ENGL 212 English Composition — Stage I (3.00)• ENGL 213 English Composition — Stage II (3.00)• ENGL 396 Content Creation and Management in Professional Writing (6.00) [Note that the Bac in translation ONLY lists ENGL 212 & 213]

We are proposing that we **remove** ENGL 396 as a listed option for these programs, based on the following:

1. There is a discrepancy in the Composition options between the BA in Traduction and the Spécialisation.
2. Historically, students in TESL and Traduction do not enrol in ENGL 396, opting instead for the two 3-credit courses, which are offered more frequently, in all semesters.
3. ENGL 396 is a 6-credit course focused on digital writing, editing, and publishing, and thus may not serve the purpose originally intended.
4. The prerequisite for ENGL 396 is ENGL 213, so students would have to complete 9 credits in order to fulfill the 6-credit Composition requirement.
5. Access to ENGL 213 is either successful completion of ENGL 212 or the English department placement test, and historically, students in TESL and Traduction are placed in ENGL 212 more frequently than 213, which means those students will by default complete 212 & 213, and not consider 396.

6. Students in TESL and Traduction are very welcome to take ENGL 396 with permission of the department, or as part of the minor in Professional Writing, of course!

Please let me know your thoughts. We have been asked to document our consultation with your programs by next Tuesday, so if you can respond before then, I appreciate it.

Note that I am also very happy to come into any of your classes or orientation sessions to discuss the Professional Writing minor, which I believe would be an excellent complement to the programs your students are following. As well, if either of you wish to discuss potential cross-listings or co-taught courses as part of the ongoing expansion of the Professional Writing program, we are open to ideas.

All best,
Maggie

Dr. Maggie McDonnell
Coordinator, Composition & Professional Writing
English Department, Concordia University
Montreal, QC

[Make an appointment](#)

[Connect with me on LinkedIn](#)

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

This territorial acknowledgement was created by Concordia University's Indigenous Directions Leadership Group (2017). To read the entire territorial acknowledgement and learn more about why it was written this way, please visit <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

From: [Angela Alleyne](#)
To: [Nicole Freeman](#)
Subject: AS-ENGL-3921 FW: Change affecting traduction and TESL
Date: Tuesday, August 16, 2022 3:44:00 PM

Hi Nicole,

Here is the July 29/22 memo from the French Dept. re the above Curriculum Document. Let me know.

Thanks.

Angela

From: Maggie McDonnell <maggie.mcdonnell@concordia.ca>
Sent: August 15, 2022 10:57 AM
To: Angela Alleyne <angela.alleyne@concordia.ca>; Stephen Yeager <stephen.yeager@concordia.ca>
Subject: FW: Change affecting traduction and TESL

Hi Angela,

As requested, Christine's email is below. I've highlighted the sentence in which she says they're OK with our change.

Maggie

Dr. Maggie McDonnell
Composition & Professional Writing
English Department

[Make an appointment](#)

From: Christine York <christine.york@concordia.ca>
Date: Friday, July 29, 2022 at 9:26 AM
To: Maggie McDonnell <maggie.mcdonnell@concordia.ca>
Cc: Maria Trigueiro <maria.trigueiro@concordia.ca>
Subject: Re: Change affecting traduction and TESL

Hello Maggie,

Maria passed on to me your email regarding the proposed change to ENGL 396.

First, I'd like to explain the difference between the Majeure en traduction (which you refer to as the BA) and the Spécialisation. The Major is an open 48-credit program in which students focus on their writing skills in both languages before taking translation courses in the second year. The Specialization is a limited-enrolment 69-credit program that requires an R-score of 25 or over for admission and leads to certification in OTTIAQ (the professional order for translators). That is why the Major does not include ENGL 396 as an option. It's not a discrepancy; it reflects the different student profile in these two programs. Both programs have a full English-to-French option and French-to-English option, and the Specialization has a co-op option (R-score of 28 + exam).

Second, it happens fairly often that students in the Specialization or co-op are placed into ENGL 213 and occasionally, directly into ENGL 396. We appreciate the fact that these stronger students have the option to take the advanced course—even with the new digital focus—rather than ENGL 212 and 213, or in addition to ENGL 213 (giving them 9 credits total, of which 6 count towards their program and 3 are electives). I would not like to see students be obliged to take ENGL 212 if their skills are at a higher level.

A number of students in the French-to-English option have said they'd like to have more focus on grammar, so perhaps those who place in ENGL 213 could take ENGL 214 for their remaining 3 credits (instead of 396).

I agree that the wording on the new version of the calendar is confusing: it seems like the students can choose between the courses without having the pre-requisites. In any case, **as long as students who place higher can take ENGL 214 and/or ENGL 396 with permission of the department, I'm open to having it removed from the calendar.** However, we've just completed several rounds of curriculum changes and it might take a couple of years before we could update the calendar again.

Let me know if you'd like to discuss this further in the fall.

Best,
Christine

Christine York, trad. a. (she/her/elle)

Chargée d'enseignement

Présidente sortante, [Association canadienne de traductologie](#)

Département d'études françaises, Université Concordia

De : Maria Trigueiro <maria.trigueiro@concordia.ca>
Envoyé : 28 juillet 2022 10:09
À : Christine York <christine.york@concordia.ca>
Objet : TR: Change affecting traduction and TESL

Hi Christine,

The English department wants to make a curriculum change that touches upon our translation specialization program (ENGL 396). See rationale and request below.

Thanks,
Maria

De : Angela Alleyne <angela.alleyne@concordia.ca>
Envoyé : 28 juillet 2022 10:04
À : Maria Trigueiro <maria.trigueiro@concordia.ca>
Objet : FW: Change affecting traduction and TESL
Importance : Haute

Hi Maria,

Here is the email please advise.

Thanks.
Angela

From: Maggie McDonnell <maggie.mcdonnell@concordia.ca>
Sent: July 28, 2022 6:31 AM
To: Nikolas Romero Serra <nikolas.romero@concordia.ca>
Cc: Stephen Yeager <stephen.yeager@concordia.ca>; Angela Alleyne <angela.alleyne@concordia.ca>
Subject: Re: Change affecting traduction and TESL

Bonjour Nikolas,

Could you please let me know if you've had a chance to review my email of June 10, and let me know your thoughts?

Best,
Maggie

Get [Outlook for iOS](#)

From: Maggie McDonnell
Sent: Wednesday, June 8, 2022 1:23:30 AM
To: Nikolas Romero Serra <nikolas.romero@concordia.ca>; Saul Carliner <Saul.Carliner@concordia.ca>
Cc: Stephen Yeager <stephen.yeager@concordia.ca>
Subject: Change affecting traduction and TESL

Good evening Nikolas and Saul, et bon soir.

We are proposing a change to ENGL 396 that affects your programs, and I wanted to share this with you, offer my rationale, and invite your feedback.

At the moment, ENGL 396 is an option for students in both Traduction (spécialisation) and TESL (see table below).

Program	ENGL options (taken from the current calendar)
TESL	6 credits chosen from: <ul style="list-style-type: none">• ENGL 212 English Composition — Stage I (3.00)• ENGL 213 English Composition — Stage II (3.00)• ENGL 396 Content Creation and Management in Professional Writing (6.00)
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We are proposing that we **remove** ENGL 396 as a listed option for these programs, based on the following:

1. There is a discrepancy in the Composition options between the BA in Traduction and the Spécialisation.
2. Historically, students in TESL and Traduction do not enrol in ENGL 396, opting instead for the two 3-credit courses, which are offered more frequently, in all semesters.
3. ENGL 396 is a 6-credit course focused on digital writing, editing, and publishing, and thus may not serve the purpose originally intended.
4. The prerequisite for ENGL 396 is ENGL 213, so students would have to complete 9 credits in order to fulfill the 6-credit Composition requirement.
5. Access to ENGL 213 is either successful completion of ENGL 212 or the English department placement test, and historically, students in TESL and Traduction are placed in ENGL 212 more frequently than 213, which means those students will by default complete 212 & 213, and not consider 396.
6. Students in TESL and Traduction are very welcome to take ENGL 396 with permission of the department, or as part of the minor in Professional Writing, of course!

Please let me know your thoughts. We have been asked to document our consultation with your programs by next Tuesday, so if you can respond before then, I appreciate it.

Note that I am also very happy to come into any of your classes or orientation sessions to discuss the Professional Writing minor, which I believe would be an excellent complement to the programs your students are following. As well, if either of you wish to discuss potential cross-listings or co-taught courses as part of the ongoing expansion of the Professional Writing program, we are open to ideas.

All best,
Maggie

Dr. Maggie McDonnell
Coordinator, Composition & Professional Writing
English Department, Concordia University
Montreal, QC

[Make an appointment](#)

[Connect with me on LinkedIn](#)

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians

of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

This territorial acknowledgement was created by Concordia University's Indigenous Directions Leadership Group (2017). To read the entire territorial acknowledgement and learn more about why it was written this way, please visit <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

Undergraduate Program Regular Curriculum Change - AS-INTE-4321 - VERSION : 1

Summary and Rationale for Changes

The Elective Groups housed in the Interdisciplinary Studies section of the calendar is updated to reflect current offerings.

'Native Studies' is renamed 'Indigenous Studies', a title that better reflects broader indigenous perspectives. The School of Community and Public Affairs and Donna Goodleaf (Director, Decolonizing Curriculum and Pedagogy, Centre for Teaching and Learning) were consulted and in agreement with this name change.

There are no resource implications for these changes.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

The following proposal was presented under ASFC-2022-5M-H and approved at the Arts and Science Faculty Council meeting on September 23, 2022. We request that it be reviewed at the Academic Programs Committee on October 14, 2022 for the implementation in the 2023-24 Undergraduate Calendar.

Thank you for your consideration of this proposal which has no additional resource implications.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

The Faculty Curriculum Committee reviewed the proposed changes and recommends that it move forward for approval at the next Arts and Science Faculty Council meeting. The title for the Elective Group "Native Studies" is renamed "Indigenous Studies" in order to better reflect indigenous perspectives and cultures.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- **Interdisciplinary Elective Groups Change**

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 Elective Groups updated

Calendar Section Name: Interdisciplinary Elective Groups

Calendar Section Type: Regulation

Description of Change: Interdisciplinary Elective Groups Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2023/2024/Fall

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Elective Groups

Present Text (from 2021) calendar

Interdisciplinary Elective Groups
Econometrics and Programming (15 credits)
Health and Lifestyle (18 credits)
Hellenic Studies (18 credits)
Introduction to Life Sciences (18 credits)
Legal Studies (18 credits)
Management (15 credits)
Marketing (15 credits)
~~Native~~ Studies (15 credits)
Quebec Studies (18 credits)
Spanish America (18 credits)
Sustainability Studies (15 credits)
Preparing for Success in the Workplace (18 credits)
The Planet Earth: Studies in the Environment (18 credits)
Understanding Western Myth (15 credits)
The Basics of Business (15 credits)

Proposed Text

Interdisciplinary Elective Groups
Econometrics and Programming (15 credits)
Health and Lifestyle (18 credits)
Hellenic Studies (18 credits)
Introduction to Life Sciences (18 credits)
Legal Studies (18 credits)
Management (15 credits)
Marketing (15 credits)
Indigenous Studies (15 credits)
Quebec Studies (18 credits)
Spanish America (18 credits)
Sustainability Studies (15 credits)
Preparing for Success in the Workplace (18 credits)
The Planet Earth: Studies in the Environment (18 credits)
Understanding Western Myth (15 credits)
The Basics of Business (15 credits)

Rationale:

The Elective Groups, housed under the Interdisciplinary Studies section of the Undergraduate Calendar, is being updated to reflect the renamed title of Native Studies to Indigenous Studies. The School of Community and Public Affairs was consulted, as was Donna Goodleaf (Director, Decolonizing Curriculum and Pedagogy, Centre for Teaching and Learning).

Resource Implications:

None.

Impact Report

From: [Donna Goodleaf](#)
To: [Nicole Freeman](#)
Subject: Re: FAS elective groups and Native Studies
Date: Tuesday, August 2, 2022 3:01:40 PM

Kwe Nicole

Yes I agree with 'Indigenous Studies'.

Nia:wen Nicole for reaching out to me re this request and confirmation. Much appreciated.

Senhniseriiothen! (have a good day).

[Donna Kahérakwas Goodleaf, Ed.D.](#)
[Director Decolonizing Curriculum and Pedagogy](#)

Centre for Teaching and Learning
1455 De Maisonneuve Blvd W. Hall 631-08
Concordia University
Located on Un-Ceded Traditional Kanien'kehá:ka
Nation Territory
Via Montreal, Quebec
Email: donna.goodleaf@concordia.ca

From: Nicole Freeman <nicole.freeman@concordia.ca>
Date: Tuesday, August 2, 2022 at 2:57 PM
To: Donna Goodleaf <donna.goodleaf@concordia.ca>
Cc: FAS Curriculum <fas.curriculum@concordia.ca>
Subject: FAS elective groups and Native Studies

Hi Donna,

I reached out to the School of Community and Public Affairs regarding the renaming of the Native Studies elective group. They suggested that we rename the group 'Indigenous Studies'. I had proposed variations of the title, including 'Perspectives in Indigenous Studies'. If you are in agreement with the title of the elective group 'Indigenous Studies', we will create a curriculum change to reflect the new title in the Undergraduate Calendar. The website can be changed to reflect the new name rather quickly but the new title in the calendar will require committee approval.

Please confirm by August 10th, 2022 so that we can make the appropriate curriculum proposal

deadlines.

Kind regards,

Nicole

p.s. more information on elective groups can be found at:

<https://www.concordia.ca/artsci/academics/interdisciplinary/elective-groups.html>

Nicole Freeman
Administrator, Academic Programs
Faculty of Arts and Science
Concordia University
514-848-2424 ext. 2088
LOY-AD-224

Hybrid office hours 2022:

Monday, Tuesday, Wednesday – on campus (coordinates above)

Thursday, Friday – remote – contact via Teams or email

Undergraduate Program Regular Curriculum Change - AS-PSYC-5021 - VERSION : 1

Summary and Rationale for Changes

The Department of Psychology is changing the name of the current neuroscience option from BSc in Psychology to BSc in Neuroscience. This was the first undergraduate neuroscience program offered in Canada, before neuroscience became a field of its own. Since then, our competitor programs in Canada (e.g., McGill University, Université de Montréal, and Carleton University) have developed stand-alone neuroscience programs. Also, the number of neuroscience course offerings at Concordia have ballooned justifying an independent neuroscience program here.

A program name change will strengthen the program, align it better with other institutions, and attract and retain more students. There are no resource implications for this name change.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

The following proposal was presented under ASFC-2022-5M-I and approved at the Arts and Science Faculty Council meeting on September 23, 2022. We request that it be reviewed at the Academic Programs Committee on October 14, 2022 for the implementation in the 2023-24 Undergraduate Calendar.

Thank you for your consideration of this proposal which has no additional resource implications.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 23 Sep 2022

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

The Faculty Curriculum Committee reviewed the proposed changes and recommends that it move forward for approval at the next Arts and Science Faculty Council meeting. Removing the option in brackets from the BSc in Psychology (Behavioural Neuroscience Option) and assigning it a stand-alone name of BSc in Neuroscience will give the program equivalent weighting with the BSc in Psychology. Also removing the 'option' from the program titles in the BSc Honours and Specialization in Neuroscience streamlines these programs with other Canadian institutions with similar curricula.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 31 Aug 2022

Approved by:

Andrew Ryder, Chair, Department of Psychology,
Psychology Department Council, 01 Nov 2021

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
BSc Honours in Neuroscience Change			X	X			
BSc Specialization in Neuroscience Change			X	X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Science Courses: Honours in Neuroscience Change	X	X	
Science Courses: Specialization in Neuroscience Change	X	X	

Regulation Changes:

- Notes
- Notes
- Program Requirements Delete
- Program Requirements Delete

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: BSc Honours in Neuroscience

Calendar Section Type: Program

Description of Change: BSc Honours in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Program Name: BSc Honours in Psychology (Behavioural Neuroscience Option)

Program Type: Honours

Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Honours in Neuroscience > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

87 BSc Honours in ~~Psychology (Behavioural Neuroscience~~
credits ~~Option)~~

30.0 credits from the Core: Honours in Psychology

15.0 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12.0 credits chosen from the following:
Behavioural Neuroscience Content Area: Tier 2

PSYC 445 Human Neuropsychology (3)

9.0 credits of Psychology elective courses at the 300 or 400 level

21.0 credits from the Science Courses: Honours in ~~Psychology (Behavioural Neuroscience Option)~~-list

Proposed Text

87 BSc Honours in ~~Psychology (Behavioural Neuroscience~~
credits ~~Option)~~ **Neuroscience**

30.0 credits from the Core: Honours in Psychology

15.0 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12.0 credits chosen from the following:
Behavioural Neuroscience Content Area: Tier 2

PSYC 445 Human Neuropsychology (3)

9.0 credits of Psychology elective courses at the 300 or 400 level

21.0 credits from the Science Courses: Honours in Neuroscience list

Rationale:

A program name change will strengthen the program, align it better with other institutions, and attract and retain more students. There are no resource implications for this name change.

NOTE FOR CALENDAR EDITOR:

The defined group Science Courses: Honours in Neuroscience will need to be tagged once the tagging tool bug is fixed.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** 2023-24 renaming of BSc in Neuroscience**Calendar Section Name:** Science Courses: Honours in Neuroscience**Calendar Section Type:** Defined group**Description of Change:** Science Courses: Honours in Neuroscience Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Arts and Science**Department:** Psychology**Calendar publication date:** 2023/2024/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2023**Path:** Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Honours in Neuroscience > Program Requirements > BSc Honours in Psychology (Behavioural Neuroscience Option)**Type of Change:** Defined Group Change

Present Text (from 2021) calendar	Proposed Text
21 credits Science Courses: Honours in Psychology (Behavioural Neuroscience Option)	21 credits Science Courses: Honours in Neuroscience
6.0 credits: CHEM 221 Introductory Organic Chemistry I (3) CHEM 271 Biochemistry I (3)	6.0 credits: CHEM 221 Introductory Organic Chemistry I (3) CHEM 271 Biochemistry I (3)
3.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3)	3.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3)
12.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3) BIOL 227 Laboratory Studies in Biodiversity (3) BIOL 261 Molecular and General Genetics (3) BIOL 266 Cell Biology (3) BIOL 321 Evolution (3) BIOL 364 Cell Physiology (3) BIOL 367 Molecular Biology (3) BIOL 462 Immunology (3) BIOL 480 Bioinformatics (3) CHEM 222 Introductory Organic Chemistry II (3) CHEM 375 Biochemistry II (3) CHEM 472 Chemical Toxicology (3) CHEM 476 Structure and Function of Biomembranes (3) PHYS 443 Quantitative Human Systems Physiology (3) PHYS 445 Principles of Medical Imaging (3)	12.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3) BIOL 227 Laboratory Studies in Biodiversity (3) BIOL 261 Molecular and General Genetics (3) BIOL 266 Cell Biology (3) BIOL 321 Evolution (3) BIOL 364 Cell Physiology (3) BIOL 367 Molecular Biology (3) BIOL 462 Immunology (3) BIOL 480 Bioinformatics (3) CHEM 222 Introductory Organic Chemistry II (3) CHEM 375 Biochemistry II (3) CHEM 472 Chemical Toxicology (3) CHEM 476 Structure and Function of Biomembranes (3) PHYS 443 Quantitative Human Systems Physiology (3) PHYS 445 Principles of Medical Imaging (3)

Rationale:

The department is changing the name of the current neuroscience option from BSc in Psychology to BSc in Neuroscience, therefore the name of the Science Courses list is changed to align.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2023/2024/Summer

Type of change:

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Honours in Neuroscience

Present Text (from 2021) calendar

Proposed Text

Notes

Notes

Rationale:

The notes are moved so they appear under the program requirements, as the placement of the program in the calendar has moved as the result of the name change.

Resource Implications:

None

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: BSc Specialization in Neuroscience

Calendar Section Type: Program

Description of Change: BSc Specialization in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Program Name: BSc Specialization in Psychology (Behavioural Neuroscience Option)

Program Type: Specialization

Degree: Bachelor/Baccalaureate of Science (BSc)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

81 BSc Specialization in ~~Psychology (Behavioural Neuroscience Option)~~
credits

15.0 credits from the Core: Specialization in Psychology

15.0 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12.0 credits chosen from the following:
Tier 2: Psychology Behavioural Neuroscience Content Area

PSYC 445 Human Neuropsychology (3)

18.0 credits of Psychology elective courses at the 300 or 400 level

21.0 credits from the Science Courses:
Specialization in ~~Psychology (Behavioural Neuroscience Option)~~-list

Proposed Text

81 BSc Specialization in ~~Psychology (Behavioural Neuroscience Option)~~
credits

15.0 credits from the Core: Specialization in Psychology

15.0 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12.0 credits chosen from the following:
Tier 2: Psychology Behavioural Neuroscience Content Area

PSYC 445 Human Neuropsychology (3)

18.0 credits of Psychology elective courses at the 300 or 400 level

21.0 credits from the Science Courses: Specialization in Neuroscience list

Rationale:

A program name change will strengthen the program, align it better with other institutions, and attract and retain more students. There are no resource implications for this name change. The program is placed in a different location in the calendar as a result of the name change.

NOTE FOR CALENDAR EDITOR:

The defined group Science Courses: Honours in Neuroscience will need to be tagged once the tagging tool bug is fixed.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: Science Courses: Specialization in Neuroscience

Calendar Section Type: Defined group

Description of Change: Science Courses: Specialization in Neuroscience Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience > Program Requirements > BSc Specialization in Psychology (Behavioural Neuroscience Option)

Type of Change: Defined Group Change

	Present Text (from 2021) calendar		Proposed Text
<p>21 credits Science Courses: Specialization in Psychology (Behavioural Neuroscience Option)</p> <p>6.0 credits: CHEM 221 Introductory Organic Chemistry I (3) CHEM 271 Biochemistry I (3)</p> <p>3.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3)</p> <p>12.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3) BIOL 227 Laboratory Studies in Biodiversity (3) BIOL 261 Molecular and General Genetics (3) BIOL 266 Cell Biology (3) BIOL 321 Evolution (3) BIOL 364 Cell Physiology (3) BIOL 367 Molecular Biology (3) BIOL 382 Comparative Animal Physiology (3) BIOL 462 Immunology (3) BIOL 480 Bioinformatics (3) CHEM 222 Introductory Organic Chemistry II (3) CHEM 375 Biochemistry II (3) CHEM 472 Chemical Toxicology (3) CHEM 476 Structure and Function of Biomembranes (3) PHYS 443 Quantitative Human Systems Physiology (3) PHYS 445 Principles of Medical Imaging (3)</p>	<p>21 credits</p>	<p>Science Courses: Specialization in Neuroscience</p> <p>6.0 credits: CHEM 221 Introductory Organic Chemistry I (3) CHEM 271 Biochemistry I (3)</p> <p>3.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3)</p> <p>12.0 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3) BIOL 227 Laboratory Studies in Biodiversity (3) BIOL 261 Molecular and General Genetics (3) BIOL 266 Cell Biology (3) BIOL 321 Evolution (3) BIOL 364 Cell Physiology (3) BIOL 367 Molecular Biology (3) BIOL 382 Comparative Animal Physiology (3) BIOL 462 Immunology (3) BIOL 480 Bioinformatics (3) CHEM 222 Introductory Organic Chemistry II (3) CHEM 375 Biochemistry II (3) CHEM 472 Chemical Toxicology (3) CHEM 476 Structure and Function of Biomembranes (3) PHYS 443 Quantitative Human Systems Physiology (3) PHYS 445 Principles of Medical Imaging (3)</p>	<p>21 credits</p>

Rationale:

The name of the Science Courses list for the Specialization program is updated to align with the name change to Specialization in Neuroscience.

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2023/2024/Summer

Type of change:

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BSc Specialization in Neuroscience

Present Text (from 2021) calendar

Notes

Proposed Text

Notes

Rationale:

The notes are moved so they appear under the program where it listed in the new location in the calendar, as a result of the name change.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: Program Requirements

Calendar Section Type: Regulation

Description of Change: Program Requirements Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Deletion

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BA/BSc Honours in Psychology > BSc Honours in Neuroscience

Present Text (from 2021) calendar

Proposed Text

~~Program Requirements~~

Rationale:

The program requirements header is removed from the previous location where the program was housed, as the program has moved to a new location in the calendar.

Resource Implications:

None

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2023-24 renaming of BSc in Neuroscience

Calendar Section Name: Program Requirements

Calendar Section Type: Regulation

Description of Change: Program Requirements Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Psychology

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Deletion

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.250 Department of Psychology > Psychology Programs > BA/BSc Specialization in Psychology > BSc Specialization in Neuroscience

Present Text (from 2021) calendar

Proposed Text

~~Program Requirements~~

Rationale:

The program requirements header is removed from the previous location where the program was housed, as the program has moved to a new location in the calendar.

Resource Implications:

Impact Report

Programs

BSc Honours in Psychology (Behavioural Neuroscience Option)

Source of Impact

- Science Courses: Honours in Psychology (Behavioural Neuroscience Option)

BSc Specialization in Psychology (Behavioural Neuroscience Option)

Source of Impact

- Science Courses: Specialization in Psychology (Behavioural Neuroscience Option)

BSc Honours in Neuroscience

Program Requirements

BSc Honours in Neuroscience (87 credits)

30 credits from the Core: Honours in Psychology

15 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12 credits chosen from the following:

Behavioural Neuroscience Content Area: Tier 2

- PSYC 445 Human Neuropsychology (3.00)

9 credits of Psychology elective courses at the 300 or 400 level

21 credits from the Science Courses: Honours in Neuroscience list

Science Courses: Honours in Neuroscience (21 credits)

6 credits:

- CHEM 221 Introductory Organic Chemistry I (3.00)
- CHEM 271 Biochemistry I (3.00)

3 credits chosen from:

- BIOL 225 Form and Function of Organisms (3.00)

- BIOL 226 Biodiversity and Ecology (3.00)

12 credits chosen from:

- BIOL 225 Form and Function of Organisms (3.00)
- BIOL 226 Biodiversity and Ecology (3.00)
- BIOL 227 Laboratory Studies in Biodiversity (3.00)
- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 266 Cell Biology (3.00)
- BIOL 321 Evolution (3.00)
- BIOL 364 Cell Physiology (3.00)
- BIOL 367 Molecular Biology (3.00)
- BIOL 462 Immunology (3.00)
- BIOL 480 Bioinformatics (3.00)
- CHEM 222 Introductory Organic Chemistry II (3.00)
- CHEM 375 Biochemistry II (3.00)
- CHEM 472 Chemical Toxicology (3.00)
- CHEM 476 Structure and Function of Biomembranes (3.00)
- PHYS 443 Quantitative Human Systems Physiology (3.00)
- PHYS 445 Principles of Medical Imaging (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

BSc Specialization in Neuroscience

Program Requirements

BSc Specialization in Neuroscience (81 credits)

15 credits from the Core: Specialization in Psychology

15 credits chosen from Tier 1: Psychology with at least six credits chosen from the Social, Personality, and Culture Content Area: Tier 1 and/or the Developmental Content Area: Tier 1 and six credits chosen from the Behavioural Neuroscience Content Area: Tier 1 and/or the Cognitive Science Content Area: Tier 1

12 credits chosen from the following:

Tier 2: Psychology Behavioural Neuroscience Content Area

- PSYC 445 Human Neuropsychology (3.00)

18 credits of Psychology elective courses at the 300 or 400 level

21 credits from the Science Courses: Specialization in Neuroscience list

Science Courses: Specialization in Neuroscience (21 credits)

6 credits:

- CHEM 221 Introductory Organic Chemistry I (3.00)
- CHEM 271 Biochemistry I (3.00)

3 credits chosen from:

- BIOL 225 Form and Function of Organisms (3.00)

- BIOL 226 Biodiversity and Ecology (3.00)

12 credits chosen from:

- BIOL 225 Form and Function of Organisms (3.00)
- BIOL 226 Biodiversity and Ecology (3.00)
- BIOL 227 Laboratory Studies in Biodiversity (3.00)
- BIOL 261 Molecular and General Genetics (3.00)
- BIOL 266 Cell Biology (3.00)
- BIOL 321 Evolution (3.00)
- BIOL 364 Cell Physiology (3.00)
- BIOL 367 Molecular Biology (3.00)
- BIOL 382 Comparative Animal Physiology (3.00)
- BIOL 462 Immunology (3.00)
- BIOL 480 Bioinformatics (3.00)
- CHEM 222 Introductory Organic Chemistry II (3.00)
- CHEM 375 Biochemistry II (3.00)
- CHEM 472 Chemical Toxicology (3.00)
- CHEM 476 Structure and Function of Biomembranes (3.00)
- PHYS 443 Quantitative Human Systems Physiology (3.00)
- PHYS 445 Principles of Medical Imaging (3.00)

Notes

- Students are responsible for satisfying their particular degree requirements.

Undergraduate Program Regular Curriculum Change - GCS-COMP-3665 - VERSION : 5

Summary and Rationale for Changes

Please find attached a curriculum package for the undergraduate programs in the Computer Science and Software Engineering (CSSE) Department. The Department proposes changes to the definition of the General Electives. These changes were reviewed and approved by the Department Curriculum Committee, and subsequently by the Department Council held on January 28th, 2022. Details of the proposed courses are given in the attached GCS-COMP-3665 dossier.

We would be grateful if you could put this on the agenda of the next Engineering and Computer Science Undergraduate Studies Curriculum Committee meeting.

Rationale for the Changes

The changes allow students to select from a larger variety of courses, while at the same time reducing the number of students requests being filed for special permissions. The goal is to provide also more clarity to students and advisors about what are acceptable electives.

Overview of Changes

Definition of General Electives The definition for “General Electives” was changed to allow for more flexibility, while more clearly mentioning the exclusion criteria. The goal of this change is to reduce the number of student requests related to the selection of general electives and to provide a clearer description that allows students to register to general electives themselves with minimal guidance (See pages D3-D4).

Adapting the ECP Description More flexibility has been provided for the choice of ECP elective credits.

Moving the Elective Groups lists The Elective Groups lists were presented up front in the “Computer Science Electives” section, which gave the false impression that all electives were to be chosen from a single group. They have now been moved toward the end of the “General Electives” section, reducing the possibility of confusion.

Adding the General Electives Exclusion List The exclusion list prevents students from taking the courses that are not acceptable as general electives.

Adding COMP 438 (Geometric Modeling and Processing) to the elective list of the Computer Science and Software Engineering programs COMP 438 is a new course that was created in the proposal comp-111 and approved by Senate on November 12, 2021. By adding the course to the appropriate group, it facilitates the selection of it in a particular area of the field.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 01 Apr 2022

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Ali Akgunduz, Associate Dean, Office of the Dean,
ECSUSC, 15 Mar 2022

Approved by:

Lata Narayanan, Chair, Department of Computer Science and Software Engineering,
CSSE Departmental Council, 28 Jan 2022

Summary of Changes (Undergraduate Program Regular Curriculum Change)**Defined Group Changes:****Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Computer Science Electives Change		X	
General Electives: BCompSc Change		X	
General Electives Exclusion List New	X	X	
Artificial Intelligence Electives: BCompSc Change	X	X	
Computer Games Electives: BCompSc Change	X	X	
Data Analytics Electives: BCompSc Change	X	X	
Web Services and Applications Electives: BCompSc Change	X	X	
Extended Credit Program Change		X	
ECP Electives: BCompSc (other than Joint Majors) Change	X	X	
ECP Electives: Joint Major in Computation Arts and Computer Science Change	X	X	
ECP Electives: Joint Major in Data Science Change	X	X	
ECP Electives Exclusion List New	X	X	
Software Engineering Electives Change		X	X
Computer Games Electives: Software Engineering Change (Add COMP 438)		X	
Data Engineering Electives: Software Engineering Change		X	
Real-Time, Embedded, and Avionics Software Electives: Software Engineering Change		X	
Web Services and Applications Electives: Software Engineering Change		X	

Regulation Changes:

- Computer Science Course Groups New
- Software Engineering Course Groups New

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Computer Science Electives

Calendar Section Type: Defined group

Description of Change: Computer Science Electives Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Degree Requirements > BCompSc in Computer Science

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>18 credits</p> <p>Computer Science Electives</p> <p>Computer Science Electives must be chosen from the following list:</p> <p>All COMP courses with numbers 325 or higher.</p> <p>ENGR 490 Multidisciplinary Capstone Design Project (4)</p> <p>SOEN 287 Web Programming (3)</p> <p>SOEN 321 Information Systems Security (3)</p> <p>SOEN 331 Formal Methods for Software Engineering (3)</p> <p>SOEN 357 User Interface Design (3)</p> <p>SOEN 387 Web-Based Enterprise Application Design (3)</p> <p>SOEN 422 Embedded Systems and Software (4)</p> <p>SOEN 423 Distributed Systems (4)</p> <p>SOEN 471 Big Data Analytics (4)</p> <p>SOEN 487 Web Services and Applications (4)</p> <p>COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department).</p> <p>Note: Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.</p> <p>Elective courses are listed below in groups to facilitate the selection of courses in a particular area of the field.</p>	<p>18 credits</p> <p>Computer Science Electives</p> <p>Computer Science Electives must be chosen from the following list:</p> <p>All COMP courses with numbers 325 or higher</p> <p>ENGR 490 Multidisciplinary Capstone Design Project (4)</p> <p>SOEN 287 Web Programming (3)</p> <p>SOEN 321 Information Systems Security (3)</p> <p>SOEN 331 Formal Methods for Software Engineering (3)</p> <p>SOEN 357 User Interface Design (3)</p> <p>SOEN 387 Web-Based Enterprise Application Design (3)</p> <p>SOEN 422 Embedded Systems and Software (4)</p> <p>SOEN 423 Distributed Systems (4)</p> <p>SOEN 471 Big Data Analytics (4)</p> <p>SOEN 487 Web Services and Applications (4)</p> <p>COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department)</p> <p>Elective courses are listed in the following groups to facilitate the selection of courses in a particular area of the field:</p> <p>Artificial Intelligence Group: BCompSc</p> <p>Computer Games Group: BCompSc</p> <p>Data Analytics Group: BCompSc</p>

Present Text (from 2021) calendar

Proposed Text

[Web Services and Applications Group: BCompSc](#)

Note: Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.

Rationale:

Minor editorial changes are made to adjust to the new calendar style. The sentence "Elective courses are listed below in groups to facilitate the selection of courses in a particular area of the field" is removed as the elective course groups are now at the end of the page, to clearly separate them from the program requirements. The course groups will be tagged, so they will be hyperlinked and it will be easy for students to navigate to view them.

NOTE TO CALENDAR EDITOR: The following defined groups need to be tagged after tagging tool bug is fixed:

Artificial Intelligence Group: BCompSc

Computer Games Group: BCompSc

Data Analytics Group: BCompSc

Web Services and Applications Group: BCompSc

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: General Electives: BCompSc

Calendar Section Type: Defined group

Description of Change: General Electives: BCompSc Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Degree Requirements > BCompSc in Computer Science

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>27 credits General Electives: BCompSc</p> <p>General Electives must be chosen from the following list: Computer Science Electives as described above</p> <p>Mathematics Electives: BCompSc as mentioned above</p> <p>General Education Electives found in Section 71.110 Complementary Studies for Engineering and Computer Science Students .</p> <p>Basic and Natural Science Courses: BEng in Software Engineering</p> <p>A course outside this list may qualify as a General Elective only with prior written permission on a GCS Student Request form, obtainable from the Office of Student Academic Services in the Gina Cody School of Engineering and Computer Science.</p>	<p>27 credits General Electives: BCompSc</p> <p>General Electives must be chosen from the following lists: Computer Science Electives (see above)</p> <p>Mathematics Electives: BCompSc (see above)</p> <p>General Education Electives found in Section 71.110 Complementary Studies for Engineering and Computer Science Students</p> <p>A course outside this list qualifies as a General Elective provided that the course is explicitly listed in the Undergraduate Calendar as part of a Major, Minor, or Specialization program, or as part of the degree requirements for a BEng program at Concordia, and provided that the course is not included in the General Electives Exclusion List below .</p>

Rationale:

The changes allow students to select from a larger variety of courses, while at the same time reducing the number of students requests being filed for special permissions. The goal is to provide also more clarity to students and advisors about what are acceptable electives.

It is important that students choose courses that form part of a major, minor, or specialization or BEng degree program to assure academic rigour. The Faculty of Arts and Science has been consulted and many departments do not reserve program courses for their own students; these courses are open to all Concordia students. The change allows for students to have a much wider choice of electives than previously.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: General Electives Exclusion List

Calendar Section Type: Defined group

Description of Change: General Electives Exclusion List New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Degree Requirements > BCompSc in Computer Science > General Electives: BCompSc

Type of Change: New Defined Group

Present Text (from 2021) calendar

Proposed Text

credits [General Electives Exclusion List](#)

1. The following courses may not be taken to fulfill the General Electives requirement:

- [BCEE 231 Structured Programming and Applications for Building and Civil Engineers \(3\)](#)
- [BIOL 200 Fundamentals of Human Biology \(3\)](#)
- [BTM 200 Fundamentals of Information Technology \(3\)](#)
- [BTM 380 Introduction to Business Application Development \(3\)](#)
- [BTM 382 Database Management \(3\)](#)
- [COMP 218 Fundamentals of Programming \(3\)](#)
- [BCEE 231 Structured Programming and Applications for Building and Civil Engineers \(3\)](#)
- [GEOG 264 Programming for Environmental Sciences \(3\)](#)
- [PHYS 235 Object-Oriented Programming and Applications \(3\)](#)
- [PHYS 236 Numerical Methods in Physics with Python \(3\)](#)
- [MATH 208 Fundamental Mathematics I \(3\)](#)
- [MATH 209 Fundamental Mathematics II \(3\)](#)
- [MIAE 215 Programming for Mechanical and Industrial Engineers \(3.5\)](#)

2. COEN courses or INTE courses can only be taken with permission. In general, courses offered outside the Department of CSSE that contain substantial programming or computer science content may not be taken. Such courses may qualify as a General Elective only with prior written permission on a GCS Student Request form, obtainable from the Office of Student

Present Text (from 2021) calendar

Proposed Text

Academic Services in the Gina Cody School of Engineering and Computer Science.

3. At most 6 credits of the following courses may be taken for credit towards the General Electives requirement:

FRAN 211 French Language: Elementary (6)

FRAN 212 French Language: Transitional Level (6)

FRAN 215 Langue française : niveau intermédiaire II (3)

4. ESL courses may not be taken to fulfill the General Electives requirement.

Rationale:

The exclusion list prevents students from taking the courses that are not acceptable as general electives.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Computer Science Elective Course Groups

Calendar Section Type: Regulation

Description of Change: Computer Science Course Groups New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Type of change: New Regulation

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc)

Present Text (from 2021) calendar

Proposed Text

Computer Science Elective Course Groups

Elective courses are listed in groups below to facilitate the selection of courses in a particular area of the field.

Rationale:

A subheading is created for the Computer Science course groups to more clearly separate them from the program requirements and to give them better visibility on the page. The groups are now placed near the bottom of the page, while they were previously placed within the program requirements, which was confusing for students.

Resource Implications:

None

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Artificial Intelligence Electives: BCompSc

Calendar Section Type: Defined group

Description of Change: Artificial Intelligence Electives: BCompSc Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Computer Science Elective Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Artificial Intelligence ~~Electives:~~BCompSc

COMP 425 Computer Vision (4)

COMP 432 Machine Learning (4)

COMP 472 Artificial Intelligence (4)

COMP 473 Pattern Recognition (4)

COMP 474 Intelligent Systems (4)

COMP 479 Information Retrieval and Web Search
(4)

Proposed Text

credits Artificial Intelligence ~~Group:~~ BCompSc

COMP 425 Computer Vision (4)

COMP 432 Machine Learning (4)

COMP 472 Artificial Intelligence (4)

COMP 473 Pattern Recognition (4)

COMP 474 Intelligent Systems (4)

COMP 479 Information Retrieval and Web Search
(4)

Rationale:

A minor change is made the title of the group for calendar style.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Computer Games Electives: BCompSc

Calendar Section Type: Defined group

Description of Change: Computer Games Electives: BCompSc
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science
> Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering >
Section 71.70.2 Degree Requirements (BCompSc) > Computer Science Elective Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Computer Games ~~Electives~~: BCompSc

COMP 345 Advanced Program Design with C++
(4)

COMP 371 Computer Graphics (4)

COMP 376 Introduction to Game Development
(4)

COMP 475 Immersive Technologies (4)

COMP 477 Animation for Computer Games (4)

Proposed Text

credits Computer Games **Group**: BCompSc

COMP 345 Advanced Program Design with C++
(4)

COMP 371 Computer Graphics (4)

COMP 376 Introduction to Game Development
(4)

COMP 438 Geometric Modelling and Processing
(4)

COMP 475 Immersive Technologies (4)

COMP 476 Advanced Game Development (4)

COMP 477 Animation for Computer Games (4)

Rationale:

A minor change is made the title of the group for calendar style.

COMP 438 is a new course that was created in the proposal comp-111 and approved by Senate on November 12, 2021. By adding the course to the appropriate group, it facilitates the selection of it in a particular area of the field.

COMP 476 is not newly added, but is showing in blue as a bug. This has been reported and will be corrected.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Data Analytics Electives: BCompSc

Calendar Section Type: Defined group

Description of Change: Data Analytics Electives: BCompSc Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Computer Science Elective Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Data Analytics ~~Electives~~: BCompSc

COMP 333 Data Analytics (4)

COMP 353 Databases (4)

COMP 432 Machine Learning (4)

COMP 479 Information Retrieval and Web Search
(4)

MAST 324 Introduction to Optimization (3)

SOEN 471 Big Data Analytics (4)

Proposed Text

credits Data Analytics ~~Group~~: BCompSc

COMP 333 Data Analytics (4)

COMP 353 Databases (4)

COMP 432 Machine Learning (4)

COMP 479 Information Retrieval and Web Search
(4)

MAST 324 Introduction to Optimization (3)

SOEN 471 Big Data Analytics (4)

Rationale:

A minor change is made the title of the group for calendar style.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Web Services and Applications Electives:
BCompSc

Calendar Section Type: Defined group

Description of Change: Web Services and Applications Electives:
BCompSc Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.2 Degree Requirements (BCompSc) > Computer Science Elective Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Web Services and Applications ~~Electives:~~BCompSc
COMP 353 Databases (4)
COMP 445 Data Communication and Computer
Networks (4)
COMP 479 Information Retrieval and Web Search
(4)
SOEN 287 Web Programming (3)
SOEN 387 Web-Based Enterprise Application
Design (3)
SOEN 487 Web Services and Applications (4)

Proposed Text

credits Web Services and Applications ~~Group:~~ BCompSc
COMP 353 Databases (4)
COMP 445 Data Communication and Computer
Networks (4)
COMP 479 Information Retrieval and Web Search
(4)
SOEN 287 Web Programming (3)
SOEN 387 Web-Based Enterprise Application
Design (3)
SOEN 487 Web Services and Applications (4)

Rationale:

A minor change is made the title of the group for calendar style.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Extended Credit Program

Calendar Section Type: Defined group

Description of Change: Extended Credit Program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.3 Extended Credit Program > Degree Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>120 credits Extended Credit Program</p> <p>90.0 credits of program requirements as set out in Section 71.70.2 Degree Requirements (BCompSc)</p> <p>9.0 credits: MATH 203 Differential and Integral Calculus I (3) MATH 204 Vectors and Matrices (3) MATH 205 Differential and Integral Calculus II (3)</p> <p>6.0 credits chosen from courses in Humanities or Social Sciences as noted in Section 71.110 Complementary Studies for Engineering and Computer Science Students . English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.</p> <p>15.0 ECP elective credits chosen from the following lists, depending on the student's program-</p> <p>a) ECP: BCompSc (other than Joint Majors)</p> <p>b) ECP: Joint Major in Computation Arts and Computer Science</p> <p>c) ECP: Joint Major in Data Science</p>	<p>120 credits Extended Credit Program</p> <p>90.0 credits of program requirements as set out in Section 71.70.2 Degree Requirements (BCompSc)</p> <p>9.0 credits: MATH 203 Differential and Integral Calculus I (3) MATH 204 Vectors and Matrices (3) MATH 205 Differential and Integral Calculus II (3)</p> <p>6.0 credits chosen from courses in Humanities or Social Sciences as noted in Section 71.110 Complementary Studies for Engineering and Computer Science Students . Note: English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.</p> <p>15.0 ECP elective credits chosen from any courses listed in the Concordia undergraduate calendar. Please refer to the specific ECP requirements listed below, based on the student's program of study:</p> <p>a) ECP Electives (other than Joint Majors)</p> <p>b) ECP Electives: Joint Major in Computation Arts and Computer Science</p> <p>c) ECP Electives: Joint Major in Data Science</p>

Rationale:

This change is made to reflect the change in the definition of the General Electives in the BCompSci program.

NOTE FOR CALENDAR EDITOR: The following defined groups need to be tagged once the tagging tool bug is fixed:

- a) ECP Electives (other than Joint Majors)
- b) ECP Electives: Joint Major in Computation Arts and Computer Science
- c) ECP Electives: Joint Major in Data Science

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: ECP Electives: BCompSc (other than Joint Majors)

Calendar Section Type: Defined group

Description of Change: ECP Electives: BCompSc (other than Joint Majors) Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.3 Extended Credit Program > Degree Requirements > Extended Credit Program

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits ~~ECP:~~ BCompSc (other than Joint Majors)

15.0 elective credits chosen from outside the Gina Cody School of ~~Engineering and Computer Science including:~~
~~General Education Electives found in Section 71.110 Complementary Studies for Engineering and Computer Science Students.~~
~~Basic and Natural Science Courses: BEng in Software Engineering found in Section 71.70.9 Degree Requirements for the BEng in Software Engineering.~~

~~Note: Courses not included in the above lists may be taken with prior approval of the undergraduate program director.~~

~~Note:~~ Please see the Bachelor of/Baccalaureate in Computer Science (BCompSc) for program details.

Proposed Text

15 credits ECP Electives: BCompSc (other than Joint Majors)

15.0 elective credits chosen from outside the Gina Cody School of [Engineering](#), and the [ECP Electives Exclusion List below](#).

[Note:](#) Please see the Bachelor of/Baccalaureate in Computer Science (BCompSc) for program details.

Rationale:

This change is made to reflect the change in the definition of the ECP Electives in the BCompSc program.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: ECP Electives: Joint Major in Computation Arts and Computer Science

Calendar Section Type: Defined group

Description of Change: ECP Electives: Joint Major in Computation Arts and Computer Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.3 Extended Credit Program > Degree Requirements > Extended Credit Program

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits ~~ECP:~~ Joint Major in Computation Arts and Computer Science

15.0 elective credits chosen from outside the Gina Cody School of ~~Engineering and~~ Computer Science and the Department of Design and Computation Arts, ~~including:~~
~~General Education Electives found in Section 71.110 Complementary Studies for Engineering and Computer Science Students.~~
~~Basic and Natural Science Courses: BEng in Software Engineering found in Section 71.70.9 Degree Requirements for the BEng in Software Engineering.~~

Note: ~~Courses not included in the above lists may be taken with prior approval of the undergraduate program director.~~

~~Note:~~ Please see the Joint Major in Computation Arts and Computer Science for program details.

Proposed Text

15 credits [ECP Electives:](#) Joint Major in Computation Arts and Computer Science

15.0 elective credits chosen from outside the Gina Cody School of [Engineering](#), the Department of Computer [Science](#), the Department of Design and Computation Arts, and the [ECP Electives Exclusion List](#) below.

Note: Please see the Joint Major in Computation Arts and Computer Science for program details.

Rationale:

This change is made to reflect the change in the definition of the ECP Electives in the BCompSc program.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: ECP Electives: Joint Major in Data Science

Calendar Section Type: Defined group

Description of Change: ECP Electives: Joint Major in Data Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.3 Extended Credit Program > Degree Requirements > Extended Credit Program

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits ~~ECP:~~ Joint Major in Data Science

15.0 elective credits chosen from outside the Gina Cody School of Engineering and Computer

~~Science and~~ the Department of Mathematics and Statistics, ~~including:~~

~~General Education~~ Electives ~~found in Section 71.110 Complementary Studies for Engineering and Computer Science Students.~~

~~Basic and Natural Science Courses: BEng in Software Engineering found in Section 71.70 Department of Computer Science and Software Engineering.~~

Note: ~~Courses not included in the above lists may be taken with prior approval of the undergraduate program director.~~

~~Note:~~ Please see the Joint Major in Data Science for program details.

Proposed Text

15 credits ECP Electives: Joint Major in Data Science

15.0 elective credits chosen from outside the Gina Cody School of Engineering and Computer

Science, the Department of Mathematics and Statistics, and the ECP Electives [Exclusion List](#) below.

Note: Please see the Joint Major in Data Science for program details.

Rationale:

This change is made to reflect the change in the definition of the ECP Electives in the BCompSc program.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: ECP Electives Exclusion List

Calendar Section Type: Defined group

Description of Change: ECP Electives Exclusion List New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.3 Extended Credit Program > Degree Requirements > Extended Credit Program

Type of Change: New Defined Group

Present Text (from 2021) calendar

Proposed Text

credits [ECP Electives Exclusion List](#)

The following courses may not be taken for credit to fulfill the ECP Electives requirement for the BCompSc:

[BIOL 200 Fundamentals of Human Biology \(3\)](#)
[BTM 200 Fundamentals of Information Technology \(3\)](#)
[BTM 380 Introduction to Business Application Development \(3\)](#)
[BTM 382 Database Management \(3\)](#)
[COMP 218 Fundamentals of Programming \(3\)](#)
[ENGL 206 Fundamentals of Written English – Stage I \(3\)](#)
[ENGL 207 Fundamentals of Written English – Stage II \(3\)](#)
[ENGL 208 Introduction to English Composition and Literary Analysis \(3\)](#)
[EXCI 202 The Body Human: Form and Function \(3\)](#)
[EXCI 204 Food for Sport \(3\)](#)
[EXCI 206 The Science of Sport \(3\)](#)
[EXCI 218 Physical Growth and Maturation \(3\)](#)
[FINA 200 Personal Finance \(3\)](#)
[GEOG 264 Programming for Environmental Sciences \(3\)](#)
[PHYS 235 Object-Oriented Programming and Applications \(3\)](#)
[PHYS 236 Numerical Methods in Physics with Python \(3\)](#)

[INTE courses may only be taken with permission](#)

[ESL courses may not be taken for credit to fulfill](#)

Present Text (from 2021) calendar

Proposed Text

the ECP Electives requirement for the BCompSc

Rationale:

The exclusion list prevents students from taking the courses that are not acceptable as ECP electives.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Software Engineering Electives

Calendar Section Type: Defined group

Description of Change: Software Engineering Electives Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.9 Degree Requirements for the BEng in Software Engineering > Degree Requirements > BEng in Software Engineering

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Software Engineering Electives

Students in the Software Engineering program must complete at least 16 elective credits from the list of courses ~~below. Electives are also listed in groups to facilitate the selection of courses in a particular area of the field.~~

- ~~AERO~~ 480 Flight Control Systems (3.5)
- AERO 482 Avionic Navigation Systems (3)
- COEN 320 Introduction to Real-Time Systems (3)
- COMP 333 Data Analytics (4)
- COMP 339 Combinatorics (3)
- COMP 345 Advanced Program Design with C++ (4)
- COMP 353 Databases (4)
- COMP 371 Computer Graphics (4)
- COMP 376 Introduction to Game Development (4)
- COMP 425 Computer Vision (4)
- COMP 426 Multicore Programming (4)
- COMP 428 Parallel Programming (4)
- COMP 432 Machine Learning (4)
- COMP 442 Compiler Design (4)
- COMP 444 System Software Design (4)
- COMP 445 Data Communication and Computer Networks (4)
- COMP 451 Database Design (4)
- COMP 465 Design and Analysis of Algorithms (3)
- COMP 472 Artificial Intelligence (4)

Proposed Text

**16
credits**

Software Engineering Electives

Students in the Software Engineering program must complete at least 16 elective credits from the list of courses **below:**

- AERO** 480 Flight Control Systems (3.5)
- AERO 482 Avionic Navigation Systems (3)
- COEN 320 Introduction to Real-Time Systems (3)
- COMP 333 Data Analytics (4)
- COMP 339 Combinatorics (3)
- COMP 345 Advanced Program Design with C++ (4)
- COMP 353 Databases (4)
- COMP 371 Computer Graphics (4)
- COMP 376 Introduction to Game Development (4)
- COMP 425 Computer Vision (4)
- COMP 426 Multicore Programming (4)
- COMP 428 Parallel Programming (4)
- COMP 432 Machine Learning (4)
- COMP 442 Compiler Design (4)
- COMP 444 System Software Design (4)
- COMP 445 Data Communication and Computer Networks (4)
- COMP 451 Database Design (4)
- COMP 465 Design and Analysis of Algorithms (3)
- COMP 472 Artificial Intelligence (4)
- COMP 473 Pattern Recognition (4)
- COMP 474 Intelligent Systems (4)
- COMP 475 Immersive Technologies (4)
- COMP 476 Advanced Game Development (4)

Present Text (from 2021) calendar

COMP 473 Pattern Recognition (4)
 COMP 474 Intelligent Systems (4)
 COMP 475 Immersive Technologies (4)
 COMP 476 Advanced Game Development (4)
 COMP 477 Animation for Computer Games (4)
 COMP 478 Image Processing (4)
 COMP 479 Information Retrieval and Web Search (4)
 COMP 498 Topics in Computer Science (3)
 COMP 499 Topics in Computer Science with Lab (4)
 SOEN 298 System Hardware Lab (1)
 SOEN 344 Advanced Software Architecture and Design (3)
 SOEN 387 Web-Based Enterprise Application Design (3)
 SOEN 422 Embedded Systems and Software (4)
 SOEN 423 Distributed Systems (4)
 SOEN 448 Management of Evolving Systems (3)
 SOEN 471 Big Data Analytics (4)
 SOEN 487 Web Services and Applications (4)
 SOEN 491 Software Engineering Project (1)
 SOEN 498 Topics in Software Engineering (3)
 SOEN 499 Topics in Software Engineering with Lab (4)
 ENGR 411 Special Technical Report (1)

~~Computer~~ Games Electives: Software Engineering

~~Data~~ Engineering Electives: Software Engineering

Real-Time, Embedded, and Avionics
 Software Electives: Software Engineering

Web Services and Applications Electives:
 Software Engineering

Proposed Text

COMP 477 Animation for Computer Games (4)
 COMP 478 Image Processing (4)
 COMP 479 Information Retrieval and Web Search (4)
 COMP 498 Topics in Computer Science (3)
 COMP 499 Topics in Computer Science with Lab (4)
 SOEN 298 System Hardware Lab (1)
 SOEN 344 Advanced Software Architecture and Design (3)
 SOEN 387 Web-Based Enterprise Application Design (3)
 SOEN 422 Embedded Systems and Software (4)
 SOEN 423 Distributed Systems (4)
 SOEN 448 Management of Evolving Systems (3)
 SOEN 471 Big Data Analytics (4)
 SOEN 487 Web Services and Applications (4)
 SOEN 491 Software Engineering Project (1)
 SOEN 498 Topics in Software Engineering (3)
 SOEN 499 Topics in Software Engineering with Lab (4)
 ENGR 411 Special Technical Report (1)

Electives are also listed in the following groups to facilitate the selection of courses in a particular area of the field:

~~Computer~~ Games Electives: Software Engineering

~~Data~~ Engineering Electives: Software Engineering

Real-Time, Embedded, and Avionics
 Software Electives: Software Engineering

Web Services and Applications Electives:
 Software Engineering

Rationale:

The elective lists by subject area have been tagged within the Software Engineering Electives list according to calendar style.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Software Engineering Course Groups

Calendar Section Type: Regulation

Description of Change: Software Engineering Course Groups New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software
Engineering

Calendar publication date: 2023/2024/Summer

Type of change: New Regulation

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science
> Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering >
Section 71.70.9 Degree Requirements for the BEng in Software Engineering

Present Text (from 2021) calendar

Proposed Text

Software Engineering Course Groups

The Software Engineering elective courses are listed in groups below to facilitate the selection of courses in a particular area of the field.

Rationale:

A subheading for the Software Engineering Course groups is created to separate the groups from the program requirements and to give them better visibility on the page.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Computer Games Electives: Software Engineering

Calendar Section Type: Defined group

Description of Change: Computer Games Electives: Software Engineering Change (Add COMP 438)

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.9 Degree Requirements for the BEng in Software Engineering > Software Engineering Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Computer Games Electives: Software Engineering
COMP 345 Advanced Program Design with C++
(4)
COMP 371 Computer Graphics (4)
COMP 376 Introduction to Game Development
(4)
COMP 475 Immersive Technologies (4)
COMP 476 Advanced Game Development (4)
COMP 477 Animation for Computer Games (4)

Proposed Text

credits Computer Games Electives: Software Engineering
COMP 345 Advanced Program Design with C++
(4)
COMP 371 Computer Graphics (4)
COMP 376 Introduction to Game Development
(4)
COMP 438 Geometric Modelling and Processing
(4)
COMP 475 Immersive Technologies (4)
COMP 476 Advanced Game Development (4)
COMP 477 Animation for Computer Games (4)

Rationale:

COMP 438 is a new course that was created in the proposal comp-111 and approved by Senate on November 12, 2021. By adding the course to the appropriate group, it facilitates the selection of it in a particular area of the field.

The course group is now moved to be under the subheader for the Software Engineering Course Groups for better visibility on the page.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Data Engineering Electives: Software Engineering

Calendar Section Type: Defined group

Description of Change: Data Engineering Electives: Software Engineering Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.9 Degree Requirements for the BEng in Software Engineering > Software Engineering Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Data Engineering Electives: Software Engineering
COMP 333 Data Analytics (4)
COMP 353 Databases (4)
COMP 432 Machine Learning (4)
COMP 479 Information Retrieval and Web Search (4)
SOEN 471 Big Data Analytics (4)

Proposed Text

credits Data Engineering Electives: Software Engineering
COMP 333 Data Analytics (4)
COMP 353 Databases (4)
COMP 432 Machine Learning (4)
COMP 479 Information Retrieval and Web Search (4)
SOEN 471 Big Data Analytics (4)

Rationale:

The course group is now moved to be under the subheader for the Software Engineering Course Groups for better visibility on the page. No changes have been made to the content of the course group.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Real-Time, Embedded, and Avionics

Software Electives: Software Engineering

Calendar Section Type: Defined group

Description of Change: Real-Time, Embedded, and Avionics

Software Electives: Software Engineering Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software

Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.9 Degree Requirements for the BEng in Software Engineering > Software Engineering Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Real-Time, Embedded, and Avionics Software
Electives: Software Engineering

AERO 480 Flight Control Systems (3.5)

AERO 482 Avionic Navigation Systems (3)

COEN 320 Introduction to Real-Time Systems
(3)

COMP 345 Advanced Program Design with C++
(4)

SOEN 422 Embedded Systems and Software (4)

SOEN 423 Distributed Systems (4)

COMP 444 System Software Design (4)

Proposed Text

credits Real-Time, Embedded, and Avionics Software
Electives: Software Engineering

AERO 480 Flight Control Systems (3.5)

AERO 482 Avionic Navigation Systems (3)

COEN 320 Introduction to Real-Time Systems
(3)

COMP 345 Advanced Program Design with C++
(4)

SOEN 422 Embedded Systems and Software (4)

SOEN 423 Distributed Systems (4)

COMP 444 System Software Design (4)

Rationale:

The course group is now moved to be under the subheader for the Software Engineering Course Groups for better visibility on the page. No changes have been made to the content of the course group.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BCompSc General Electives change

Calendar Section Name: Web Services and Applications Electives:
Software Engineering

Calendar Section Type: Defined group

Description of Change: Web Services and Applications Electives:
Software Engineering Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Computer Science and Software
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 2023

Effective/Push to SIS date: 01 Jan 2023

Implementation/Start date: 01 May 2022

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.70 Department of Computer Science and Software Engineering > Section 71.70.9 Degree Requirements for the BEng in Software Engineering > Software Engineering Course Groups

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Web Services and Applications Electives: Software
Engineering

COMP 353 Databases (4)

COMP 445 Data Communication and Computer
Networks (4)

COMP 479 Information Retrieval and Web Search
(4)

SOEN 387 Web-Based Enterprise Application
Design (3)

SOEN 487 Web Services and Applications (4)

Proposed Text

credits Web Services and Applications Electives: Software
Engineering

COMP 353 Databases (4)

COMP 445 Data Communication and Computer
Networks (4)

COMP 479 Information Retrieval and Web Search
(4)

SOEN 387 Web-Based Enterprise Application
Design (3)

SOEN 487 Web Services and Applications (4)

Rationale:

The course group is now moved to be under the subheader for the Software Engineering Course Groups for better visibility on the page. No changes have been made to the content of the course group.

Resource Implications:

None

Impact Report

Programs

BCompSc in Computer Science

Source of Impact

- Computer Science Electives
- General Electives: BCompSc

BCompSc in Health and Life Sciences

Source of Impact

- General Electives: BCompSc

BEng in Software Engineering

Source of Impact

- Software Engineering Electives

Joint Major in Data Science

Source of Impact

- Computer Science Electives
- General Electives: BCompSc

Minor in Computer Science

Source of Impact

- Computer Science Electives

Defined Groups

ECP Electives Exclusion List New

Source of Impact

Extended Credit Program

Source of Impact

- ECP: BCompSc (other than Joint Majors)
- ECP: Joint Major in Computation Arts and Computer Science
- ECP: Joint Major in Data Science

General Electives Exclusion List New

Source of Impact

General Electives: BCompSc

Source of Impact

- Computer Science Electives

Software Engineering Electives

Source of Impact

- Computer Games Electives: Software Engineering
- Data Engineering Electives: Software Engineering

- Real-Time, Embedded, and Avionics Software Electives: Software Engineering
- Web Services and Applications Electives: Software Engineering

Regulations

Degree Requirements

Source of Impact

- Computer Science Electives
- General Electives: BCompSc

Section 71.75.2 Degree Requirements

Source of Impact

- General Electives: BCompSc

Software Engineering Program

Source of Impact

- Extended Credit Program

Other Units

Addition of BIOL 200 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of GEOG 264 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.130 Department of Geography, Planning and Environment

Addition of PHYS 235 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of PHYS 236 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of EXCI 202 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of EXCI 204 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of EXCI 206 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of EXCI 218 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of FINA 200 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 61.70 Department of Finance

Addition of BTM 200 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of BTM 380 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of BTM 382 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of ENGL 206 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 207 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 208 to ECP Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of BIOL 200 to General Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of GEOG 264 to General Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.130 Department of Geography, Planning and Environment

Addition of PHYS 235 to General Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of PHYS 236 to General Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of MATH 208 to General Electives Exclusion List requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **MATH 209** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **FRAN 211** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 31.110 Département d'études françaises

Addition of **FRAN 212** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 31.110 Département d'études françaises

Addition of **FRAN 215** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 31.110 Département d'études françaises

Addition of **BCEE 231** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **BCEE 231** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **BTM 200** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of **BTM 380** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of **BTM 382** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 61.50 Department of Supply Chain and Business Technology Management

Addition of **MIAE 215** to **General Electives Exclusion List** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Section 71.70.2 Degree Requirements

(BCompSc)

Degree Requirements

To be recommended for the degree of BCompSc, students must satisfactorily complete an approved program of at least 90 credits comprising the courses of the Computer Science Core, the Computer Science Complementary Core, Computer Science Electives, Mathematics Electives: BCompSc, and the remaining courses comprised of Minor and/or General Electives: BCompSc in accordance with the graduation requirements of Section 71.10.5 Graduation Regulations. The program also offers the BCompSc degree in the form of two joint major degrees (see Section 71.70.1 Curriculum for the Degree of Bachelor of/Baccalaureate in Computer Science).

Students may not register for a 400-level course before completing all of the 200-level Computer Science Core courses of their program.

The Gina Cody School of Engineering and Computer Science is committed to ensuring that its students possess good writing skills. Hence, every student in an undergraduate degree program is required to demonstrate competence in writing English or French prior to graduation.

All students admitted to the Gina Cody School of Engineering and Computer Science must meet the writing skills requirement as outlined in Section 71.20.7 Writing Skills Requirement.

If a student has satisfied the writing skills requirement prior to transferring to the Gina Cody School of Engineering and Computer Science, that student is deemed to have satisfied the writing skills requirement.

Newly admitted students are strongly encouraged to meet the requirement very early in their program (fall term of first year for students starting in September or winter term of first year for students starting in January) to avoid the risk of delayed graduation should remedial work prove necessary. Students who are required to take ESL courses should meet the Faculty writing skills requirements in the term following completion of their ESL courses.

BCompSc in Computer Science (90 credits)

33 credits from the Computer Science Core

6 credits from the Computer Science Complementary Core

18 credits of Computer Science Electives

6 credits of Mathematics Electives: BCompSc

27 credits of Minor electives or General Electives: BCompSc

Note: Students who wish to complete a minor offered by any other department in the University outside the Department of Computer Science and Software Engineering are strongly encouraged to declare their minor by the end of their first year. Students must satisfy the requirements

for the minor program as determined by the department that offers it.

Note: Any credits beyond those required to complete a declared minor may be taken as General Electives.

BCompSc Computer Science Core (33 credits)

- COMP 228 System Hardware (3.00)
- COMP 232 Mathematics for Computer Science (3.00)
- COMP 233 Probability and Statistics for Computer Science (3.00)
- COMP 248 Object-Oriented Programming I (3.50)
- COMP 249 Object-Oriented Programming II (3.50)
- COMP 335 Introduction to Theoretical Computer Science (3.00)
- COMP 346 Operating Systems (4.00)
- COMP 348 Principles of Programming Languages (3.00)
- COMP 352 Data Structures and Algorithms (3.00)
- COMP 354 Introduction to Software Engineering (4.00)

BCompSc Complementary Core (6 credits)

- ENCS 282 Technical Writing and Communication (3.00)
- ENCS 393 Social and Ethical Dimensions of Information and Communication Technologies (3.00)

Computer Science Electives (18 credits)

Computer Science Electives must be chosen from the following list:

All COMP courses with numbers 325 or higher

- ENGR 490 Multidisciplinary Capstone Design Project (6.00)
- SOEN 287 Web Programming (3.00)
- SOEN 321 Information Systems Security (3.00)
- SOEN 331 Formal Methods for Software Engineering (3.00)
- SOEN 357 User Interface Design (3.00)
- SOEN 387 Web-Based Enterprise Application Design (3.00)
- SOEN 422 Embedded Systems and Software (4.00)

SOEN 423

- SOEN 471 Big Data Analytics (4.00)
- SOEN 487 Web Services and Applications (4.00)

COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department

Elective courses are listed in the following groups to facilitate the selection of courses in a particular area of the field:

Artificial Intelligence Group: BCompSc

Computer Games Group: BCompSc

Data Analytics Group: BCompSc

Web Services and Applications Group: BCompSc

Note: Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.

Mathematics Electives: BCompSc (6 credits)

Mathematics Electives must be chosen from the following list:

- COMP 339 Combinatorics (3.00)
- COMP 361 Elementary Numerical Methods (3.00)
- COMP 367 Techniques in Symbolic Computation (3.00)
- ENGR 213 Applied Ordinary Differential Equations (3.00)
- ENGR 233 Applied Advanced Calculus (3.00)
- MAST 218 Multivariable Calculus I (3.00)
- MAST 219 Multivariable Calculus II (3.00)
- MAST 324 Introduction to Optimization (3.00)
- MAST 332 Techniques in Symbolic Computation (3.00)
- MAST 334 Numerical Analysis (3.00)
- MATH 251 Linear Algebra tested by Wing (3.00)
- MATH 252 Linear Algebra II (3.00)
- MATH 339 Combinatorics (3.00)
- MATH 392 Elementary Number Theory and Cryptography (3.00)

Note: Credits exceeding the required number of Mathematics Elective credits will accrue towards the General Elective credits.

Note: Students cannot receive credit for both COMP 339 and MATH 339; COMP 361 and MAST 334; COMP 367 and MAST 332.

General Electives: BCompSc (27 credits)

General Electives must be chosen from the following lists:

Computer Science Electives (see above)

Mathematics Electives: BCompSc (see above)

General Education Electives found in Section 71.110 Complementary Studies for Engineering and Computer Science Students

A course outside this list qualifies as a General Elective provided that the course is explicitly listed in the Undergraduate Calendar as part of a Major, Minor, or Specialization program, or as part of the degree requirements for a BEng program at Concordia, and provided that the course is not included in the General Electives Exclusion List below.

General Electives Exclusion List

1. The following courses may not be taken to fulfill the General Electives requirement:

- BCEE 231 Structured Programming and Applications for Building and Civil Engineers (3.00)
- BIOL 200 Fundamentals of Human Biology (3.00)
- BTM 200 Fundamentals of Information Technology (3.00)
- BTM 380 Introduction to Business Application Development (3.00)
- BTM 382 Database Management (3.00)
- COMP 218 Fundamentals of Programming (3.00)
- BCEE 231 Structured Programming and Applications for Building and Civil Engineers (3.00)
- GEOG 264 Programming for Environmental Sciences (3.00)
- PHYS 235 Object-Oriented Programming and Applications (3.00)
- PHYS 236 Numerical Methods in Physics with Python (3.00)
- MATH 208 Fundamental Mathematics I (3.00)
- MATH 209 Fundamental Mathematics II (3.00)
- MIAE 215 Programming for Mechanical and Industrial Engineers (3.50)

2. COEN courses or INTE courses can only be taken with permission. In general, courses offered outside the Department of CSSE that contain substantial programming or computer science content may not be taken. Such courses may qualify as a General Elective only with prior written permission on a GCS Student Request form, obtainable from the Office of Student Academic Services in the Gina Cody School of Engineering and Computer Science.

3. At most 6 credits of the following courses may be taken for credit towards the General Electives requirement:

- FRAN 211 French Language: Elementary (6.00)
- FRAN 212 French Language: Transitional Level (6.00)
- FRAN 215 Langue française : niveau intermédiaire II (3.00)

4. ESL courses may not be taken to fulfill the General Electives requirement.

Computer Science Elective Course Groups

Elective courses are listed in groups below to facilitate the selection of courses in a particular area of the field.

Artificial Intelligence Group: BCompSc

- COMP 425 Computer Vision (4.00)
- COMP 432 Machine Learning (4.00)
- COMP 472 Artificial Intelligence (4.00)
- COMP 473 Pattern Recognition (4.00)
- COMP 474 Intelligent Systems (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)

Computer Games Group: BCompSc

- COMP 345 Advanced Program Design with C++ (4.00)
- COMP 371 Computer Graphics (4.00)
- COMP 376 Introduction to Game Development (4.00)
- COMP 438 Geometric Modelling and Processing (4.00)
- COMP 475 Immersive Technologies (4.00)
- COMP 476 Advanced Game Development (4.00)
- COMP 477 Animation for Computer Games (4.00)

Data Analytics Group: BCompSc

- COMP 333 Data Analytics (4.00)
- COMP 353 Databases (4.00)
- COMP 432 Machine Learning (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- MAST 324 Introduction to Optimization (3.00)
- SOEN 471 Big Data Analytics (4.00)

Web Services and Applications Group: BCompSc

- COMP 353 Databases (4.00)
- COMP 445 Data Communication and Computer Networks (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- SOEN 287 Web Programming (3.00)
- SOEN 387 Web-Based Enterprise Application Design (3.00)
- SOEN 487 Web Services and Applications (4.00)

Other Related Programs

Joint Major in Computation Arts and Computer Science

See Section 71.80 Computation Arts and Computer Science for details.

Joint Major in Data Science

See Section 71.85 Data Science for details.

Section 71.70.3 Extended Credit Program

Notes

Students admitted to an Extended Credit Program (ECP) under the provisions of Section 13.3 Admission Requirements or Section 13.8 Selection Process and Notification must successfully complete a minimum of 120 credits including the requirements below.

Degree Requirements

Extended Credit Program (120 credits)

90 credits of program requirements as set out in Section 71.70.2 Degree Requirements (BCompSc)

9 credits:

- MATH 203 Differential and Integral Calculus I (3.00)
- MATH 204 Vectors and Matrices (3.00)
- MATH 205 Differential and Integral Calculus II (3.00)

6 credits chosen from courses in Humanities or Social Sciences as noted in Section 71.110 Complementary Studies for Engineering and Computer Science Students .

Note: English as a Second Language (ESL) Courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

15 ECP elective credits chosen from any courses listed in the Concordia undergraduate calendar. Please refer to the specific ECP requirements listed below, based on the student's program of study:

- a) ECP Electives (other than Joint Majors)
- b) ECP Electives: Joint Major in Computation Arts and Computer Science
- c) ECP Electives: Joint Major in Data Science

ECP Electives: BCompSc (other than Joint Majors) (15 credits)

15 elective credits chosen from outside the Gina Cody School of Engineering, and the ECP Electives Exclusion List below.

Note: Please see the Bachelor of/Baccalaureate in Computer Science (BCompSc) for program details.

ECP Electives: Joint Major in Computation Arts and Computer Science (15 credits)

15 elective credits chosen from outside the Gina Cody School of Engineering, the Department of Computer Science, the Department of Design and Computation Arts, and the ECP Electives Exclusion List below.

Note: Please see the Joint Major in Computation Arts and Computer Science for program details.

ECP Electives: Joint Major in Data Science (15 credits)

15 elective credits chosen from outside the Gina Cody School of Engineering and Computer Science, the Department of Mathematics and Statistics, and the ECP Electives Exclusion List below.

Note: Please see the Joint Major in Data Science for program details.

ECP Electives Exclusion List

The following courses may not be taken for credit to fulfill the ECP Electives requirement for the BCompSc:

- BIOL 200 Fundamentals of Human Biology (3.00)
- BTM 200 Fundamentals of Information Technology (3.00)
- BTM 380 Introduction to Business Application Development (3.00)
- BTM 382 Database Management (3.00)
- COMP 218 Fundamentals of Programming (3.00)
- ENGL 206 Fundamentals of Written English – Stage I (3.00)
- ENGL 207 Fundamentals of Written English – Stage II (3.00)
- ENGL 208 Introduction to English Composition and Literary Analysis (3.00)
- EXCI 202 The Body Human: Form and Function (3.00)
- EXCI 204 Food for Sport (3.00)
- EXCI 206 The Science of Sport (3.00)
- EXCI 218 Physical Growth and Maturation (3.00)
- FINA 200 Personal Finance (3.00)
- GEOG 264 Programming for Environmental Sciences (3.00)

- PHYS 235 Object-Oriented Programming and Applications (3.00)
- PHYS 236 Numerical Methods in Physics with Python (3.00)

INTE courses may only be taken with permission

ESL courses may not be taken for credit to fulfill the ECP Electives requirement for the BCompSc

Section 71.70.9 Degree Requirements for the BEng in Software Engineering

Degree Requirements

Students registered in the Software Engineering program must complete a minimum of 120 credits during four years of full-time study. The program consists of the Engineering Core, the Software Engineering Core and electives.

BEng in Software Engineering (120 credits)

30.5 credits from the Engineering Core

47.5 credits from the Software Engineering Core

23 credits from the Computer Science Group: Software Engineering

3 credits from the Basic and Natural Science Courses: Software Engineering

16 credits of Software Engineering Electives

Software Engineering Core (47.5 credits)

47.5 credits chosen from the following courses:

- SOEN 228 System Hardware (4.00)
- SOEN 287 Web Programming (3.00)
- SOEN 321 Information Systems Security (3.00)
- SOEN 331 Formal Methods for Software Engineering (3.00)
- SOEN 341 Software Process and Practices (4.00)
- SOEN 342 Software Requirements and Deployment (4.00)
- SOEN 343 Software Architecture and Design (4.00)
- SOEN 345 Software Testing, Verification and Quality Assurance (4.00)
- SOEN 357 User Interface Design (3.00)

- SOEN 363 Data Systems for Software Engineers (3.00)
- SOEN 384 Management, Measurement and Quality Control (3.00)
- SOEN 390 Software Engineering Team Design Project (3.50)
- SOEN 490 Capstone Software Engineering Design Project (6.00)

Computer Science Group: Software Engineering (23 credits)

- COMP 232 Mathematics for Computer Science (3.00)
- COMP 248 Object-Oriented Programming I (3.50)
- COMP 249 Object-Oriented Programming II (3.50)
- COMP 335 Introduction to Theoretical Computer Science (3.00)
- COMP 346 Operating Systems (4.00)
- COMP 348 Principles of Programming Languages (3.00)
- COMP 352 Data Structures and Algorithms (3.00)

Engineering and Natural Science Group: Software Engineering (3 credits)

3 credits chosen from one of the following courses:

- ENGR 245 Mechanical Analysis (3.00)
- MIAE 221 Materials Science (3.00)

Software Engineering Electives (16 credits)

Students in the Software Engineering program must complete at least 16 elective credits from the list of courses below:

- AERO 480 Flight Control Systems (3.50)
- AERO 482 Avionic Navigation Systems (3.00)
- COEN 320 Introduction to Real-Time Systems (3.00)
- COMP 333 Data Analytics (4.00)
- COMP 339 Combinatorics (3.00)
- COMP 345 Advanced Program Design with C++ (4.00)
- COMP 353 Databases (4.00)
- COMP 371 Computer Graphics (4.00)
- COMP 376 Introduction to Game Development (4.00)
- COMP 425 Computer Vision (4.00)
- COMP 426 Multicore Programming (4.00)
- COMP 428 Parallel Programming (4.00)
- COMP 432 Machine Learning (4.00)
- COMP 442 Compiler Design (4.00)
- COMP 444 System Software Design (4.00)
- COMP 445 Data Communication and Computer Networks (4.00)
- COMP 451 Database Design (4.00)
- COMP 465 Design and Analysis of Algorithms (3.00)
- COMP 472 Artificial Intelligence (4.00)

- COMP 473 Pattern Recognition (4.00)
- COMP 474 Intelligent Systems (4.00)
- COMP 475 Immersive Technologies (4.00)
- COMP 476 Advanced Game Development (4.00)
- COMP 477 Animation for Computer Games (4.00)
- COMP 478 Image Processing (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- COMP 498 Topics in Computer Science (3.00)
- COMP 499 Topics in Computer Science with Lab (4.00)
- SOEN 298 System Hardware Lab (1.00)
- SOEN 344 Advanced Software Architecture and Design (3.00)
- SOEN 387 Web-Based Enterprise Application Design (3.00)
- SOEN 422 Embedded Systems and Software (4.00)
- SOEN 423
- SOEN 448 Management of Evolving Systems (3.00)
- SOEN 471 Big Data Analytics (4.00)
- SOEN 487 Web Services and Applications (4.00)
- SOEN 491 Software Engineering Project (1.00)
- SOEN 498 Topics in Software Engineering (3.00)
- SOEN 499 Topics in Software Engineering with Lab (4.00)
- ENGR 411 Special Technical Report (1.00)

Electives are also listed in the following groups to facilitate the selection of courses in a particular area of the field:

Computer Games Electives: Software Engineering

Data Engineering Electives: Software Engineering

Real-Time, Embedded, and Avionics Software Electives: Software Engineering

Web Services and Applications Electives: Software Engineering

Software Engineering Course Groups

The Software Engineering elective courses are listed in groups below to facilitate the selection of courses in a particular area of the field.

Computer Games Electives: Software Engineering

- COMP 345 Advanced Program Design with C++ (4.00)
- COMP 371 Computer Graphics (4.00)
- COMP 376 Introduction to Game Development (4.00)
- COMP 438 Geometric Modelling and Processing (4.00)

- COMP 475 Immersive Technologies (4.00)
- COMP 476 Advanced Game Development (4.00)
- COMP 477 Animation for Computer Games (4.00)

Data Engineering Electives: Software Engineering

- COMP 333 Data Analytics (4.00)
- COMP 353 Databases (4.00)
- COMP 432 Machine Learning (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- SOEN 471 Big Data Analytics (4.00)

Real-Time, Embedded, and Avionics Software Electives: Software Engineering

- AERO 480 Flight Control Systems (3.50)
- AERO 482 Avionic Navigation Systems (3.00)
- COEN 320 Introduction to Real-Time Systems (3.00)
- COMP 345 Advanced Program Design with C++ (4.00)
- SOEN 422 Embedded Systems and Software (4.00)

SOEN 423

- COMP 444 System Software Design (4.00)

Web Services and Applications Electives: Software Engineering

- COMP 353 Databases (4.00)
- COMP 445 Data Communication and Computer Networks (4.00)
- COMP 479 Information Retrieval and Web Search (4.00)
- SOEN 387 Web-Based Enterprise Application Design (3.00)
- SOEN 487 Web Services and Applications (4.00)

Summary and Rationale for Changes

In compliance with the billing reform being implemented by the School of Graduate Studies (SGS), the Department of Journalism **voted unanimously** on 22 February 2022 in favour of curriculum revisions to the Essay option (C) in the MA program in Digital Innovation in Journalism Studies.

The revisions propose to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The revision addresses changes implemented by SGS related to (i) per-credit billing for all course-based masters and (ii) full-time status now being determined by number of registered credits, where students lose full-time status if registered in fewer than 9-credits per term while in the Essay option (excluding summer and when registered in project courses).

Resource implications for the changes:

The changes implemented by SGS have resource implications for the department that require an **additional course section** for the MA program to ensure students in the Essay option can maintain full-time status in the Fall term (see attached files). Currently, the department offers only two courses in the Fall term and would need to add another elective to meet the required nine (9) credits for full-time study. Movement of an elective from another term is not possible as this re-creates the same issue (i.e., this term would now have fewer than nine credits offered). Therefore, our section allotment has no space to allow this mandated SGS change without an additional course section. JOUR 642 (Special Topics in Journalism) will fill this need to allow for the mandated SGS change, subject to approval from the Dean's office.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Curriculum Review

For Submission to:

” ”
”

Approved by:

” ”
”

Summary of Committee Discussion: Editorial review

For Submission to:

” ”
”

Approved by:

” ”
”

Summary of Committee Discussion: GCC approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Rachel Berger, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 19 Sep 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2223 2 D1). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Associate Dean, School of Graduate Studies,
Graduate Curriculum Committee, 19 Sep 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 13 May 2022

The following proposal was presented under ASFC-2022-4M-C and approved at the Arts and Science Faculty Council meeting of May 13, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

Resource implications requested in this proposal will be considered upon course scheduling.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 13 May 2022

Approved by:

Richard Courtemanche, Associate Dean,
Faculty Curriculum Committee, 26 Apr 2022

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Journalism** is proposing a graduate program change, following the initiative from the School of Graduate Studies to modify the billing procedure for non-thesis graduate degrees. This initiative aims to clarify and facilitate the predictability of the students' billing financials, to ensure a closer overview of non-thesis project work, as well as to align the Concordia University billing practices with those from the other universities in the province. As basic parameters: (1) the courses will be billed by the university as per-credit (as opposed to per-semester); (2) coursework identified as having a credit value > 15 credits will have to be parceled out into smaller course elements, as this exceeds the regular semester load; (3) program leadership needs to design this parcellation with a useful curricular logic, making for sound course design, and also in consideration with the overall program sequential/ chronological flow; and finally (4) to keep their full-time status, students will need to take ≥ 9 credits per semester.

To comply with this billing reform, the department is proposing to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The changes implemented have resource implications for the department, very likely requiring an additional course section for the MA program to ensure students in the Essay option can maintain full-time status in the Fall term. With the regular course offering in the Department of Journalism, MA students (course-based MA in Digital Innovation in Journalism) cannot keep a ≥ 9 credit load to consolidate full-time status, because of a current lack of available electives at the graduate level, in the Fall semester. Upon discussion with the unit, the first instance of this need (Fall 2022-2023) is a section to be used for the elective JOUR 642 (Special Topics in Journalism). The non-program specific requirement coming from SGS explains the tentative nature of this curriculum change. As the Chair integrates these billing parameters within the regular operations, this request will be adjusted within the overall section allotment exercise, and as such is contingent to the approval from the *Associate Dean Student Academic Services* on a yearly basis.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee (FCC), 25 Apr 2022

Approved by:

David Secko, Chair, Department of Journalism,
Department Council, 22 Feb 2022

Submission of AS-JOUR-4141.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
JOUR 684 Essay I New	X	X	X	X	X		X	X	X	
JOUR 685 Essay II New	X	X	X	X	X		X	X	X	
JOUR 694 Essay Delete	X	X	X	X	X		X	X	X	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Digital Innovation in Journalism Studies MA Option C Change		X	

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Digital Innovation in Journalism Studies MA - Option C billing structure change

Calendar Section Name: Digital Innovation in Journalism Studies

MA Option C

Calendar Section Type: Defined group

Description of Change: Digital Innovation in Journalism Studies MA

Option C Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Journalism

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Arts and Science Programs > Journalism Programs > Master/Magisteriate > Digital Innovation in Journalism Studies MA > Degree Requirements > Digital Innovation in Journalism Studies MA

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Digital Innovation in Journalism Studies MA Option C

18 credits:

JOUR ~~694~~-Essay (~~18~~)

12 ~~credits of~~ additional course credits in consultation with the student's faculty advisor and approved by the ~~Department's MA program director~~

Proposed Text

credits Digital Innovation in Journalism Studies MA Option C

18 credits:

JOUR 684 Essay I (9)

JOUR 685 Essay II (9)

12 additional course credits in consultation with the student's faculty advisor and approved by the Graduate Program Director

Rationale:

The revisions propose to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The revision addresses changes implemented by SGS related to (i) per-credit billing for all course-based masters and (ii) full-time status now being determined by number of registered credits, where students lose full-time status if registered in fewer than 9-credits per term while in the Essay option (excluding summer and when registered in project courses).

Resource Implications:

See overall summary.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Digital Innovation in Journalism Studies MA - Option C billing structure change

Calendar Section Name: JOUR 684

Calendar Section Type: Course

Description of Change: JOUR 684 Essay I New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Journalism

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Journalism Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

JOUR 684 Essay I (9 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: JOUR 601 ; JOUR 604 ; JOUR 605 .

Description :

Description :

Under the direction of a supervisor, students explore research topics relevant to journalism studies and select their research focus. Students review and produce an annotated bibliography of relevant academic/grey literatures and journalism production, as well as a written outline as the basis of an essay to be completed in JOUR 685. The course is normally taken in term four of the student's degree.

Component(s):

Component(s):

Independent Study

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have taken JOUR 694 may not take this course for credit.

Rationale:

The revisions propose to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The revision addresses changes implemented by SGS related to (i) per-credit billing for all course-based masters and (ii) full-time status now being determined by number of registered credits, where students lose full-time status if registered in fewer than 9-credits per term while in the Essay option (excluding summer and when registered in project courses).

Resource Implications:

See overall summary.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Digital Innovation in Journalism Studies MA - Option C billing structure change

Calendar Section Name: JOUR 685

Calendar Section Type: Course

Description of Change: JOUR 685 Essay II New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Journalism

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Journalism Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

Prerequisites:

JOUR 685 Essay II (9 credits)

Prerequisites:

The following course must be completed previously: JOUR 684 .

Description :

Description :

Based on work conducted in JOUR 684 , students produce an essay on a research topic developed in consultation with a supervisor that explores a specific issue relevant to journalism studies. The final essay must be evaluated by a second faculty member. The essay's length is approximately 40 pages, which does not include a bibliography. The course is normally taken in term five of the student's degree.

Component(s):

Component(s):

Independent Study

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have taken JOUR 694 may not take this course for credit.

Rationale:

The revisions propose to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The revision addresses changes implemented by SGS related to (i) per-credit billing for all course-based masters and (ii) full-time status now being determined by number of registered credits, where students lose full-time status if registered in fewer than 9-credits per term while in the Essay option (excluding summer and when registered in project courses).

Resource Implications:

See overall summary.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Digital Innovation in Journalism Studies MA - Option C billing structure change

Calendar Section Name: JOUR 694

Calendar Section Type: Course

Description of Change: JOUR 694 Essay Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Journalism

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Journalism Courses

Type of Change: Course Deletion

Present Text (from 2021) calendar

Proposed Text

~~JOUR 694 Essay (18 credits)~~

Prerequisites:

~~The following courses must be completed previously: JOUR 601;
JOUR 604; JOUR 605.~~

Description :

~~Students produce an essay on a research topic developed in consultation with a faculty member that explores a specific issue relevant to journalism studies. The final essay must be evaluated by a second faculty member. The essay's length is approximately 40 pages, which does not include a bibliography. The course is normally taken in term five of the students' degree.~~

Component(s):

~~Seminar~~

Notes :

Rationale:

The revisions propose to replace the 18-credit Essay course (JOUR 694) with two 9-credit Essay component courses: JOUR 684 (Essay I) and JOUR 685 (Essay II).

The revision addresses changes implemented by SGS related to (i) per-credit billing for all course-based masters and (ii) full-time status now being determined by number of registered credits, where students lose full-time status if registered in fewer than 9-credits per term while in the Essay option (excluding summer and when registered in project courses).

Resource Implications:

See overall summary.

Prerequisites:

Description :

Component(s):

Notes :

Impact Report

Programs

Digital Innovation in Journalism Studies MA

Source of Impact

- Digital Innovation in Journalism Studies MA Option C

Defined Groups

Digital Innovation in Journalism Studies MA Option C

Source of Impact

- JOUR 694

Courses

JOUR 684 Essay I New

Source of Impact

- JOUR 694

JOUR 685 Essay II New

Source of Impact

Other Units

Addition of **JOUR 684** to **Digital Innovation in Journalism Studies MA Option C** requirement

Source of other unit Impact

- Course is housed in Journalism Courses

Addition of **JOUR 685** to **Digital Innovation in Journalism Studies MA Option C** requirement

Source of other unit Impact

- Course is housed in Journalism Courses

Billing Reform - Curriculum Revisions to MA program in Digital Innovation in Journalism Studies

Program: <https://www.concordia.ca/academics/graduate/digital-innovation-in-journalism-studies-ma.html>

Additional file

Approved by department: February 22, 2022

Term	Current Option C	Revised Option C	Comments
Fall term 1	<ul style="list-style-type: none"> JOUR 601, core course 1 JOUR 605, core course 2 	<ul style="list-style-type: none"> JOUR 601, core course 1 JOUR 605, core course 2 Now require JOUR 642 (Elective 1)** (Need to maintain 9 credits+) 	-Allocations prevent JOUR from having a regular elective in Fall for incoming students; this will now need to be added to adhere to SGS changes (resource implication)
Winter term 2	<ul style="list-style-type: none"> Elective 1 (JOUR 610) Elective 2 (JOUR 620) 	<ul style="list-style-type: none"> Elective 2 (JOUR 610) Elective 3 (JOUR 620) Elective 4 (JOUR 642) (Need to maintain 9 credits+) 	-JOUR will now need to maintain three electives in this term.
Summer term 3	<ul style="list-style-type: none"> JOUR 604, core course 3 Elective 3 (JOUR 511) Elective 4 (JOUR 502) 	<ul style="list-style-type: none"> JOUR 604, core course 3 Elective 5, if desired Elective 6, if desired (can take fewer courses) 	-New rules don't apply to summer, but we offer JOUR 511 and 502 as summer electives.
Fall term 4	<ul style="list-style-type: none"> Elective 5 (JOUR 532) Elective 6 (JOUR 630) (Electives, if not done) 	<ul style="list-style-type: none"> JOUR 684, Essay I (Electives, if not done) (Need to maintain 9 credits+ if not in Essay course) 	-JOUR 684, Essay I, would be for 9 credits and involve prep, e.g., idea development, reading list, bibliographic research
Winter term 5	<ul style="list-style-type: none"> JOUR 694, Essay (Electives, if not done) 	<ul style="list-style-type: none"> JOUR 685, Essay II (Electives, if not done) (Need to maintain 9 credits+ if not in Essay course) 	-JOUR 685, Essay II, would be for 9 credits and involve completion of the essay.
Summer term 6	<ul style="list-style-type: none"> JOUR 694, Essay (if needed) 	<ul style="list-style-type: none"> Extra term if needed 	-Extra term for those that need it. Program is accelerated.

***Note: The Department of Journalism does not currently hold a Fall elective that would allow option C students to maintain 9 credits or more in this term, due to having no space in our course section allotment. These mandated SGS changes will require an additional course section to meet this requirement.*

Degree requirement changes

Previous:

Digital Innovation in Journalism Studies MA Option C

18 credits:

- JOUR 694 Essay (18.00)

12 credits of additional course credits in consultation with the student's faculty advisor and approved by the Department's MA program director

Revised:

Digital Innovation in Journalism Studies MA Option C

18 credits:

- JOUR 684, Essay I (9.00)**

- **JOUR 685, Essay II (9.00)**

12 credits of additional course credits in consultation with the student's faculty advisor and approved by the Department's MA program director

New courses

***New course* JOUR 684, Essay I (9 credits)**

Prerequisite/Corequisite: The following courses must be completed previously: JOUR 601; JOUR 604; JOUR 605.

Description: Under the direction of the supervisor, students explore research topics relevant to journalism studies and select their research focus. Students review and produce an annotated bibliography of relevant academic/grey literatures and journalism production, as well as a written outline as the basis of an essay to be completed in JOUR 685. The course is normally taken in term four of the students' degree.

***New course* JOUR 685, Essay II (9 credits)**

Prerequisite: The following courses must be completed previously: JOUR 684

Description: Based on work conducted in JOUR 684, students produce an essay on a research topic developed in consultation with a faculty member that explores a specific issue relevant to journalism studies. The final essay must be evaluated by a second faculty member. The essay's length is approximately 40 pages, which does not include a bibliography. The course is normally taken in term five of the students' degree.

Digital Innovation in Journalism Studies MA

Admission Requirements

- Undergraduate degree with a minimum GPA of 3.00 on a 4.30 scale.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency page](#) for further information on requirements and exemptions.

Additional Admission Requirements

Applicants should understand that admission to the program is contingent on a sound undergraduate academic record, strong letters of reference, and a convincing statement of purpose which clearly describes their academic interest in the program and intended area of research. Applicants who do not meet the standards for admission may be required to complete a qualifying program of up to 12 undergraduate credits in addition to the regular graduate program. For the qualifying program a minimum grade point average of 3.00 (*B* average) is required.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

Please see the [Journalism Courses](#) page for course descriptions.

Digital Innovation in Journalism Studies MA (45 credits)

9 credits of Required Courses:

- JOUR 601 Critical Approaches to Journalistic Thought (3.00)
- JOUR 604 Research Methods for Journalism (3.00)
- JOUR 605 Digital Innovation in Journalism (3.00)

6 credits of Elective Courses:

- JOUR 502 Introduction to Reporting (3.00)
- JOUR 503 Introduction to Visual Journalism (3.00)
- JOUR 511 Introduction to Multimedia (3.00)
- JOUR 523 News and Feature Photography (3.00)
- JOUR 603 Political Economy of Journalism (3.00)
- JOUR 610 International Journalism (3.00)
- JOUR 620 Journalism Ethics and the Law (3.00)
- JOUR 630 Mediating Diversity through Audio Story-telling (3.00)
- JOUR 640 Textual Approaches to Journalism (3.00)
- JOUR 642 Special Topics in Journalism Studies (3.00)
- JOUR 645 Directed Study (3.00)

With the permission of the department, up to six elective credits may be taken in 600-level courses offered by other departments.

30 credits chosen from: Digital Innovation in Journalism Studies MA Option A

Digital Innovation in Journalism Studies MA Option B

Digital Innovation in Journalism Studies MA Option C

Digital Innovation in Journalism Studies MA Option A

6 credits:

- JOUR 650 Journalism Readings and Proposal (6.00)

24 credits:

- JOUR 691 Thesis (24.00)

Digital Innovation in Journalism Studies MA Option B

6 credits:

- JOUR 650 Journalism Readings and Proposal (6.00)

24 credits:

- JOUR 693 Research-Creation Thesis (24.00)

Digital Innovation in Journalism Studies MA Option C

18 credits:

- JOUR 684 Essay I (9.00)
- JOUR 685 Essay II (9.00)

12 additional course credits in consultation with the student's faculty advisor and approved by the Department's MA program director

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study
3. **Time Limit.** Please refer to the Academic Regulations page for further details regarding the Time Limits.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

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Summary and Rationale for Changes

In the most recent revision of our MA curriculum (before the “billing reform,”) the vast number of MA courses were whittled down to a short list of topics, with the intent that there would be multiple iterations of each course, each focusing on a different region or religious tradition, and also slightly shifting specific focus within the larger topic. De facto, these were created to be “topics” courses. However, the language was not used correctly to establish in the titles and course descriptions—as well as in the course coding—that these are in fact topics courses. The current revisions are to change the language of the titles and the language of the course descriptions and also to add a note that will make clear that each one (except for RELI 6001 and RELI 6018, and RELI 6008, which is not being modified at all) is a topics course with potentially different topics each time it is taught. In addition, while we are making this curriculum change, we have cleaned up the language, and slightly modified specific examples to better reflect our current faculty resources and offerings.

Summary of Committee Discussion: Editorial review

For Submission to:

” ”
”

Approved by:

” ”
”

Summary of Committee Discussion: GCC approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Rachel Berger, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 19 Sep 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2223 2 D2). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Associate Dean, School of Graduate Studies,
Graduate Curriculum Committee, 19 Sep 2022

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 13 May 2022

The following proposal was presented under ASFC-2022-4M-D and approved at the Arts and Science Faculty Council meeting of May 13, 2022. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

There are no additional resource implications requested in this dossier.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Pascale Sicotte, Dean,
Arts and Science Faculty Council, 13 May 2022

Approved by:

Richard Courtemanche, Associate Dean,
Faculty Curriculum Committee, 26 Apr 2022

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Religions and Cultures is proposing the modification of the title wording to “Selected Topics”, in several MA course titles, as well as adding notes to these courses. The modification of the title nomenclature clearly outlines that the topics discussed in the courses will vary from term to term, while staying within the general thematic. The general objectives of the course will then be attained via these different iterations of the course. Descriptions to these courses were updated as well, to more accurately reflect the range of topics that the courses could include.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Summary of Committee Discussion: Department approval

For Submission to:

Richard Courtemanche, Associate Dean,
Faculty Curriculum Committee, 26 Apr 2022

Approved by:

Naftali Cohn, Chair, Department of Religions and Cultures,
Department Council, 08 Apr 2022

The curriculum changes were approved by the Graduate Program Committee and subsequently by the Department. Minor changes were made following suggestions made by FCC.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	C
RELI 6001 Method and Theory in the Study of Religion Change				X						
RELI 6002 Texts, Literature, and Interpretation Change			X	X						
RELI 6003 Ethnography and Lived Traditions Change			X	X						
RELI 6004 Ethics, Philosophy, and Worldviews Change			X	X						
RELI 6005 Material and Popular Culture Change			X	X						
RELI 6006 Women, Gender, and Sexuality Change			X	X						
RELI 6007 Regional and Intercultural Studies Change			X	X						
RELI 6012 Jewish Texts and Literature: Interpretation and Reception Change			X	X						
RELI 6013 Canadian Jewish Studies Change			X	X						
RELI 6014 Jewish Philosophy and Ethics Change			X	X						
RELI 6015 Material and Popular Culture in Judaism Change			X	X						
RELI 6017 Jewish Communities in Historical and Regional Contexts Change			X	X						
RELI 6018 Jewish Community Engagement				X						

Change										
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COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6001

Calendar Section Type: Course

Description of Change: RELI 6001 Method and Theory in the Study of Religion Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6001 Method and Theory in the Study of Religion (3 credits)

Prerequisites:

Description :

This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as ~~contemporary methodologies and the ways in which they colour, control, and reflect the representation of~~ religious ~~experience and expression~~. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final paper.

Component(s):

Seminar

Notes :

Anti-requisite Courses : Students who have received credit for RELI 609 or 610 may not take this course for credit.

Rationale:

A minor editorial change to the course description for clarity.

Resource Implications:

None.

Proposed Text

RELI 6001 Method and Theory in the Study of Religion (3 credits)

Prerequisites:

Description :

This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as the ways **contemporary methodologies represent** religious **experiences and expressions**. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final paper.

Component(s):

Seminar

Notes :

Anti-requisite Courses : Students who have received credit for RELI 609 or 610 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6002

Calendar Section Type: Course

Description of Change: RELI 6002 Texts, Literature, and Interpretation Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6002 Texts, Literature, and Interpretation (3 credits)

Prerequisites:

Description :

This course analyzes literature or ~~saered~~ writings in their historical context. ~~It addresses~~ contemporary ~~literature and~~ popular ~~written~~ media, or ~~alternatively, focuses on~~ foundational corpora of a community. Emphasis is placed on familiarizing students with ~~literary~~ ~~and textual~~ critical approaches to the materials ~~under study~~.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a selected topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6002 [Selected Topics in](#) Texts, Literature, and Interpretation (3 credits)

Prerequisites:

Description :

This course analyzes [the](#) literature or [key](#) writings [of one or more traditions](#) in their historical context. [Topics may include](#) contemporary [literature](#), popular media, or [the](#) foundational corpora of a community. Emphasis is placed on familiarizing students with critical approaches to the materials [studied](#). [Specific topics are listed in the Graduate Class Schedule](#).

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6003

Calendar Section Type: Course

Description of Change: RELI 6003 Ethnography and Lived Traditions Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6003 Ethnography and Lived Traditions (3 credits)

Prerequisites:

Description :

This course ~~familiarizes students with~~ theoretical approaches drawn from anthropology and ethnography to the study of ~~religions and cultures. It focuses primarily on~~ contemporary forms of ~~lived religion, and examines topics such as mission and conversion,~~ ritual practice, sacred ~~space and pilgrimage, constructions of public and private,~~ and conceptions of the secular.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6003 [Selected Topics in Ethnography and Lived Traditions](#) (3 credits)

Prerequisites:

Description :

This course [applies](#) theoretical approaches drawn from anthropology and ethnography to the study of contemporary forms of [various religions and cultures](#). [Topics may include](#) ritual practice, sacred [space, embodiment, soundscapes, food, art](#) and conceptions of the secular. [Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6004

Calendar Section Type: Course

Description of Change: RELI 6004 Ethics, Philosophy, and Worldviews Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6004 Ethics, Philosophy, and Worldviews (3 credits)

Prerequisites:

Description :

This course examines ethical, philosophical, and natural scientific approaches to religious studies. Topics may include ~~religious ethics~~, constructions of the sacred, the self and the ~~body~~, cosmology and ~~metaphysics~~, religion and the natural ~~world as well as~~ the evolutionary and cognitive study of religion.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a selected topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6004 [Selected Topics in Ethics, Philosophy, and Worldviews](#) (3 credits)

Prerequisites:

Description :

This course examines ethical, philosophical, and natural scientific approaches to religious studies. Topics may include [the ethics of care](#); constructions of the sacred, the self and the [body](#); cosmology and [metaphysics](#); religion and the natural [world](#); and the evolutionary and cognitive study of religion. [Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6005

Calendar Section Type: Course

Description of Change: RELI 6005 Material and Popular Culture Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6005 Material and Popular Culture (3 credits)

Prerequisites:

Description :

This course explores how ~~the history of religions~~ can be understood through material and popular ~~culture. Topics may include~~ the production and use of ~~objects, images, ornament, iconography, epigraphy, and sacred space,~~ art, film, and ~~music. It considers how attention to material and/or popular culture can enhance~~ the study of ~~religious and cultural concepts and practices.~~

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6005 [Selected Topics in](#) Material and Popular Culture (3 credits)

Prerequisites:

Description :

This course explores how [various religious traditions](#) can be understood through material and popular [culture, including](#) the production and use of images, [ornaments, inscriptions,](#) art, film, [music,](#) and [digital media.](#) Specific topics are listed in the [Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6006

Calendar Section Type: Course

Description of Change: RELI 6006 Women, Gender, and Sexuality Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6006 Women, Gender, and Sexuality (3 credits)

Prerequisites:

Description :

This course ~~familiarizes students with~~ perspectives on gender and ~~sexuality within particular~~ cultural contexts ~~and/or~~ religious traditions. ~~It also introduces students~~ to theoretical approaches drawn from feminist, ~~gender, and/or~~ queer studies.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6006 [Selected Topics in](#) Women, Gender, and Sexuality (3 credits)

Prerequisites:

Description :

This course [explores](#) perspectives on gender and [sexualities in various](#) cultural contexts [and](#) religious traditions. [Attention is given to](#) theoretical approaches drawn from feminist, [gender and](#) queer studies. [Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6007

Calendar Section Type: Course

Description of Change: RELI 6007 Regional and Intercultural Studies Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Religions and Cultures (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6007 Regional and Intercultural Studies (3 credits)

Prerequisites:

Description :

This course focuses on a particular ~~historical and~~ cultural region, for instance, ~~Tibet/East~~ Asia, South Asia, the Middle ~~East~~, or North America. ~~Its goal is to give students a nuanced and deeper understanding of an area of the world. Courses emphasize the coexistence and~~ interdependence of traditions and ~~communities over time, migration and immigration, responses to and conceptions of difference,~~ and responses to changing social and political circumstances.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a selected topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6007 [Selected Topics in](#) Regional and Intercultural Studies (3 credits)

Prerequisites:

Description :

This course focuses on a particular cultural region, for instance, [Tibet, East Asia](#), South Asia, the Middle [East](#) or North America. [Topics may include](#) the interdependence of traditions and [communities, inter-religious](#) and [inter-cultural encounters, migration](#), and responses to changing social and political circumstances. [Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6012

Calendar Section Type: Course

Description of Change: RELI 6012 Jewish Texts and Literature:

Interpretation and Reception Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6012 Jewish Texts and Literature: Interpretation and Reception
(3 credits)

Prerequisites:

Description :

This course analyzes the sacred texts of Judaism and ~~its interpretation through the ages. It enables students to comprehend the~~ historical contexts and ~~transitions of text as shifts and adjustments prevail.~~ Topics may also include contemporary literature and popular transmissions of foundational ~~texts into the present.~~

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6012 [Selected Topics in Jewish Texts and Literature:](#)
Interpretation and Reception (3 credits)

Prerequisites:

Description :

This course analyzes the sacred texts of Judaism and [their interpretation, and focuses on](#) historical contexts and [transformations.](#) Topics may also include contemporary literature and popular transmissions of foundational [texts. Specific topics are listed in the](#) [Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6013

Calendar Section Type: Course

Description of Change: RELI 6013 Canadian Jewish Studies Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6013 Canadian Jewish Studies (3 credits)

Prerequisites:

Description :

This course ~~covers~~ the ~~history, literature and ethnography~~ of Canada's ~~Jews. Exploring~~ both ~~the~~ experiences and expressions of Canadian ~~Jewry~~, the course examines lived ~~religion~~ and ~~scarcely explored~~ communal ~~documents~~. Students are exposed to a variety of ~~methodological approaches~~, such as literary criticism, ~~ethnography~~ and historiography.

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6013 [Selected Topics in](#) Canadian Jewish Studies (3 credits)

Prerequisites:

Description :

This course [explores](#) the [diversity](#) of Canada's [Jewish communities](#) [using a wide range of historical, literary, musical, phenomenological, and other approaches](#). [Addressing](#) both experiences and expressions of Canadian [Jewish identities and their local and transnational networks](#), the course examines lived [religious practices](#) and communal [documents, many of which have been minimally explored](#). Students are exposed to a variety of [methodologies](#), such as literary criticism, [ethnography, sound and music analysis, and historiography](#). [Specific topics are listed in the Graduate Class Schedule](#).

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6014

Calendar Section Type: Course

Description of Change: RELI 6014 Jewish Philosophy and Ethics
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6014 Jewish Philosophy and Ethics (3 credits)

Prerequisites:

Description :

This course examines Jewish philosophy in various historical periods. Topics may include ethics, metaphysics, cosmology, Jewish ~~thought post-Holocaust,~~ and reflections on the State of Israel. ~~The course may focus on select Jewish thinkers or particular philosophical corpora-~~

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6014 [Selected Topics in Jewish Philosophy and Ethics](#) (3 credits)

Prerequisites:

Description :

This course examines Jewish philosophy in various historical periods. Topics may include ethics, metaphysics, cosmology, [post-Holocaust thought, the work of particular Jewish thinkers](#) and reflections on [Zionism and the State of Israel. Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6015

Calendar Section Type: Course

Description of Change: RELI 6015 Material and Popular Culture in Judaism Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6015 Material and Popular Culture in Judaism (3 credits)

Prerequisites:

Description :

This course explores ~~the study of~~ Jewish history and communities through material and popular ~~culture. Topics may include~~ the production and use of ~~objects, images, ornament, iconography, epigraphy, and sacred space,~~ art, film, and ~~music. It considers how attention to material and popular culture allows for a nuanced understanding of the complexity and variety of Jewish cultures.~~

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6015 [Selected Topics in](#) Material and Popular Culture in Judaism (3 credits)

Prerequisites:

Description :

This course explores Jewish history and communities through material and popular [culture, including](#) the production and use of images, [ornaments, inscriptions, art, film, music, and digital media.](#) [Specific topics are listed in the Graduate Class Schedule.](#)

Component(s):

Seminar

Notes :

Equivalent Courses : [Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.](#)

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6017

Calendar Section Type: Course

Description of Change: RELI 6017 Jewish Communities in Historical and Regional Contexts Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6017 Jewish Communities in Historical and Regional Contexts (3 credits)

Prerequisites:

Description :

This course examines Jewish communities in particular historical and cultural regions, notably the Middle ~~East and~~ Israel, North America, and Eastern Europe. It ~~emphasizes~~ how Jewish communities have interacted with outsiders, ~~constructed intercommunal boundaries, responded to patterns of migration and immigration,~~ and been shaped by changing social and political ~~circumstances in these particular locations.~~

Component(s):

Seminar

Notes :

Equivalent Courses :

Rationale:

The language has been updated in the title and description to indicate that this is a special topics course that may vary from term to term or year to year. Additional small changes have been made to update the range of possible topics based on current faculty resources.

Resource Implications:

None.

Proposed Text

RELI 6017 **Selected Topics in** Jewish Communities in Historical and Regional Contexts (3 credits)

Prerequisites:

Description :

This course examines Jewish communities in particular historical and cultural **contexts and** regions, notably the Middle **East**, Israel, North America, and Eastern Europe. It **explores** how Jewish communities have interacted with outsiders, **experienced migration**, and been shaped by changing social and political **circumstances. Specific topics are listed in the Graduate Class Schedule.**

Component(s):

Seminar

Notes :

Equivalent Courses : **Subject matter varies from term to term and from year to year. Students may register for this course multiple times provided that the course content has changed.**

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Graduate course description minor changes MA R&C and JS

Calendar Section Name: RELI 6018

Calendar Section Type: Course

Description of Change: RELI 6018 Jewish Community Engagement Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Religions and Cultures

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Sep 2022

Effective/Push to SIS date: 01 Sep 2022

Implementation/Start date: 01 Sep 2022

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Arts and Science Courses > Religions and Cultures Courses > Religions and Cultures MA and Judaic Studies MA Courses > Topics in Judaic Studies (MA)

Type of Change: Course Change

Present Text (from 2021) calendar

RELI 6018 Jewish Community Engagement (3 credits)

Prerequisites:

Permission of the Graduate Program Director is required.

Description :

~~In this course, students work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real-world problem solving around religious tolerance, diversity, or issues of social justice. Examples include, working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots of Jewish communities, or organizations working with these, in regards to social issues, such as sustainability, racism and Islamophobia, anti-Judaism, disability, LGBTQ, or Indigenous rights.~~

Component(s):

Practicum/Internship/Work Term

Notes :

Rationale:

Language abbreviated and clarified; some specific terms removed and included under the more general language.

Resource Implications:

None.

Proposed Text

RELI 6018 Jewish Community Engagement (3 credits)

Prerequisites:

Permission of the Graduate Program Director is required.

Description :

Students work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real world problems revolving around issues such as diversity, religious tolerance, and social justice, including disability, sustainability, and LGBTQIA+ rights.

Component(s):

Practicum/Internship/Work Term

Notes :

Impact Report

Programs

Judaic Studies MA

Source of Impact

- RELI 6001

Religions and Cultures MA

Source of Impact

- RELI 6001

Regulations

Additional Admission Requirements

Source of Impact

- RELI 6001

Additional Admission Requirements

Source of Impact

- RELI 6001

Degree Requirements

Source of Impact

- RELI 6001

Graduate Program Regular Curriculum Change - FA-CINE-3161 - VERSION : 4

Summary and Rationale for Changes

We are requesting a small change in the formulation of the admission requirements to the *MA program in Film and Moving Image Studies*. The requirement that currently reads:

Undergraduate degree in film studies with a minimum *B* average (GPA 3.00)

Should be changed to:

Undergraduate degree in Film Studies (or related field) with a minimum B average (GPA 3.00)

Following the recent name change of the program from *MA in Film Studies* to *MA in Film and Moving Image Studies*, this requirement change seeks to reflect the changing parameters of Film Studies as a field, which over the past 20 years has increasingly seen students from cognate disciplines, including Anthropology, Sociology, Media Studies, Art History, Game Studies, etc., successfully apply to our MA program. This change in the language of this requirement reflects a practice already in place in the program to accept students from disciplines outside of Film Studies proper. This admission requirement change aligns with and clearly marks these transformations of the discipline over the last several decades.

Moreover, this change aligns the MA program with the current formulation of the same requirement for the PhD program in Film and Moving Images Studies that reads: “MA in Film Studies (or cognate field) with a minimum B+ average or GPA of 3.30”

Thank you for your consideration.

Summary of Committee Discussion: Editorial review

For Submission to:

” ”
”

Approved by:

” ”
”

Summary of Committee Discussion: GCC approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Rachel Berger, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 19 Sep 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2223 1 D3). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Rachel Berger, Associate Dean, Academic Programs and Development,
Graduate Curriculum Committee, 19 Sep 2022

Approved by:

Annie Gerin, Dean of Fine Arts,
Faculty Council, 08 Apr 2022

Faculty Council approved the small change in the formulation of the admission requirements.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

Annie Gerin, Dean,
Faculty Council, 08 Apr 2022

Approved by:

Elaine Paterson, Associate Dean,
Faculty Curriculum Committee, 09 Mar 2022

FCC requested slight change to wording which department was in agreement with.

Summary of Committee Discussion: Department approval

For Submission to:

Elaine Patterson, Associate Dean, Academic,
Faculty Curriculum Committee (FOFA), 10 Mar 2022

Approved by:

Martin Lefebvre, Department Chair,
Department Curriculum Committee (Cinema), 20 Dec 2021

The committee welcomed the broadening of the requirements to apply to the program, and hopes the change will encourage interdisciplinarity.

Summary of Changes (Graduate Program Regular Curriculum Change)

Regulation Changes:

- Admission Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: MA FMST Academic Requirements change - related field

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Change

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Mel Hoppenheim School of Cinema

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Fine Arts Programs > Mel Hoppenheim School of Cinema Programs > Master/Magisteriate > Film and Moving Image Studies MA

Present Text (from 2021) calendar

Admission Requirements

- Undergraduate degree in ~~film studies~~ with a minimum *B* average (GPA 3.00)

- Applicants may be requested to attend an interview with the graduate committee.

- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions .

Proposed Text

Admission Requirements

- Undergraduate degree in **Film Studies (or related field)** with a minimum *B* average (GPA 3.00)

- Applicants may be requested to attend an interview with the graduate committee.

- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions .

Rationale:

Resource Implications:

Impact Report

Summary and Rationale for Changes

In what follows, we provide details on three proposals for graduate curriculum changes. The first two proposals relate to several changes to the MEng programs in Industrial and Aerospace Engineering to accommodate the new per-credit billing system. The third one relates to making a slot course a permanent one.

Proposed changes to MEng program in Aerospace Engineering

To decrease the number of credits for MECH 6961 Aerospace Case Study I and MECH 6971 Aerospace Case Study II from four to three credits. The MEng Aerospace program is the result of an agreement between six different universities. Under that agreement, the students have to take (and Concordia should offer) case studies. The agreement states that those case studies should be worth three credits.

To add the existing permanent courses MECH 6431, MECH 6491, MECH 6501, and MECH 6601 to the list of specialization courses: Structures and Materials. These courses are relevant to Aerospace students but are not currently in the list.

To add the existing permanent courses MECH 6021 and MECH 6631 to the list of specialization courses: Avionics and Control. These courses are relevant to Aerospace students but are not currently in the list.

To add two technical one-credit seminar courses MECH 7012 Applied Numerical Computing I and MECH 7013 Applied Numerical Computing II to the Aerospace program. These credits will be used to ensure that students can take nine credits during the first two terms in the program.

Proposed changes to MEng program in Industrial Engineering

To add the one-credit course ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering to the Industrial Engineering core in five out of six available options. This credit will be used to ensure that students can take nine credits during the first term in the program.

To decrease the number of credits for INDU 6990 Industrial Engineering Capstone from nine to eight credits. This decrease is necessary to allow us to add the ENGR 7011 course to the MEng program and keep the total number of credits equal to 45.

Proposed changes to make the slot course MECH 691 Coatings and Surface Engineering a permanent course

We request to make this slot course a permanent one. This course has been given since 2015 with an increasing number of registered of students in course-based and research-based graduate programs at the MIAE.

Summary of Committee Discussion: Editorial review

For Submission to:

” ”
”

Approved by:

” ”
”

Summary of Committee Discussion: GCC approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 14 Oct 2022

Approved by:

Rachel Berger, Associate Dean Academic Programs and Development,
Graduate Curriculum Committee,, 19 Sep 2022

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2223 1 D4). I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,
The Graduate Curriculum Committee (GCC),

Approved by:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 13 May 2022

At its virtual meeting on May 13, 2022, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, with minor changes, the curriculum changes to the MEng programs in Mechanical Engineering, Industrial Engineering, and Aerospace proposed by the Department of Mechanical, Industrial and Aerospace Engineering (MIAE).

There are no additional resources required. Details of the curriculum changes are indicated and explained in the dossier GCS-MIAE-3984.

We kindly request that this proposal be placed on the next agenda of the GCC for approval.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: FCC/FAPC/GCS GSC Approval

For Submission to:

M. Debbabi, Dean,
Council of the Gina Cody School of Engineering and Computer Science, 13 May 2022

Approved by:

A. Aghdam, Associate Dean,
Graduate Studies of the Gina Cody School of Engineering and Computer Science, 08 Apr 2022

At its virtual meeting on April 8, 2022, the Graduate Studies Committee of the Gina Cody School of Engineering and Computer Science reviewed and approved with minor editorial corrections, the proposed curriculum changes from the Department of Mechanical, Industrial & Aerospace Engineering (MIAE). Namely, these changes include:

- Modifications to the MENG programs in Aerospace Engineering and Industrial Engineering.
- Creation of a new permanent course MECH 6663 Coatings and Surface Engineering that was previously offered as a slot course.
- Creation of two one-credit courses *MECH 7012 Applied Numerical Computing I* and *MECH 7013 Applied Numerical Computing II* to satisfy the new per-credit billing system.

There are no additional resources required.

Details of the curriculum item are indicated and explained in the dossier GCS-MIAE-3984.

We kindly request that this curriculum proposal be placed on the next agenda of the Council of the Gina Cody School of Engineering and Computer Science for approval.

Thank you for your consideration of this proposal.

Summary of Committee Discussion: Department approval

For Submission to:

Dr. Amir Aghdam, Associate Dean of Graduate Studies,
GCSGSC, 08 Apr 2022

Approved by:

Dr. Martin Pugh, Chair,
Department Council Committee, 01 Apr 2022

The proposed changes were approved by the MIAE Department Council Committee.

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
INDU 6990 Industrial Engineering Capstone Change							X			
MECH 6663 Coatings and Surface Engineering New	X	X	X	X			X	X	X	
MECH 6961 Aerospace Case Study I Change				X			X			
MECH 6971 Aerospace Case Study II Change				X		X	X			
MECH 7012 Applied Numerical Computing I New	X	X	X	X	X		X	X	X	
MECH 7013 Applied Numerical Computing II New	X	X	X	X	X		X	X	X	

Program Changes:

	Suspend Admissions	Program Degree	Program Title	Program Require-	Change to Program	Change to Total	Change to Primary
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		Type Change	Change	ments Change	Type	Credit Value of Program	Campus
Aerospace MEng Change				X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Avionics and Control Change		X	
Structures and Materials Change		X	
Option II: Lean Systems Engineering Change		X	
Option III. Supply Chain Engineering Change		X	
Option IV. Industrial Optimization and Systems Analytics Change		X	
Option V. Reliability and Maintenance Engineering Change		X	
Option VI. Industrial Engineering General Stream Change		X	

PROGRAM CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Aerospace MEng

Calendar Section Type: Program

Description of Change: Aerospace MEng Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Program Name: Aerospace MEng

Program Type: Course-based

Degree: MEng

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Aerospace MEng > Degree Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

45 Aerospace MEng
credits

36 credits of Coursework at the 6000 or 7000 level (2 courses must be taken outside Concordia). The selection of courses must be approved by the Program Director.

12 credits of General/Preparatory Core Courses:

- ENCS 6021 Engineering Analysis (4)
- ~~ENCS 6141 Probabilistic Methods in Design (4)~~
- ~~INDU 6131 Graph Theory with System Applications (4)~~
- ~~INDU 6211 Production Systems and Inventory Control (4)~~
- ~~INDU 6241 Lean Manufacturing (4)~~
- INDU 6351 System Reliability (4)
- ENGR 6131 Linear Systems (4)
- ENGR 6201 Fluid Mechanics (4)
- ENGR 6421 Standards, Regulations and Certification (4)
- ENGR 6441 Materials Engineering for Aerospace (4)
- ENGR 6461 Avionic Navigation Systems (4)
- ENGR 6501 Applied Elasticity (4)
- ENGR 7181 Digital Control of Dynamic Systems (4)
- MECH 6451 Computer-Aided Mechanical Design (4)
- MECH 6481 Aeroelasticity (4)
- MECH 6791 Aircraft Hydro-Mechanical and Fuel Systems (4)
- MECH 6891 Aircraft Pneumatic and Electrical Power Systems (4)
- MECH 6941 Concurrent Engineering in Aerospace Systems (4)

Any request for change on this requirement must be

Proposed Text

45 Aerospace MEng
credits

36 credits of Coursework at the 6000 or 7000 level (2 courses must be taken outside Concordia). The selection of courses must be approved by the Program Director.

12 credits of General/Preparatory Core Courses:

- ENCS 6021 Engineering Analysis (4)
- INDU 6351 System Reliability (4)
- ENGR 6131 Linear Systems (4)
- ENGR 6201 Fluid Mechanics (4)
- ENGR 6421 Standards, Regulations and Certification (4)
- ENGR 6441 Materials Engineering for Aerospace (4)
- ENGR 6461 Avionic Navigation Systems (4)
- ENGR 6501 Applied Elasticity (4)
- ENGR 7181 Digital Control of Dynamic Systems (4)
- MECH 6451 Computer-Aided Mechanical Design (4)
- MECH 6481 Aeroelasticity (4)
- MECH 6791 Aircraft Hydro-Mechanical and Fuel Systems (4)
- MECH 6891 Aircraft Pneumatic and Electrical Power Systems (4)
- MECH 6941 Concurrent Engineering in Aerospace Systems (4)
- ENCS 6141 Probabilistic Methods in Design (4)
- MECH 7012 Applied Numerical Computing I (1)
- MECH 7013 Applied Numerical Computing II (1)

Any request for change on this requirement must be approved by the program director. Depending on the

Present Text (from 2021) calendar

approved by the program director. Depending on the background, it may be required for the student to complete certain specified preparatory courses as part of their program.

24 credits of Specialization Courses (from one or more areas):

Aeronautics and Propulsion

Avionics and Control

Structures and Materials

~~Space~~ Engineering

3 credits minimum with a maximum of 6 credits chosen from:

MECH 6961 Aerospace Case Study I (~~4~~)

MECH 6971 Aerospace Case Study II (~~4~~)

~~ENGR 7961 Industrial Stage and Training (6)~~

6 credits Industrial Stage:

ENGR 7961 Industrial Stage and Training (6)

Proposed Text

background, it may be required for the student to complete certain specified preparatory courses as part of their program.

24 credits of Specialization Courses (from one or more areas):

Aeronautics and Propulsion

Avionics and Control

Structures and Materials

Space Engineering

MECH 7012 Applied Numerical Computing I (1)

MECH 7013 Applied Numerical Computing II (1)

3 credits minimum with a maximum of 6 credits chosen from:

MECH 6961 Aerospace Case Study I (3)

MECH 6971 Aerospace Case Study II (3)

6 credits Industrial Stage:

ENGR 7961 Industrial Stage and Training (6)

Rationale:

Due to changes in the M. Eng fee structure and credits required to be a full-time student, these two, 1 credit courses are required to maintain full time status whilst not exceeding the 45 credit total for the program.

Resource Implications:

This will be part of a faculty member's teaching load.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Avionics and Control

Calendar Section Type: Defined group

Description of Change: Avionics and Control Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Aerospace MEng > Degree Requirements > Aerospace MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Proposed Text

Present Text (from 2021) calendar	credits	Proposed Text
Avionics and Control		Avionics and Control
COEN 6711 Microprocessors and Their Applications (4)		0 COEN 6711 Microprocessors and Their Applications (4)
ENCS 6161 Probability and Stochastic Processes (4)		ENCS 6161 Probability and Stochastic Processes (4)
ELEC 6141 Wireless Communications (4)		ELEC 6141 Wireless Communications (4)
ELEC 6301 Advanced Electromagnetics (4)		ELEC 6301 Advanced Electromagnetics (4)
ELEC 6351 Modern Antenna Theory (4)		ELEC 6351 Modern Antenna Theory (4)
ELEC 6361 Acoustics (4)		ELEC 6361 Acoustics (4)
ELEC 6381 Techniques in Electromagnetic Compatibility (4)		ELEC 6381 Techniques in Electromagnetic Compatibility (4)
ELEC 6601 Digital Signal Processing (4)		ELEC 6601 Digital Signal Processing (4)
ELEC 6881 Fundamentals and Applications of MIMO Communications (4)		ELEC 6881 Fundamentals and Applications of MIMO Communications (4)
ENGR 6411 Robotic Manipulators I: Mechanics (4)		ENGR 6411 Robotic Manipulators I: Mechanics (4)
ENGR 7181 Digital Control of Dynamic Systems (4)		ENGR 7181 Digital Control of Dynamic Systems (4)
ENGR 7401 Robotic Manipulators II: Control (4)		ENGR 7401 Robotic Manipulators II: Control (4)
ENGR 7461 Avionic Systems Design (4)		ENGR 7461 Avionic Systems Design (4)
INDU 6411 Human Factors Engineering (4)		INDU 6411 Human Factors Engineering (4)
MECH 6061 Analysis and Design of Hydraulic Control Systems (4)		MECH 6021 Design of Industrial Control Systems (4)
MECH 6091 Flight Control Systems (4)		MECH 6061 Analysis and Design of Hydraulic Control Systems (4)
MECH 6621 Microprocessors and Applications (4)		MECH 6091 Flight Control Systems (4)
Note: Students may not take both COEN 6711 and MECH 6621 .		MECH 6621 Microprocessors and Applications (4)
		MECH 6631 Industrial Automation (4)
		Note: Students may not take both COEN 6711 and MECH 6621 .

Rationale:

The masters of aerospace program is the result of an agreement between 6 different universities. Under that agreement, the students have to take core and specialization courses from a fixed list of courses. Some courses are relevant to aerospace students, but are not included in the list of allowed courses. The list of relevant courses should be updated.

Added courses

MECH 6021 Design of Industrial Control Systems (4.00)

MECH 6631 Industrial Automation (4.00)

** Note: Tagging was unavailable so the courses are listed as text.

Resource Implications:

There are no resource implications.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Structures and Materials

Calendar Section Type: Defined group

Description of Change: Structures and Materials Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Aerospace MEng > Degree Requirements > Aerospace MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Proposed Text

Structures and Materials

credits Structures and Materials

~~ENGR~~ 6311 Vibrations in Machines and Structures (4)
 ENGR 6511 Fundamentals of Finite Element Analysis of Structures (4)
 ENGR 6531 The Finite Element Method in Structural Mechanics (4)
 ENGR 6541 Structural Dynamics (4)
 ENGR 7331 Random Vibrations (4)
 MECH 6301 Vibration Problems in Rotating Machinery (4)
 MECH 6321 Optimum Design of Mechanical Systems (4)
 MECH 6441 Stress Analysis in Mechanical Design (4)
 MECH 6471 Aircraft Structures (4)
 MECH 6481 Aeroelasticity (4)
 MECH 6521 Manufacturing of Composites (4)
 MECH 6561 High Strength Materials (4)
 MECH 6581 Mechanical Behaviour of Polymer Composite Materials (4)
 MECH 7501 Design Using Composite Materials (4)

0
 ENGR 6311 Vibrations in Machines and Structures (4)
 ENGR 6511 Fundamentals of Finite Element Analysis of Structures (4)
 ENGR 6531 The Finite Element Method in Structural Mechanics (4)
 ENGR 6541 Structural Dynamics (4)
 ENGR 7331 Random Vibrations (4)
 MECH 6301 Vibration Problems in Rotating Machinery (4)
 MECH 6321 Optimum Design of Mechanical Systems (4)
 MECH 6431 Introduction to Tribology (Wear, Friction and Lubrication) (4)
 MECH 6441 Stress Analysis in Mechanical Design (4)
 MECH 6471 Aircraft Structures (4)
 MECH 6481 Aeroelasticity (4)
 MECH 6491 Engineering Metrology and Measurement Systems (4)
 MECH 6501 Advanced Materials (4)
 MECH 6521 Manufacturing of Composites (4)
 MECH 6561 High Strength Materials (4)
 MECH 6581 Mechanical Behaviour of Polymer Composite Materials (4)
 MECH 6601 Testing and Evaluation of Polymer Composite Materials and Structures (4)
 MECH 7501 Design Using Composite Materials (4)

Rationale:

The masters of aerospace program is the result of an agreement between 6 different universities. Under that agreement, the students have to take core and specialization courses from a fixed list of courses. Some courses are relevant to aerospace students, but are not included in the list of allowed courses. The list of relevant courses should be updated.

Add courses

MECH 6431 Introduction to Tribology (4.00)

MECH 6491 Engineering Metrology & Measurement Systems (4.00)

MECH 6501 Advanced Materials (4.00)

MECH 6601 Testing Evaluation of Polymer Composite Materials & Structures (4.00)

** Note: Tagging was unavailable so the courses are listed as text.

Resource Implications:

There are no resource implications

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Option II: Lean Systems Engineering

Calendar Section Type: Defined group

Description of Change: Option II: Lean Systems Engineering Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Proposed Text

45 credits Option II: Lean Systems Engineering

25 credits of Industrial Engineering Core Courses:

INDU 6121 Applied Optimization (4)
 INDU 6211 Production Systems and Inventory Control (4)
 INDU 6310 Applied Probability and Statistics for Engineers (4)
 INDU 6311 Discrete System Simulation (4)
 INDU 6990 Industrial Engineering Capstone (9)

~~16~~ credits Area Courses:
 INDU 6221 Lean Enterprise (4)
 INDU 6241 Lean Manufacturing (4)
 INDU 6321 Introduction to Six Sigma (4)
 INDU 6341 Advanced Concepts in Quality Improvement (4)

4 credits Elective Courses:
 INDU courses (Topic Area E12 - Industrial Engineering)
 MECH courses

ENCS courses (Topic Area E01 - Mathematical Methods)

45 credits Option II: Lean Systems Engineering

25 credits of Industrial Engineering Core Courses:

INDU 6121 Applied Optimization (4)
 INDU 6211 Production Systems and Inventory Control (4)
 INDU 6310 Applied Probability and Statistics for Engineers (4)
 INDU 6311 Discrete System Simulation (4)
 INDU 6990 Industrial Engineering Capstone (8)
[ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering \(1\)](#)

16 credits Area Courses:
 INDU 6221 Lean Enterprise (4)
 INDU 6241 Lean Manufacturing (4)
 INDU 6321 Introduction to Six Sigma (4)
 INDU 6341 Advanced Concepts in Quality Improvement (4)

4 credits [chosen from](#) Elective Courses:
 INDU courses (Topic Area E12 - Industrial Engineering)
 MECH courses

ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

Due to the changes to the M. Eng fee structure and credits required to be a full time student, the students must be able to take this 1-credit seminar course in order to complete their program without exceeding 45 credits.

Resource Implications:

This course is already being offered. There are no resource implications.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Option III. Supply Chain Engineering

Calendar Section Type: Defined group

Description of Change: Option III. Supply Chain Engineering Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>45 credits Option III. Supply Chain Engineering</p> <p>25 credits of Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (9)</p> <p>16 credits minimum chosen from Area Courses INDU 6141 Logistics Network Models (4) INDU 6151 Decision Models in Service Sector (4)</p> <p>INDU 6161 Design and Operations of Supply Chain Networks (4) INDU 6251 Facilities Planning and Warehouse Operations (4)</p> <p>4 credits of Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering) MECH courses ENCS courses (Topic Area E01 - Mathematical Methods)</p>	<p>45 credits Option III. Supply Chain Engineering</p> <p>25 credits of Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (8) ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)</p> <p>16 credits minimum chosen from Area Courses INDU 6141 Logistics Network Models (4) INDU 6151 Decision Models in Service Sector (4)</p> <p>INDU 6161 Design and Operations of Supply Chain Networks (4) INDU 6251 Facilities Planning and Warehouse Operations (4)</p> <p>4 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering) MECH courses ENCS courses (Topic Area E01 - Mathematical Methods</p>

Rationale:

Due to the changes to the M. Eng fee structure and credits required to be a full time student, the students must be able to take this 1-credit seminar course in order to complete their program without exceeding 45 credits.

Resource Implications:

This course is already being offered. There are no resource implications.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Option IV. Industrial Optimization and Systems Analytics

Calendar Section Type: Defined group

Description of Change: Option IV. Industrial Optimization and Systems Analytics Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>45 credits Option IV. Industrial Optimization and Systems Analytics</p> <p>25 credits chosen from Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (9)</p> <p>16 credits of Area Courses INDU 6111 Theory of Operations Research (4) INDU 6361 Discrete Optimization (4) INDU 6371 Stochastic Optimization (4) INDU 6611 Applied Industrial Systems Analytics (4)</p> <p>4 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering) MECH Courses</p> <p>ENCS courses (Topic Area E01 - Mathematical Methods)</p>	<p>45 credits Option IV. Industrial Optimization and Systems Analytics</p> <p>25 credits of Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (8) ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)</p> <p>16 credits of Area Courses INDU 6111 Theory of Operations Research (4) INDU 6361 Discrete Optimization (4) INDU 6371 Stochastic Optimization (4) INDU 6611 Applied Industrial Systems Analytics (4)</p> <p>4 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering) MECH Courses</p> <p>ENCS courses (Topic Area E01 - Mathematical Methods)</p>

Rationale:

Due to the changes to the M. Eng fee structure and credits required to be a full time student, the students must be able to take this 1-credit seminar course in order to complete their program without exceeding 45 credits.

Resource Implications:

This course is already being offered. There are no resource implications.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Option V. Reliability and Maintenance Engineering

Calendar Section Type: Defined group

Description of Change: Option V. Reliability and Maintenance Engineering Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Proposed Text

45 credits Option V. Reliability and Maintenance Engineering

25 credits of ~~Area~~-Core Courses
 INDU 6121 Applied Optimization (4)
 INDU 6211 Production Systems and Inventory Control (4)
 INDU 6310 Applied Probability and Statistics for Engineers (4)
 INDU 6311 Discrete System Simulation (4)
 INDU 6990 Industrial Engineering Capstone ~~(9)~~

~~16~~ credits of Area Courses:
 INDU 6351 System Reliability (4)
 INDU 6381 Applications of Reliability Engineering (4)
 INDU 6391 Reliability and Maintenance for Design and Manufacturing (4)
 INDU 6421 Systems Safety Engineering and Management (4)

4 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering)

MECH courses
 ENCS courses (Topic Area E01 - Mathematical Methods) ~~→~~

45 credits Option V. Reliability and Maintenance Engineering

25 credits of **Industrial Engineering** Core Courses
 INDU 6121 Applied Optimization (4)
 INDU 6211 Production Systems and Inventory Control (4)
 INDU 6310 Applied Probability and Statistics for Engineers (4)
 INDU 6311 Discrete System Simulation (4)
 INDU 6990 Industrial Engineering Capstone **(8)**
ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)

16 credits of Area Courses:
 INDU 6351 System Reliability (4)
 INDU 6381 Applications of Reliability Engineering (4)
 INDU 6391 Reliability and Maintenance for Design and Manufacturing (4)
 INDU 6421 Systems Safety Engineering and Management (4)

4 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering)

MECH courses
 ENCS courses (Topic Area E01 - Mathematical Methods)

Rationale:

Due to the changes to the M. Eng fee structure and credits required to be a full time student, the students must be able to take this 1-credit seminar course in order to complete their program without exceeding 45 credits.

Resource Implications:

This course is already being offered. There are no resource implications.

DEFINED GROUP CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: Option VI. Industrial Engineering General Stream

Calendar Section Type: Defined group

Description of Change: Option VI. Industrial Engineering General Stream Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Mechanical, Industrial and Aerospace Engineering Programs > Master/Magisteriate > Industrial Engineering MEng > Degree Requirements > Industrial Engineering MEng

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>45 credits Option VI. Industrial Engineering General Stream</p> <p>25 credits of Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (9)</p> <p>20 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering)</p> <p>MECH courses</p> <p>ENCS courses (Topic Area E01 - Mathematical Methods)</p>	<p>45 credits Option VI. Industrial Engineering General Stream</p> <p>25 credits of Industrial Engineering Core Courses INDU 6121 Applied Optimization (4) INDU 6211 Production Systems and Inventory Control (4) INDU 6310 Applied Probability and Statistics for Engineers (4) INDU 6311 Discrete System Simulation (4) INDU 6990 Industrial Engineering Capstone (8) ENGR 7011 Graduate Seminar in Mechanical and Industrial Engineering (1)</p> <p>20 credits chosen from Elective Courses: INDU courses (Topic Area E12 - Industrial Engineering)</p> <p>MECH courses</p> <p>ENCS courses (Topic Area E01 - Mathematical Methods)</p>

Rationale:

Due to the changes to the M. Eng fee structure and credits required to be a full time student, the students must be able to take this 1-credit seminar course in order to complete their program without exceeding 45 credits.

Resource Implications:

This course is already being offered. There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: INDU 6990

Calendar Section Type: Course

Description of Change: INDU 6990 Industrial Engineering Capstone Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: Course Change

Present Text (from 2021) calendar

INDU 6990 Industrial Engineering Capstone (9 credits)

Prerequisites:

Students must have completed a minimum of 16 credits in the program prior to enrolling.

Description :

A supervised design, simulation or experimental capstone design project in the students' area of specialization. Students may work in groups to undertake: a. A project with a company, governmental organization, or an NGO, supervised jointly by a faculty member and a member of the partner organization; b. An engineering design that has potential to be commercialized, where a faculty member or District 3 representative supervises the project. Students may also opt to tackle a research problem under the supervision of a faculty member. A written report and a public presentation is required. Final report must include a detailed description of the industry experience or the research problem and clearly outline the engineering analysis.

Component(s):

Lecture

Notes :

Anti-requisite Programs : Students cannot take this course for credit towards MAsC or PhD degrees.

Other note : This is a two-term course (Fall and Winter only).

Rationale:

In order to accommodate the MEng program in Industrial Engineering for the new per-credit billing system, we have to add a one-credit seminar course to the Core Area of this program so that the students can take the first semester two four-credits courses plus this one-credit course. However, in order to avoid an increase in the number of credits taken by students by one (i.e., 46 credits), we have to decrease the number of credits from at least one course. The simplest option is to decrease the number of credits for the capstone project course from nine to eight.

Proposed Text

INDU 6990 Industrial Engineering Capstone (8 credits)

Prerequisites:

Students must have completed a minimum of 16 credits in the program prior to enrolling.

Description :

A supervised design, simulation or experimental capstone design project in the students' area of specialization. Students may work in groups to undertake: a. A project with a company, governmental organization, or an NGO, supervised jointly by a faculty member and a member of the partner organization; b. An engineering design that has potential to be commercialized, where a faculty member or District 3 representative supervises the project. Students may also opt to tackle a research problem under the supervision of a faculty member. A written report and a public presentation is required. Final report must include a detailed description of the industry experience or the research problem and clearly outline the engineering analysis.

Component(s):

Lecture

Notes :

Anti-requisite Programs : Students cannot take this course for credit towards MAsC or PhD degrees.

Other note : This is a two-term course (Fall and Winter only).

Resource Implications:

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: MECH 6663

Calendar Section Type: Course

Description of Change: MECH 6663 Coatings and Surface Engineering New

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

MECH 6663 Coatings and Surface Engineering (4 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course provides an introduction to coating and surface engineering. It discusses the properties of solid surfaces and materials for surface protection in aggressive environments (wear, corrosion, oxidation, high temperature). It covers several coating and surface treatment processes such as PVD, CVD, thermal spray (plasma, HVOF, arc spray, cold spray), laser cladding, plating, and anodizing. Finally, it also introduces advanced concepts such as coating characterization and performance assessment. A project on current research topic or selected applications is required.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Anti-requisite Courses :

Anti-requisite Courses : Students who have received credit for MECH 691 Coatings and Surface Engineering may not take this course for credit.

Rationale:

We are requesting to make this slot course a permanent one. It has been offered seven times during the last eight years since it was first offered as a slot course. The enrollment has been: 2015 (24 students), 2017 (15 students), 2018 (31 students), 2019 (43 students), 2020 (41 students), 2021 (37 students) and 2022 (48 students).

Surface engineering is a subdiscipline of materials science and engineering that is increasingly important in modern manufacturing to achieve high performance, reduce costs, improve safety and reduce environmental impacts. Coatings and surface engineering solutions make it possible to decouple the surface properties of a component from its bulk properties so that an optimum performance of the coated component can be achieved. Coatings are applied for improving the resistance of components exposed to severe environment (such as corrosion, wear, high temperature, etc.) and providing new functionalities (such as anti-reflectivity, superhydrophobicity, icephobicity, catalytic surfaces,

microelectronics). Applications are found in almost every industry sector including transportation (aerospace, automotive, train, marine), heavy industry, mines, pulp and paper, oil and gas, clean energy (hydroelectricity, wind mill, solar cells).

The objective of this course is to provide the students with an introduction to surface engineering materials and processes used for improving surface properties of components and achieving specific surface functionalities. The students will learn about modern deposition processes (physical vapour deposition, chemical vapour deposition, electroplating, anodization, thermal spray, laser cladding and weld overlays); plasma science and technology; chemical and electrochemical processes, main characteristics of deposited coatings and films; key applications of coatings and films; testing and characterization techniques for coatings and films as well as life cycle assessments of surface engineering processes and applications.

The course was given as a slot course since 2015 with an increasing number of registered students in course-based and research-based graduate programs at the masters and Ph.D. levels. The transformation of this course to a permanent course responds a recurring need to our graduate students in mechanical engineering in general but also to the graduate students carrying out research in thermal spray and surface engineering at Concordia.

Resource Implications:

This course is offered as part of a faculty members regular teaching load.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: MECH 6961

Calendar Section Type: Course

Description of Change: MECH 6961 Aerospace Case Study I Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MECH 6961 Aerospace Case Study I (4 credits)

Prerequisites:

Description :

Component(s):

Lecture

Notes :

Anti-requisite Programs :

Rationale:

The masters of aerospace program is the result of an agreement between 6 different universities. Under that agreement, the students have to take (and Concordia should offer) case studies. The agreement states that those case studies should be worth 3 credits. The number of credits for graduate courses was changed from 3 to 4 credits and, in that change, the number of credits of the aerospace case study courses was changed as well. The number of credits needs to be lowered from 4 to 3 credits.

Resource Implications:

There are no resource implications.

Proposed Text

MECH 6961 Aerospace Case Study I (3 credits)

Prerequisites:

Description :

These project-based courses cover topical case studies drawn from aerospace industrial experience. They are conducted in a modular form by experienced engineers who specialize in one or more facets of this industry. They are given in collaboration with the other participating universities and may be conducted at any of the Montreal universities in the language of convenience to the instructor.

Component(s):

Lecture

Notes :

Anti-requisite Programs : MECH 6961 and MECH 6971 are restricted to students registered in aerospace engineering programs at Concordia or participating universities.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: MECH 6971

Calendar Section Type: Course

Description of Change: MECH 6971 Aerospace Case Study II
Change

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MECH 6971 Aerospace Case Study II (4 credits)

Prerequisites:

Description :

Component(s):

Lecture

Notes :

Anti-requisite Programs : MECH 6961 and MECH 6971 are restricted to students registered in aerospace engineering programs at Concordia or participating universities.

Other note : ~~These courses cover topical case studies drawn from aerospace industrial experience. They are conducted in a modular form by experienced engineers who specialize in one or more facets of this industry. They are given in collaboration with the other participating universities and may be conducted at any of the Montreal universities in the language of convenience to the instructor.~~

Rationale:

The masters of aerospace program is the result of an agreement between 6 different universities. Under that agreement, the students have to take (and Concordia should offer) case studies. The agreement states that those case studies should be worth 3 credits. The number of credits for graduate courses was changed from 3 to 4 credits and, in that change, the number of credits of the aerospace case study courses was changed as well. The number of credits needs to be lowered from 4 to 3 credits.

Resource Implications:

Proposed Text

MECH 6971 Aerospace Case Study II (3 credits)

Prerequisites:

Description :

These courses cover topical case studies drawn from aerospace industrial experience. They are conducted in a modular form by experienced engineers who specialize in one or more facets of this industry. They are given in collaboration with the other participating universities and may be conducted at any of the Montreal universities in the language of convenience to the instructor.

Component(s):

Lecture

Notes :

Anti-requisite Programs : MECH 6961 and MECH 6971 are restricted to students registered in aerospace engineering programs at Concordia or participating universities.

Other note :

There are no resource implications.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: MECH 7012

Calendar Section Type: Course

Description of Change: MECH 7012 Applied Numerical Computing I
New

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

MECH 7012 Applied Numerical Computing I (1 credits)

Prerequisites:

Prerequisites:

Undergraduate course in numerical methods or permission of the instructor.

Description :

Description :

The course defines the basic concepts of computing languages (variable assignment, language syntax, conditional statements and flow structures, functions), the best practices in scientific computing (readability and reuse, API definitions, standards and libraries, unit testing, version control and licensing), and is a practical introduction to using modern computing tools and software libraries for engineering work. Use of root-finding, ode integration, and file I/O libraries is covered. The emphasis of the course is on the practical use and application of numerical algorithms instead of on their formal definition and derivation.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Anti-requisite Courses :

Anti-requisite Courses : Students who have received credit for MECH 692 Applied Numerical Computing I may not take this course for credit.

Rationale:

Modern engineering solutions are now expected to carry a minimum level of design optimization, requiring the solution of ever more realistic models. Along with this need, computational tools have evolved to a point where the solution of relatively complex engineering problems can be performed using everyday computing resources available to any person. Undergraduate engineering education, however, still has not standardized the development of computing capabilities to a level where students can be expected to utilize such resources on their own. The expectation from students is still to develop their fundamental understanding of algorithm development and code efficiency at the expense of fostering a capability to use standard computing tools in everyday engineering practice. There is generally a recognized lack of practical familiarity and comfort with numerical computing technologies in incoming graduate students.

This two part course sequence seeks to present the students with a review of the basic elements of computing (syntax, flow structures, functions, etc), an introduction to best practices in the use and development of computational tools, exposure to standard engineering computing tools and languages, and generally to make them capable of solving simple engineering problems with tools such as python or matlab along with standard scientific libraries for root-finding, ODE integration, optimization, etc.

In this first part, basic concepts are reviewed: elements of computer languages and flow structures, function definitions, application programming interface, libraries, file formats and standards, unit testing, version control and other useful development tools. Common libraries for root-finding, ode integration and file I/O are presented.

Resource Implications:

This will be part of a faculty members regular teaching load.

COURSE CHANGE FORM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Addition of 1-credit Graduate seminar and courses (AERO and INDU)

Calendar Section Name: MECH 7013

Calendar Section Type: Course

Description of Change: MECH 7013 Applied Numerical Computing
II New

Proposed: Graduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Department of Mechanical, Industrial and Aerospace
Engineering

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 May 2023

Effective/Push to SIS date: 01 May 2023

Implementation/Start date: 01 May 2023

Path: Graduate > See Fall 2022 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Engineering Courses > Mechanical, Industrial and Aerospace Engineering Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

[MECH 7013 Applied Numerical Computing II \(1 credits\)](#)

Prerequisites:

Prerequisites:

[MECH 7012 Applied Numerical Computing I](#)

Description :

Description :

This course covers topics related to scientific and engineering computing, including: use of libraries for optimization, modern cooperative development platforms and tools, error and sensitivity analysis of numerical models. The formulation of mathematical models stemming from engineering analysis is connected to the development of numerical models. The use of advanced, generalist simulation tools is demonstrated. The emphasis of the course is on practical applications and methods, instead of on formal derivations of algorithms and the formal prediction of error bounds.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : [Students who have received credit for MECH 692 Applied Numerical Computing may not take this course for credit.](#)

Rationale:

Following Applied Numerical Computing I, this course exposes students to common libraries for optimization, using cooperative code development platforms such as github/gitlab. Error and sensitivity analysis for complex models is introduced. Engineering analysis is connected to the development of mathematical and, subsequently, numerical models. Advanced generalist tools such as matlab's simulink and simscape tools, modelica/dymola/openmodelica and others are presented. The student performs the analysis of an engineering system, derives a mathematical and numerical model, and uses this model to optimize a parameter.

Resource Implications:

This will be part of a faculty members regular teaching load.

Impact Report

Programs

Aerospace MEng

Source of Impact

- Avionics and Control
- MECH 6961
- MECH 6971
- Structures and Materials

Industrial Engineering MEng

Source of Impact

- Option II: Lean Systems Engineering
- Option III. Supply Chain Engineering
- Option IV. Industrial Optimization and Systems Analytics
- Option V. Reliability and Maintenance Engineering
- Option VI. Industrial Engineering General Stream

Defined Groups

E11 - Aeronautics and Astronautics

Source of Impact

- MECH 6961

E63 - Project, Report And Industrial Training

Source of Impact

- INDU 6990

Option II: Lean Systems Engineering

Source of Impact

- INDU 6990

Option III. Supply Chain Engineering

Source of Impact

- INDU 6990

Option IV. Industrial Optimization and Systems Analytics

Source of Impact

- INDU 6990

Option V. Reliability and Maintenance Engineering

Source of Impact

- INDU 6990

Option VI. Industrial Engineering General Stream

Source of Impact

- INDU 6990

Courses

MECH 6971

Source of Impact

- MECH 6961
- MECH 6971

MECH 7012 Applied Numerical Computing I New

Source of Impact

MECH 7013 Applied Numerical Computing II New

Source of Impact

Other Units

Addition of ENGR 7011 to Option II: Lean Systems Engineering requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENGR 7011 to Option III. Supply Chain Engineering requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENGR 7011 to Option IV. Industrial Optimization and Systems Analytics requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENGR 7011 to Option V. Reliability and Maintenance Engineering requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of ENGR 7011 to Option VI. Industrial Engineering General Stream requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 7012 to Aerospace MEng requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 7012 to Aerospace MEng requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 7013 to Aerospace MEng requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 7013 to Aerospace MEng requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6021 to Avionics and Control requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6631 to Avionics and Control requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6431 to Structures and Materials requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6491 to Structures and Materials requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6501 to Structures and Materials requirement

Source of other unit Impact

- Course is housed in Engineering Courses

Addition of MECH 6601 to Structures and Materials requirement

Source of other unit Impact

- Course is housed in Engineering Courses

**CONCORDIA UNIVERSITY
FACULTY OF ENGINEERING AND COMPUTER SCIENCE
DEPARTMENT OF MECHANICAL AND INDUSTRIAL ENGINEERING**

Coatings and Surface Engineering (4 credits)

Instructor: Dr. Christian Moreau, Room EV 12.102
Email: christian.moreau@concordia.ca
Tel: 848-2424 #7921
Office Hour: Wednesday 11:00 a.m. to 12:00 p.m.

Lectures: Monday 14:45 – 17:30 FG B055

Course Website: Access from your “My Concordia” portal – Moodle.

Outline:

This course provides an introduction to coating and surface engineering. It discusses the properties of solid surfaces and materials for surface protection in aggressive environments (wear, corrosion, oxidation, high temperature). It covers several coating and surface treatment processes such as PVD, CVD, thermal spray (plasma, HVOF, arc spray, cold spray), laser cladding, plating, and anodizing. Finally, it also introduced advanced concepts such as coating characterization and performance assessment. A project on current research topic or selected applications is required.

Objective:

The objective of this course is to provide the students with an introduction to surface engineering materials and processes used for improving surface properties of components and achieving specific surface functionalities. The students will learn about modern deposition processes; plasma science and technology; chemical and electrochemical processes, main characteristics of deposited coatings and films; key applications of coatings and films; and testing and characterization techniques for coatings and films.

Prerequisites:

- none

Course Content:

- Introduction to surface engineering
 - Surface and bulk properties of materials, basic characteristics of deposition processes, selection of coating technologies, economics
- Basic properties of solid surfaces and processes
 - Protection against wear (abrasion, erosion), corrosion, high temperature, etc.
 - Thermal and cold plasmas, vacuum systems
- Physical vapor deposition (PVD) processes
 - Thermal evaporation, electron beam, sputtering, ion plating
- Chemical vapor deposition (CVD) processes
 - Atmospheric and plasma activated processes, atomic layer deposition

- Wet coating and surface modification processes
 - Anodization, plating, electroless plating,
- Thermal spraying processes
 - plasma spray, HVOF, arc spray, flame spray, cold spray
- Cladding
 - PTA, laser cladding
- Coating characterization
 - Microstructure, mechanical properties, tribological properties
 - Surface analytical techniques : SEM, EDX, WDX, XRD, Auger, XPS
- Applications in aerospace and other sectors
 - Gas turbines, landing gears, abradable coatings, automotive engine block, biomedical, optical coatings, boilers for power generation, etc.

Textbooks:

1. *Handbook of Deposition Technologies for Films and Coatings (Third Edition)*, P.M. Martin, Ed., Elsevier, 2010
2. *Introduction to Surface Engineering and Functionally Engineered Materials*, Peter Martin, John Wiley & Sons and Scrivener Publishing, 2011
3. *Thermal Spray Fundamentals*, Pierre L. Fauchais, Joachim V.R. Heberlein and Maher I. Boulos, Springer, 2014
4. *The Science and Engineering of Thermal Spray Coatings (2nd Edition)*, Lech Pawlowski, John Wiley & Sons, 2008
5. *ASM Handbook, Vol. 5A: Thermal Spray Technology*, Ed. R. C. Tucker, ASM International, 2013
6. *Modern Surface Technology*, Ed. Friedrich-Wilhelm Bach, Kai Möhwald, Andreas Laarmann and Thomas Wenz, John Wiley & Sons, 2006

Grading Scheme:

- Exams:
 - Midterm 15%
 - Final 35%
- Project (including presentation) 50%

The project will consist in further reading on a selected topic on surface engineering. The students will make a 20-minute presentation and write a 12-15-page report on this selected topic.

Graduate Soft Skills:

- Knowledge base for engineering: Students gain the ability to design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental concerns.
- Problem analysis: Students learn the skill of problem analysis throughout the course through assignments, tutorial, midterm, and final exams and importantly the laboratory work on instrumentation and measurements in mechanical systems.
- Engineering tool usage: Students gain the ability to create, select and apply appropriate techniques, resources, and modern engineering tools, including prediction and modeling, to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.

- Individual and team work: Students develop the ability to function effectively as an individual and as a team member in multidisciplinary settings through various components of the course. Students have to do assignments and work in a team for the laboratory work involving testing and measurements.
- Practice: Students learn to apply appropriate techniques to performance testing and measurements on simple to relatively complex engineering components either in static or dynamic situations.
- Communication: Students learn to communicate effectively on complex engineering measurement problems with the professor, tutors and lab technicians through tutorials, lectures, laboratories and report writing for the laboratories. They are also trained to effectively respond to instructions provided in the lab manuals and instruction manuals of test equipment.

Important Notes:

- Name of student and student ID number must be written in INK in midterm exam and final exam papers.
- Midterm exam will be held during the lecture time.
- Only "Faculty Approved Calculators" are allowed in the exams which are SHARP EL-531W or CASIO FX-300MS.
- Any student who misses both midterm and final exam for any reason will receive the grade "R".
- All cell phones, tablets and computers must be turned off before entering the class.
- Electronic communication devices including cell phones are not allowed in the exams.
- Follow the Code of Conduct set by the Concordia University. Details can be obtained from the following website:
<http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>

Disclaimer:

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Course Number	Course Title	Term	Academic Year
MECH 7012	APPLIED NUMERICAL COMPUTING I	FALL	2022-2023

Instructor	Office	Email	Office Hours
TBD	TBD	TBD	TBD

CLASS, LAB AND TUTORIAL SCHEDULE					
Section	Day	Time	Location	Instructor	E-mail
TBD	TBD	TBD	TBD	TBD	TBD

COURSE CALENDAR DESCRIPTION
<p>The course defines the basic concepts of computing languages (variable assignment, language syntax, conditional statements and flow structures, functions), the best practices in scientific computing (readability and reuse, API definitions, standards and libraries, unit testing, version control and licensing), and is a practical introduction to using modern computing tools and software libraries for engineering work. Use of root-finding, ode integration, and file I/O libraries is covered. The emphasis of the course is on the practical use and application of numerical algorithms instead of on their formal definition and derivation.</p>

PREREQUISITE
<i>None</i>
THIS COURSE IS A PREREQUISITE TO
MECH 7013

TEXTBOOK AND ADDITIONAL COURSE MATERIALS
<p>No single text covers the material as it is presented. This course is concerned about the practical use of computing tools for the computation of numerical solutions of engineering problems.</p>

KNOWLEDGE BASE FOR ENGINEERING PREREQUISITES
<p>This course requires:</p> <ul style="list-style-type: none"> • basic familiarity with computers (what's software/program/application, installation, files, directories) • exposure to numerical methods in science and engineering

GRADING POLICY		
Evaluation Tool	Due Date	Weight
Assignment 1: Function creation following a pre-defined API (Topics: 1-2)	Week 4	20%
Assignment 2: Root-finding of a non-linear function (Topics: 3-4)	Week 6	40%
Assignment 3: ODE integration with model parameters read from an input file (Topics: 5-6)	Week 8	40%

COURSE LEARNING OUTCOMES	
Statement	Graduate Attribute
The student can define the concepts of API, software library, function call, variables, flow structures.	Not applicable
The student can write a function to perform a given task, following a pre-defined API, in an interpreted language.	
The student can define the concepts of unit testing, version control, licensing.	
The student can use a library of root-finding algorithms to solve a non-linear root-finding problems.	
The student can use a library of ODE integration to numerically integrate a system of ODEs.	
The student can write computer code to read and write text files.	

Course Number	Course Title	Term	Academic Year
MECH 7013	APPLIED NUMERICAL COMPUTING II	FALL	2022-2023

Instructor	Office	Email	Office Hours
TBD	TBD	TBD	TBD

CLASS, LAB AND TUTORIAL SCHEDULE					
Section	Day	Time	Location	Instructor	E-mail
TBD	TBD	TBD	TBD	TBD	TBD

COURSE CALENDAR DESCRIPTION
<p>This course covers topics related to scientific and engineering computing, including: use of libraries for optimization, modern cooperative development platforms and tools, error and sensitivity analysis of numerical models. The formulation of mathematical models stemming from engineering analysis is connected to the development of numerical models. The use of advanced, generalist simulation tools is demonstrated. The emphasis of the course is on practical applications and methods, instead of on formal derivations of algorithms and the formal prediction of error bounds.</p> <p>Prerequisite: MECH 7012, Applied Numerical Computing I</p>

PREREQUISITE
<i>MECH 7012 or MECH 691, Applied Numerical Computing I</i>
THIS COURSE IS A PREREQUISITE TO
none

TEXTBOOK AND ADDITIONAL COURSE MATERIALS
No single text covers the material as it is presented. This course is concerned about the practical use of computing tools for the computation of numerical solutions of engineering problems.

KNOWLEDGE BASE FOR ENGINEERING PREREQUISITES
<p>This course requires:</p> <ul style="list-style-type: none"> basics of computer code: variable assignment, flow structures, etc concepts of API, IDE, software library.

GRADING POLICY		
Evaluation Tool	Due Date	Weight
Assignment 1: Solving a complex problem (optimization of an ODE system's parameters) (Topics: 1-3)	Week 4	30%
Assignment 2: Sensitivity analysis of an engineering model (Topics: 4)	Week 6	30%
Assignment 3: Mini-project: develop a numerical model for a simple engineering problem	Week 8	40%

COURSE LEARNING OUTCOMES	
Statement	Graduate Attribute
The student can do basic version control operations using git and github.	Not applicable
The student can use a library of optimization algorithms to find the extremum of a function.	
The student can combine the use of multiple libraries to solve a complex mathematical problem.	
The student can estimate the sensitivity of a numerical solution on a problem parameter.	
The student can recognize tools for numerical simulation and list basic characteristics.	



**SENATE
OPEN SESSION
Meeting of November 11, 2022**

AGENDA ITEM: Academic Programs Committee – Report and Recommendation - Amendments to JMSB-JMSB-704

ACTION REQUIRED: For approval

SUMMARY: Senate is being asked to approve changes to the John Molson School of Business (JMSB) program JMSB-JMSB-704.

BACKGROUND:

JMSB proposes a long overdue revision of its core undergraduate curriculum. The core COMM courses, mandatory for all B. Comm students, include a set of courses focusing on discipline-specific core competencies, as well as courses offering broader and more generic competencies necessary for all business students to address complex business problems. This proposal is the result of a comprehensive consultation process that occurred from Fall 2019 to Fall 2020 including various stakeholders such as alumni, students, faculty, and staff.

The proposal includes:

- An updated set of core program competencies, goals and objectives
- The deletion of 6 courses (18 credits)
- The revision of 8 courses (24 credits)
- The introduction of 10 new courses (24 credits)
- The reduction in the number of elective credits outside the JMSB (from 12 to 6 credits)

The B. Comm program remains a 90-credit program; but, the core increases from 42 to 48 credits. The proposal has been approved by each department, the program committee and at the faculty level. The resource implications to JMSB of the proposed changes to the core courses are 27 additional 3-credit sections and 75 additional 1.5 credit sections.

The overall resource implications to Concordia in terms of number of sections is uncertain due to the reduction by 6 credits of electives to be taken outside JMSB. The new sections within JMSB will be funded by the Faculty. The faculty has also allocated resources to support the development of the new (and revised) courses. These costs will be partially offset by increases in student enrolment, as the John Molson School of Business Strategic Enrolment Plan appended to the dossier outlines a predicted total growth of 2% to be achieved over five years. It should be noted that admissions to the Bachelor of

Administration will need to be suspended for a period of time in order to properly effect the changes. Students currently in the program will be able to complete their degrees.

The proposal was approved at Faculty Council on March 11, 2022.

DRAFT MOTION: That Senate approve changes to the program JMSB-JMSB-704, as detailed in Document US-2022-6-D7.

PREPARED BY:

Name: Karan Singh

Date: November 3, 2022

Summary and Rationale for Changes

John Molson School of Business proposes a long overdue revision of its core undergraduate curriculum. The core COMM courses, mandatory for all BComm students, include a set of courses focusing on discipline-specific core competencies, as well as courses offering broader and more generic competencies necessary for all business students to address complex business problems. This proposal is the result of a comprehensive consultation process that occurred from Fall 2019 to Fall 2020 including various stakeholders such as alumni, students, faculty, and staff.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academics Program Committee, 14 Oct 2022

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 11 Mar 2022

The BComm program is proposing a long overdue revision of its core undergraduate curriculum.

The proposal includes:

- An updated set of core program competencies, goals and objectives
- The deletion of 6 courses (18 credits)
- The revision of 8 courses (24 credits)
- The introduction of 10 new courses (24 credits)

The BComm program remains a 90-credit program; but, the core increases from 42 to 48 credits.

The proposal has been approved by each department, the program committee and at the faculty level.

The resource implications to JMSB of the proposed changes to the core courses are 27 additional 3-credit sections and 75 additional 1.5 credit sections. The overall resource implications to Concordia in terms of number of sections is uncertain due to the reduction by 6 credits of electives to be taken outside JMSB.

The new sections within JMSB will be funded by the faculty. The faculty has also allocated resources to support the development of the new (and revised) courses.

The proposal was approved at Faculty Council on March 11, 2022.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 11 Mar 2022

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee (FAPC), 25 Feb 2022

Please find attached the proposed revisions to the core (COMM courses) of the Bachelor of Commerce.

The JMSB FAPC met twice to review the proposal, the implementation plan and additional materials submitted by a member of the community. The JMSB Faculty Academic Programs Committee unanimously approved these changes on February 25, 2022.

Summary of Committee Discussion: Department approval

For Submission to:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Program Committee, 25 Feb 2022

Approved by:

Jooseop Lim, Associate Dean, Academic and Student Affairs, Undergraduate Programs,
Undergraduate Curriculum Committee (UCC), 01 Oct 2021

Since this is a very large curriculum change, please refer to the proposal (in supporting documents) for further details.



B.Comm – Curriculum Revision Proposal

**John Molson School of Business
Undergraduate Curriculum Revision Committee**

25 October 2022

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<i>COMM 216 – Ethics, Business Sustainability, and Social Responsibility</i>	
<i>COMM 217 - Financial Accounting</i>	
<i>COMM 219 - Innovation Management</i>	
<i>COMM 221 - Financial Markets</i>	
<i>COMM 223 - Marketing Management</i>	
<i>COMM 225 - Production and Operations Management</i>	
<i>COMM 226 - Business Technology Management</i>	
<i>COMM 227 – Interpersonal and Critical Thinking Skills</i>	
<i>COMM 229 – Managing People in Organizations</i>	
<i>COMM 305 - Managerial Accounting</i>	
<i>COMM 309 - Business Finance</i>	
<i>COMM 316 - Business Law and Ethics</i>	
<i>COMM 320 - Entrepreneurship</i>	
<i>COMM 401 - Strategic Management</i>	

APPENDIX 7: SUPPORT LETTERS FROM DEPARTMENT OF MATHEMATICS AND STATISTICS AND DEPARTMENT OF
COMPUTER SCIENCE & SOFTWARE ENGINEERING.....

Executive Summary

John Molson School of Business (JMSB) proposes a long overdue revision of its core undergraduate curriculum. The core COMM courses, mandatory for all BComm students, include a set of courses focusing on discipline-specific core competencies, as well as courses offering broader and more generic competencies necessary for all business students to address complex business problems. A comprehensive consultation process occurred from Fall 2019 to Fall 2020 including various stakeholders such as alumni, students, faculty, and staff, resulting in the following proposed revisions:

- An updated set of core program competencies goals and objectives

- The deletion of 6 courses (18 credits)

Course Number	Course Title	Credits
COMM 210	Contemporary Business Thinking	3
COMM 215	Business Statistics	3
COMM 220	Analysis of Markets	3
COMM 222	Organizational Behaviour and Theory	3
COMM 308	Introduction to Finance	3
COMM 315	Business Law and Ethics	3

- The revision of 8 courses (24 credits) without changes in the course numbers

Course Number	Course Title	Credits
COMM 205	Business Communication	3
COMM 217	Financial Accounting	3
COMM 223	Marketing Management	3
COMM 225	Production and Operations Management	3
COMM 226	Business Technology Management	3
COMM 305	Managerial Accounting	3
COMM 320	Entrepreneurship	3
COMM 401	Strategic Management	3

- The introduction of 10 new courses (24 credits)

Course Number	Course Title	Credits
COMM 211	Global Business Environment	3
COMM 213	Computing and Visualization Tools for Business Analytics	1.5
COMM 214	Business Analytics	3
COMM 216	Ethics, Business Sustainability, and Social Responsibility	1.5
COMM 219	Innovation Management	1.5
COMM 221	Financial Markets	3
COMM 227	Interpersonal and Critical Thinking Skills	3
COMM 229	Managing People in Organizations	3
COMM 309	Business Finance	3
COMM 316	Business Law and Ethics	1.5

- The number of credits (90 credits) for the BComm remains the same.
 - An increase in the core mandatory credits (from 42 to 48 credits)
 - A reduction in the number of elective credits outside JMSB (from a total of 12 to 6 credits)

- The number of credits allocated to the majors remains the same (a total of 24 credits, except for the Major in HRM, which is reduced from 30 to 27 credits)
- The number of elective credits chosen by the student remains the same (a total of 12 credits)

This curriculum revision proposal is a direct result of the tremendous commitment of all UCRC committee members (identified in Table 1) over the past 2 years.

Section 1 – Rationale for Revising the Program

The Bachelor of/Baccalaureate in Commerce (BComm) was first created in 1934. It consists of a set of core courses, mandatory for all students, and a set of courses focusing on areas of specialization (majors – such as accounting, business technology management, marketing, etc. and minors – such as entrepreneurship, real estate, etc.). The core courses provide knowledge regarding the fundamental business concepts and skills necessary to solve challenging business problems, no matter the specific business discipline.

The most recent curriculum change was in 2001. Although changes have been punctually made to adapt to changing student needs via small changes in the course descriptions and prerequisite structure (as well as individual instructor-driven changes to specific course content), these changes have been small in scope and piecemeal in nature. As a result, there was a need to reflect and gain an overall sense of the core competencies and knowledge that BComm students must acquire upon graduation.

In addition, in 2019, the University Appraisal Committee (UAC) prepared a report and recommended a curriculum revision of the BComm core. The committee noted that the curriculum was outdated and did not reflect innovations or major trends in business practice. UAC members also indicated the need for a holistic view of the core, its learning outcomes, and how these outcomes can be achieved.

Therefore, the primary goal of the current exercise was to assess the core curriculum as a whole and revise the learning goals and objectives, along with the course offerings, such that the individual parts of the core would be well aligned with one another in order to deliver a coherent and valuable learning experience to students.

Section 2 – Process

2.1. The Main Committee – Undergraduate Curriculum Revision Committee

In September 2019, an Undergraduate Curriculum Revision Committee (UCRC *hereafter*) was created. Dr. Jooseop Lim chaired the committee in his role as Associate Dean, Academic and Student Affairs, Undergraduate Programs. The committee included full- and part-time instructors from different departments and majors, as well as a student representative. The committee members are listed below.

Table 1. Members of the Undergraduate Curriculum Revision Committee

Name	Department	Period
Dr. Suchit Ahuja	Department of SCBTM	September 19, 2019 – December 31, 2020
Dr. Sophie Audoussert-Coulier	Department of Accountancy	September 19, 2019 – December 31, 2020
Dr. Stéphane Brutus	Human Resource Management major	July 1, 2020 – December 31, 2020
Dr. Yu-Ping Chen	Human Resource Management major	September 19, 2019 – June 20, 2020
Mr. Demetre Christopoulos	Student representative	July 1, 2020 – December 31, 2020
Dr. Frederick Davis	Department of Finance	September 19, 2019 – January 20, 2020
Dr. Alexandra Dawson	Department of Management	January 20, 2020 – December 31, 2020
Dr. Mehdi Farashahi	International Business major	September 19, 2019 – December 31, 2020
Dr. Tieshan Li	Department of Marketing	July 1, 2020 – December 31, 2020
Dr. Jooseop Lim	Chair of the Committee	September 19, 2019 – December 31, 2020
Prof. Rosario Lo Raso	Part-time instructor representative	September 19, 2019 – July 25, 2020
Mr. Malcolm MacPhail (non-voting member)	Head Educational Technologist, Center for Instructional Technology	September 19, 2019 – June 20, 2020
Ms. Frédérica Martin (non-voting member)	Senior Advisor, Office of the Associate Dean and AACSB Accreditation	September 19, 2019 – December 31, 2020
Dr. Caroline Roux	Department of Marketing	September 19, 2019 – June 20, 2020
Dr. Rahul Ravi	Department of Finance	January 20, 2020 – December 31, 2020
Ms. Murielle Salari	Assistant to the Chair; Supporting the committee by taking minutes	September 19, 2019 – December 31, 2020
Ms. Angela Usas (non-voting member)	Manager, Assessment and Accreditation	September 19, 2019 – December 31, 2020
Dr. Rustam Vahidov	Department of SCBTM	September 19, 2019 – December 31, 2020
Ms. Marisa Yap	Student representative	September 19, 2019 – June 20, 2020

The mandate of the UCRC included the creation of goals and objectives, learning experiences, and assessment plans for the core BComm courses.

Twenty meetings were held in 2020 in addition to the kick-off meeting on 18 September 2019. The meeting dates are included in **Appendix 1**. Each meeting lasted approximately two hours, and minutes are available upon request. Leading the process was the Chair, Jooseop Lim, with the help of Frédérica Martin (Senior Advisor, Office of the Associate Dean, Accreditation and Faculty Relations) and Malcolm MacPhail (Head Educational Technologist, Centre for Instructional Technology). Also, Angela Usas (Manager, Assessment and Accreditation) participated in the meetings to align the curriculum revision with the AACSB and EQUIS accreditation requirements.

2.2. The Subcommittees

To ensure that all departments and stakeholders were well represented in this important task, seven sub-committees were also established with 4 - 9 faculty and student members from different majors. These subcommittees were Accountancy; Finance; Human Resources; International Business; Management; Marketing; Supply Chain, Business Technology Management; and Data Science. All together, there were 30 sub-committee meetings, and F. Martin, M. MacPhail, A. Usas, and J. Lim attended most of the meetings to lead the process of establishing the learning goals and objectives. The members and meeting dates of each committee are included in **Appendix 1**.

The major mandates of the sub-committees included a) identifying the learning outcomes that all JMSB graduates must acquire at the time of graduation and b) creating competency goals and objectives for the students majoring in each area. Once all information from the subcommittees was collated, a content analysis was performed to identify the main themes. The themes were presented to the UCRC, from which the goals and objectives of the BComm core were identified.

The UCRC members evaluated, selected, modified, and classified these themes and finalized the common core learning goals and objectives (**Table 2** refers to the core cross-disciplinary goals and objectives that will be assessed by accreditation bodies; **Table 3** refers to domain specific core goals that will not be assessed by accreditation bodies).

2.3. The curriculum revision approach

A student-centered curriculum re-design approach, which is different from a traditional approach where courses, instructional methods, and assessments are considered first, was chosen. It has emphasized:

- The needs of students vs. the needs of specific instructors or departments
- The end goal to determine how to measure success and how to best take students there
- The Program goals, moving on to specific objectives, and finally instruction and assessment
- A behaviourist approach, focusing on observable and quantifiable elements.

Program goals and objectives were established through a lengthy process of consultation and meetings, as described above. To help the committee members make informed decisions, the following reports were used:

- Accreditation (AACSB & EQUIS) standards
- Assurance of learning reports (AoL)
- Student feedback reports

- Career Management Services (CMS) reports
- Co-op work-term reports
- An environmental scan provided by the Center for Teaching and Learning
- Focus Group Interview results (with our alumni and employers)
- Program Appraisal Committee (PAC) report
- Various reports on emerging trends

The Focus Group Interview results are summarized in **Appendix 3**. Also, at the kick-off meeting, a comparison table with other business schools in Quebec, Canada, and the U.S. was made available to the UCRC members. The tables are included in **Appendix 4** of this report.

In particular, the focus group consisted of five JMSB alumni and three JMSB members. Although the participants discussed various aspects of business education, the main takeaways from the focus group include the importance of 1) mastering technology and software skills in addition to theoretical understanding, 2) effectively communicating and working with others within a team, and 3) understanding different cultures.

Also, during the curriculum revision process, F. Martin and J. Lim consulted with J. Johnston (Administrator, University Curriculum Office of the Provost) regarding the scope of the COMM course revision and S. Gabrielle (Vice-Provost, Innovation in Teaching and Learning) regarding the potential of delivering new COMM courses online.

Lastly, all committee members were asked to take into consideration important contextual elements in their decision-making:

- JMSB’s mission statement
- JMSB’s values
- Current and future accreditation needs
- Essential disciplinary/interdisciplinary content and methods
- Resources
- Needs of the local community and the broader society.

JMSB’s vision is to be one of the world’s most relevant, responsible, and respected business schools. Consistent with this vision, the new curriculum has added emphases on innovation, ethics, sustainability, and analytics reflecting the needs of the broader society.

2.4. Consultation with Departments and Executive Team

Each department representative updated the curriculum revision status and shared the essence of its revision in the department meetings on the following dates.

Department of Accountancy: November 27, 2020

Department of Finance: September 30, 2020

Department of Management: April 24 and October 30, 2020

Department of Marketing: October 30 and November 27, 2020

Department of Supply Chain and Business Technology Management: June 23, 2020

The Associate Dean, Academic and Student Affairs, Undergraduate Programs reported the progress to the Dean, Associate Deans, and Department Chairs through one-on-one meetings, executive committee meetings, and decanal team meetings on several occasions. Also, the Associate Dean made presentations to the Advisory Board members and the program directors on the curriculum revision progress.

The proposal was reviewed and approved by the Departments on the following dates.

Department Curriculum Committee approvals:

Department of Accountancy: March 8, 2021
Department of Finance: February 8, 2021
Department of Management: February 11, 2021 (Recommended to discuss resource implications in the Department Assembly)
Department of Marketing: February 18, 2021
Department of Supply Chain and Business Technology Management: February 10, 2021

Department Assembly approvals:

Department of Accountancy: March 10, 2021
Department of Finance: February 26, 2021
Department of Management: September 1, 2021
Department of Marketing: February 26, 2021
Department of Supply Chain and Business Technology Management: February 23, 2021

Section 3 – Program Competency Goals and Learning Objectives¹

3.1. General competencies and objectives

The proposed general academic goals and objectives of the revised BComm core are presented in the following two tables (**Table 2** and **Table 3**). **Table 2** refers to those competencies goals and objectives that are cross-disciplinary in nature. These learning objectives emphasize the fundamental competencies that could be applied to diverse business disciplines. **Table 3** refers to specific business domain competencies goals and objectives.

Table 2. Common Core Competency Goals and Learning Objectives

Goals	Objectives	
1. Apply evidence-based approach(es) to decision making	1.1. Identify the relevant business problem and/or opportunity	
	1.2. Analyze the impact of the broader environment (internal/external) as related to the problem and/or opportunity	
	1.3. Identify appropriate data sources and/or collection method	
	1.4. Analyze qualitative and/or quantitative data for decision making	
	1.5. Describe and/or apply relevant theories and concepts	
	1.6. Provide recommendations	
	1.7. Create an implementation plan	
2. Communicate effectively, both orally and in writing	2.1. Communicate effectively in writing	2.1.1. Write content so that its purpose and meaning are clear (Presents a main idea and supports it throughout the document)
		2.1.2. Organize content to assist the reader in following the logical flow of ideas
		2.1.3. Use evidence to support ideas
		2.1.4. Use appropriate grammar and mechanics (word choice, variety, spelling, formatting, sentence structure, punctuation, capitalization)
		2.1.5. Use effective visualization of information (assists in the overall comprehension of the issues covered)
	2.2. Communicate effectively orally	2.2.1. Demonstrate appropriate body language and maintain eye contact with audience
		2.2.2. Utilize effective vocal delivery
		2.2.3. Use effective visualization of information (assists in the overall comprehension of the issues covered)
		2.2.4. Organize content in a logical manner
		2.2.5. Apply principles of persuasion (i.e. storytelling)
	3. Interact with others effectively,	3.1. Explain core theories related to interpersonal processes in organizations.

¹ Contents in parentheses are examples. These contents will be kept for UCC and FAPC approvals, then will be removed for APC and Senate approvals.

in accordance with principles of organizational behavior.	3.2. Demonstrate interpersonal skills		
	3.3. Propose solutions to problems related to individuals working together in organizations.		
	3.4. Demonstrate critical thinking skills		
4. Make ethical and responsible decisions considering people, environment, society and legal obligations	4.1. Explain the role of ethics in business	4.1.1. Explain the relationship between ethics, law, sustainability and social responsibility	
		4.1.2. Explain framework/concepts for ethical reasoning	
		4.1.3. Apply the basic ethical decision-making process to address an ethical dilemma	
	4.2. Explain the role of sustainability and social responsibility in business	4.2.1. Explain the role of sustainability and social responsibility in business (Why do we care about it?)	
		4.2.2. Explain the role of business in addressing sustainability and social responsibility (What role can business play?)	
		4.2.3. Describe an overview of sustainability and socially responsible practices in different business domains (How do they do it?)	
	4.3. Explain basic legal issues that may be encountered in the workplace	4.3.1. Explain the legal framework within which business organizations function (e.g., forms of business – sole proprietor, partnership, corporation; duties of directors and officers; limited liability of shareholders)	
		4.3.2. Describe the reciprocal legal duties and obligations between employees and employers (e.g., ownership of work created, confidential information, duty of care, vicarious liability)	
		4.3.3. Explain legal duties and obligations imposed upon a person in contractual situations (e.g., breach of contract)	
		4.3.4. Explain legal duties and obligations imposed upon a person in non-contractual situations (e.g., breach of duty not to injure)	
	5. Develop an entrepreneurial business idea	5.1. Describe different types of entrepreneurship (starting a new business, buying/taking over an existing business, taking over the family business, corporate entrepreneurship, social entrepreneurship)	
		5.2. Explain the role that entrepreneurship plays in the organization and/or economy (e.g. local, national, and/or global economy)	
		5.3. Describe the key characteristics of an entrepreneurial mindset (commitment, determination, leadership, opportunity obsession, tolerance of risk, ambiguity and uncertainty, creativity, self-reliance, ability to adapt, motivation to excel)	
5.4. Describe the main elements of the entrepreneurial process (idea generation, opportunity recognition and evaluation, planning, resource acquisition, business launch/growth)			

	5.5. Analyze a business plan for new and/or existing ventures (feasibility of opportunity – market, innovative, better prices; realism of: projections, plan for resources)
6. Explain the role of innovation and apply innovative methods in an organization	6.1. Describe key processes, models, and/or frameworks of innovation
	6.2. Describe the key dimensions of innovation (i.e., technological, humanitarian, mindset/behavioral, environmental, organizational, social)
	6.3. Explain the basic role that innovation plays in the organization and/or economy (e.g. local, national, and/or global economy)
7. Analyze global factors and their impact on organizations	7.1. Explain the nature (e.g. political, social, economic) of global factors
	7.2. Explain the impacts of global and local concerns on organizations (contemporary and historical)
	7.3. Explain the role and/or impact of global/regional agreements (e.g., EU, NAFTA, ASEAN...) and/or organizations (e.g. WTO, IMF, WB...)
	7.4. Explain different business/management practices around the world (e.g., institutional and cultural, cross-cultural communication)
	7.5. Describe the fundamentals of the internationalization process (entry modes, reasons behind internationalization, different types of international companies)
	7.6. Explain the reasons behind variations in business ethics, sustainability, and social responsibility practices around the world

Table 3. Proposed Competency Goals and Learning Objectives of Business Domain Courses

ACCOUNTING	
1. Analyse financial statements and non-financial information to make informed business decisions regarding external reporting	
1.1. Evaluate financial reporting needs	
1.2. Explain and interpret key components of financial statements (i.e. assets, liabilities, cash flows and the relationships between these components)	
1.3. Analyse financial statements and non-financial information to make informed business decisions.	
2. Use accounting data to support evidence-based decision making and to derive solutions for improvement	
2.1. Produce reports and metrics for performance evaluation	
2.2. Develop operational plans, budgets, and forecasts	
2.3. Analyze and assess reports, operational plans, budgets and forecasts	
2.4. Conduct a profitability analysis regarding strategic options to support evidence-based decision-making	
2.5. Assess the organizational and individual performance to derive solutions for improvement	
3. Identify the implications of basic corporate and/or sales and/or personal income taxes regarding tax preparation and planning	
3.1. Identify the implications of basic corporate taxes regarding tax preparation and planning	
3.2. Identify the implications of sales taxes regarding tax preparation and planning	
3.3. Identify the implications of personal income taxes regarding tax preparation and planning	
BUSINESS TECHNOLOGY MANAGEMENT	
1. Explain and apply business technology management processes, tools, and techniques	
1.1. Describe the key components of information systems (e.g., infrastructure, architecture, data, H/W, S/W, networks, etc.)	

- 1.2. Explain the key frameworks of information systems management (e.g., Digital Value Chain, SMAC, VRINO, IT Alignment, etc.)
- 1.3. Describe business process improvement and/or business process reengineering and/or business process management
- 1.4. Apply information/data management tools and techniques (e.g., databases, BI tools, visualization, etc.) to manipulate data sets.
2. Explain key components of IT/IS operations and implementation
 - 2.1. Explain key components of IT operations (e.g., lifecycle, service delivery, virtualization, ERP, change management, etc.)
 - 2.2. Identify differences in software development methodologies and/or approaches (e.g., waterfall vs. agile, in-house vs. off the shelf, cloud vs. on-premise)
 - 2.3. Identify the issues regarding information systems risk, security, and compliance (e.g., governance standards, regulations, auditing techniques, etc.)
3. Describe contemporary and future issues in business technology management
 - 3.1. Describe the role of emerging technologies/platforms (e.g., AI, Blockchain, Big Data, Analytics, IoT, etc.) in the digital transformation of business and/or society
 - 3.2. Describe the global and/or national impact of innovative trends in digital business (e.g., Industry 4.0, sharing economy, servitization, open innovation, etc.)
4. Explain issues of ethics and social responsibility in business technology management
 - 4.1. Explain key issues in information systems privacy and/or ethics
 - 4.2. Describe the role of information systems in addressing sustainability challenges and/or opportunities (e.g., Green IT, sustainable computing, etc.)
 - 4.3. Describe societal issues related to information systems (e.g., addiction, stress, empowerment, inclusion, equality, etc.)

FINANCE

1. Apply the concept of time value of money to decision making
 - 1.1. Explain the compound interest concept
 - 1.2. Compute the discounted value of a cash flow stream
 - 1.3. Explain risk premium
 - 1.4. Select the best financial transaction for a stated purpose
2. Explain the characteristics of key financial assets (e.g., stocks, bonds, options)
 - 2.1. Explain the intrinsic value of key financial assets (e.g., stocks, bonds, options)
3. Explain financial markets
 - 3.1. Explain equilibrium concepts/models and their related assumptions
 - 3.2. Explain the implications of a given equilibrium model for the welfare of society (sustainability)
 - 3.3. Describe the historical context of key financial regulations
4. Explain the concepts of Risk and Return
 - 4.1. Measure risk and return
 - 4.2. Explain the concepts of Portfolio & Diversification
5. Apply financial tools for managerial decision-making
 - 5.1. Explain inventory, accounts receivables, and accounts payable management (i.e., Short-Term Capital Management)
 - 5.2. Apply capital budgeting tools to make basic financial decisions

HUMAN RESOURCE MANAGEMENT

1. Realize the potential of human capital in the workplace
 - 1.1. Explain relevant regulations related to equity, diversity, and inclusion (EDI) in organizations

<ul style="list-style-type: none"> 1.2. Choose effective recruitment and selection processes 1.3. Identify the knowledge, skills, abilities, and other characteristics (KSAOs) necessary for successful job performance 1.4. Develop processes for performance management 1.5. Identify the best combination of monetary and non-monetary rewards for optimal employee motivation 1.6. Explain relevant regulations related to health, safety, and well-being
<p>MARKETING</p> <ul style="list-style-type: none"> 1. Explain the role of marketing for stakeholders <ul style="list-style-type: none"> 1.1. Explain the value creation role of marketing 1.2. Explain the foundations of marketing concepts and/or theories 1.3. Evaluate the impact of marketing practices on stakeholders 2. Explain key marketing fundamentals and their role in marketing strategies <ul style="list-style-type: none"> 2.1. Explain the 4Ps, analysis of internal/external environment (SWOT, PESTEL, Porter, etc.), consumer insights, segmentation/targeting, branding/positioning, and marketing metrics (ex. ROI) 2.2. Explain the role of the above marketing fundamentals in a marketing strategy
<p>SUPPLY CHAIN OPERATIONS MANAGEMENT</p> <ul style="list-style-type: none"> 1. Describe the integrative nature of Supply Chain Management and its fundamental concepts <ul style="list-style-type: none"> 1.1. Describe the fundamental concepts in supply chain management 1.2. Describe the components of a supply chain and their interrelationships 2. Apply quantitative and/or qualitative methods and associated software tools to solve operational supply chain problems <ul style="list-style-type: none"> 2.1. Explain the quantitative and/or qualitative methods and associated software tools (optimization, simulation, ERP, business analytics software, etc.) to solve operational supply chain problems
<p>STRATEGY</p> <ul style="list-style-type: none"> 1. Formulate an organizational strategy and assess its influence on performance <ul style="list-style-type: none"> 1.1. Analyze external environment to formulate strategy <ul style="list-style-type: none"> 1.1.1. Explain how the fundamental nature of competition in many of the world's industries is changing (e.g., globalization, digitalization, corporate social responsibility, environmental sustainability, etc.) 1.1.2. Discuss innovative industry disruptions and the rise or fall of a specific business model 1.2. Analyze internal organization to formulate strategy 1.3. Explain business- and/or corporate-level strategies including advantages and disadvantages of each option (e.g., differentiation, cost leadership, diversification, M&As, strategic alliances, and international strategies, etc.) 1.4. Assess the influence of strategies on organizational performance 1.5. Formulate the appropriate organizational strategy based on different theories

3.2. Specific knowledge, expertise, and skills that students will acquire

The specific knowledge and competencies that students will acquire in the revised mandatory BComm core courses are listed for each course in **Appendix 2**, as well as in **Appendix 6**. As shown, each core course will allow students to be introduced to various types of knowledge and

skills at the discipline-specific level (e.g., Accounting, Marketing, Business Technology Management, Human Resource Management, Finance, etc.), as well as a number of broader and more generic competencies necessary to solve complex business problems (e.g., ethical reasoning, communication, evidence-based approaches to problem-solving, etc.).

A mapping of the core courses to the cross-disciplinary common core learning goals can be found in **Appendix 2, Table A2.1**.

3.3. Assessment of Core Competencies and Learning Objectives

For existing courses, the acquired knowledge and skills will be assessed through established methods in the respective departments. These include (but are not limited to) short-answer quizzes, multiple-choice examinations, individual or group projects, case studies, computational exercises, oral presentations, and written reports. The development of assessment rubrics aligned with course-level objectives are recommended.

For accreditation purposes, the Assurance of Learning (AoL) program competency goals and learning objectives are assessed through the Office of Accreditation and Faculty Relations with rubrics. Competency goals and objectives are measured twice in a five-year period, according to the program's assessment plan. A random sample (20-25%) of student work is collected, anonymized, and then evaluated by two assessors. The results are communicated to the Assessment of Learning Steering Committee (AOL SC), with recommendations for continuous improvement to the Associate Dean, Undergraduate Programs, Department Chairs, and course coordinators. It is recommended that the results of the assessments be discussed at undergraduate curriculum committee meetings.

Section 4 – Program Description and Requirements

4.1. Degree requirements

- 48 credits from the core
- 24 credits to apply toward the major (see Note 1)
- 6 elective credits outside the School of Business
- 12 elective credits chosen by the student (see Note 1)

Notes:

1. All students are required to declare a major. The Major in Human Resource Management requires the completion of 27 credits. Consequently, the elective credits chosen by the student are reduced from 12 to 9 credits. Honours programs require the completion of 30 credits, and the elective credits chosen by the student are reduced from 12 to 6 credits.

The new degree requirements reflect the following changes from the current degree requirement.

- An increase in the core credits (from 42 to 48 credits)
- A reduction in the number of elective credits outside JMSB (from 12 to 6 credits)

UCRC decided to increase the core credits from 42 to 48 credits to ensure the delivery of all necessary core competencies and learning objectives identified after an extensive discussion among the Undergraduate Curriculum Revision Committee members. Also, as can be seen in Appendix A4.1., the requirement of 48 core credits is consistent with the practice of other business schools in Québec, which requires 36 to 54 core credits.

4.2. Core (COMM) Courses

Table 4. Courses at the 200 level

Course #	Course Title	Cr	Department
COMM 205	Business Communication	3	Department of Marketing
COMM 211	Global Business Environment	3	Department of Marketing
COMM 213	Computing and Visualization Tools for Business Analytics	1.5	Department of SCBTM
COMM 214	Business Analytics	3	Department of SCBTM
COMM 216	Ethics, Business Sustainability, and Social Responsibility	1.5	Department of Management
COMM 217	Financial Accounting	3	Department of Accountancy
COMM 219	Innovation Management	1.5	Department of SCBTM
COMM 221	Financial Markets	3	Department of Finance
COMM 223	Marketing Management	3	Department of Marketing
COMM 225	Production and Operations Management	3	Department of SCBTM
COMM 226	Business Technology Management	3	Department of SCBTM
COMM 227	Interpersonal and Critical Thinking Skills	3	Department of Management
COMM 229	Managing People in Organizations	3	Department of Management

Table 5. Courses at the 300 level

Course #	Course Title	Cr	Department
COMM 305	Managerial Accounting	3	Department of Accountancy
COMM 309	Business Finance	3	Department of Finance
COMM 316	Business Law and Ethics	1.5	Department of Management
COMM 320	Entrepreneurship	3	Department of Management

Table 6. Course at the 400 level

Course #	Course Title	Cr	Department
COMM 401	Strategic Management	3	Department of Management

The new curriculum will enable JMSB students to be equipped with the fundamental business skills required in industries such as software, communication, and teamwork, as well as solid business knowledge in diverse business disciplines, with ample opportunities to apply these skills and knowledge in both entrepreneurial and established business settings. A comparison between JMSB's new curriculum and the curricula of the other main business schools in Québec is summarized in **Appendix 4**.

Table A2. 1. in Appendix 2 illustrates how the learning objectives are introduced and reinforced through the new COMM courses.

The first common core competency goals and learning objectives regarding the application of evidence-based approach(es) to decision-making will first be introduced in the Business Analytics, and then reinforced through Marketing Management and Strategic Management courses, among others.

The communication-, ethics-, and globalization-related core competency goals will first be introduced in the Business Communication, Ethics, Business Sustainability, and Social Responsibility, and Global Business Environment courses, respectively; they will then be reinforced in various COMM courses. Although the core competency related to developing an entrepreneurial business idea is only introduced in the Entrepreneurship course, which is a 300-level course and without being reinforced by other COMM courses, this core competency still serves as a strong differentiator for JMSB, considering that entrepreneurship has been less emphasized by other business schools. Finally, the innovation-related core competency goal will first be introduced in the Innovation Management course, which will be expanded and developed in the Marketing Management, Entrepreneurship, and Strategic Management courses.

Curriculum documents for approval (Provotrack) are included in **Appendix 7**.

4.3. Credit values and Delivery Modes

The Credit values are indicated in Tables 4-6. Note that the committee proposes 1.5 credits for the following courses: Computing and Visualization Tools for Business Analytics; Innovation Management; Ethics, Business Sustainability, and Social Responsibility; and Business Law and Ethics courses. The credit values associated with each course were determined considering the workload required in delivering and achieving the competency objectives.

Also, note that Computing and Visualization Tools for Business Analytics and Ethics, Business Sustainability, and Social Responsibility courses will be delivered mainly online. Considering that the Computing and Visualization Tools for Business Analytics course teaches practical software uses for business analytics, the committee believes that online instruction supplemented by assignments and exercises with TA support would be more effective than in-person delivery.

In terms of the Ethics, Business Sustainability, and Social Responsibility, and Business Law and Ethics courses, the topics covered in each are related and connected, and consequently it is critical to maintain effective coordination, integration, and consistency between these two courses.

4.4. Course Titles and Descriptions – A Comparative Table

The following table contrasts the current BComm core curriculum with the proposed revision.

Table 7 Current vs. Proposed Core Courses with Their Course Descriptions

Current Mandatory Core Courses - 42 credits			Proposed Mandatory Core Courses - 48 credits		
Course number	Course title and description	Cr	Course number	Course title and description	Cr
COMM 205	Business Communication	3	COMM 205	Business Communication	3
	This course focuses on the principles and techniques of clear, concise, and effective, written and oral communication, especially as they apply to business. The formal, grammatical, and stylistic elements of written and oral business communication are emphasized. In addition, students are instructed in and experience the use of audiovisual means of communication.			This course focuses on the theory and practice of effective business communications and basic tools and skills of project management. Using interactive classes and experiential activities, students learn to analyze, develop, deliver, and evaluate oral and written business messages, while effectively planning and managing their projects using project management tools and strategies. Students apply formal, grammatical, stylistic, and persuasive elements of written and oral business communication.	
COMM 210	Contemporary Business Thinking	3		Deleted	
	This course presents a broad survey of the world of business and aims to incite students to develop a critical perspective on business literature. Students explore foundational business theories, by studying business articles and books, and evaluating the central ideas for scope, relevance, and managerial utility. The course also fosters students' inclination to keep well informed about contemporary issues in organizations and business. Basic group work techniques and basic project				

	management skills guide the students to complete group assignments.			
		COMM 211	<p style="text-align: center;">Global Business Environment</p> <p>This course provides a general understanding of globalization and international business. It covers the basic concepts and theories of international trade, economic development and cooperation, the role of global and regional agreements and organizations, the foreign exchange market and global monetary system, the internationalization process and various entry strategies employed by companies. Students will be able to explain how cultural and institutional differences affect business and management practices and the reasons behind variations in business ethics, sustainability, and social responsibility practices around the world. Lectures, case discussions and other experimental teaching methods are employed in this course.</p>	3
		COMM 213	<p style="text-align: center;">Computing and Visualization Tools for Business Analytics</p> <p>This course introduces some of the fundamental skills of data analytics tools, useful in a business environment. Students learn how to use the software, to manipulate data, combine data sets and to create appropriate visualization and dashboards. Lectures, assignments, quizzes, and/or exams are employed in this course.</p>	1.5
		COMM 214	<p style="text-align: center;">Business Analytics</p> <p>This course introduces the fundamentals of analytics as applied to the various areas of business. Topics include basic concepts of big data, exploratory statistical data analysis,</p>	3

			prediction modeling, and data visualization. Practical usages of the methodologies are demonstrated via assignments and projects based on data from various functional areas of business.	
COMM 215	Business Statistics This course introduces the fundamentals of statistics as applied to the various areas of business and administration. Topics covered include techniques of descriptive statistics, basic theory of probability and probability distributions, estimation and hypotheses testing, chi-square tests in contingency table analysis and for goodness-of-fit, and linear regression and correlation.	3	Deleted	
			Ethics, Business Sustainability, and Social Responsibility The course explores the complex relationship between business and society, focusing on the role of business in protecting the planet and addressing society's needs. Students work with several theoretical perspectives (i.e., ethical reasoning, stakeholder theory, corporate social responsibility, sustainability) to analyze real-world environmental and social dilemmas and to identify courses of action for advancing sustainability and social responsibility in businesses. This course prepares students to integrate ethical and sustainable decision-making in their future professional roles.	1.5
	Financial Accounting	3	Financial Accounting	3

COMM 217	This course examines the theory and practice involved in measuring, reporting, and analyzing an organization's financial information. Concepts underlying financial statements are discussed, with an emphasis on generally accepted accounting principles. Disclosures/requirements concerning financial statements as well as information needs of decision-makers are introduced.	COMM 217	This course is an introductory course designed to provide all business students with a basic understanding of financial accounting. The course examines the theory and practice involved in measuring, reporting, and analyzing an organization's financial information. The key concepts underlying financial statements are discussed, with an emphasis on international financial reporting standards (IFRS). Disclosures and requirements concerning financial statements, concepts of personal, corporate, and sales taxes, as well as information needs of various financial statement users are introduced.	
		COMM 219	<p style="text-align: center;">Innovation Management</p> <p>This course provides students with an understanding of the role of innovation in business organizations, society, and the world. Students learn the fundamentals of innovation management, creativity, value creation and capture that support the development of an innovative mindset. The course allows exploration of tools, techniques, and new ways of thinking which are better suited to addressing complex problems and opportunities inherent in organizations today</p>	1.5
COMM 220	<p style="text-align: center;">Analysis of Markets</p> <p>This course provides a general perspective on the history, operation and relationships between Canadian and international product, labour and financial markets. Specifically, students are introduced to issues of fundamental importance to today's managers and entrepreneurs such as changes in structure and competitiveness in these markets in response to government policies, the</p>		Deleted	

	determination and behaviour of interest rates, inflation, market integration, and the role and function of financial intermediation. It further provides students with the knowledge of the role and impact of regulation and other government interventions in these markets.				
			COMM 221	Financial Markets An appreciation of finance as a discipline and a profession requires an understanding of how individual decisions involving the timing and riskiness of cash flows are both guided by market prices and influence the formation of those prices. This course covers these aspects of finance by exploring the functioning of financial markets within a historical context; the time value of money; the relationship between risk and return; the formation of portfolios; and the pricing of risky assets, including arbitrage.	3
COMM 222	Organizational Behaviour and Theory This course is designed to provide students with an opportunity to study individual behaviour in formal organizations. Through theoretical case and experiential approaches, the focus of instruction progressively moves through individual, group and organizational levels of analysis. Topics in the course include perception, learning, personality, motivation, leadership, group behaviour, and organizational goals and structure.	3		Deleted	
	Marketing Management I	3		Marketing Management	3

COMM 223	This survey course introduces students to the key concepts in marketing. Topics covered include marketing strategy, buyer behaviour, and the impact of technology on the discipline. The course also explores the important role that marketing plays in advancing society.		COMM 223	This course familiarizes students with the key principles and concepts of marketing. Topics covered include marketing strategy, branding, positioning, market segmentation, buyer behaviour, product development, pricing strategies, channels of distribution, and integrated marketing communications. The course also explores the important role that marketing plays in advancing society, as well as the impacts of digital technologies and global factors on marketing practices.	
COMM 225	Production and Operations Management This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are operations strategy, forecasting, materials' management, total quality management, time-based competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.	3	COMM 225	Production and Operations Management This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are: operations strategy, forecasting, materials' management, total quality management, timebased competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.	3
	Business Technology Management	3		Business Technology Management	3

COMM 226	The objective of this course is to provide students with an understanding of the role of information technology in business organizations. Students learn how information technologies can be used to create business value, solve business problems, accomplish corporate goals and achieve and maintain a competitive advantage.	COMM 226	This course provides students with an understanding of the role of information technology in business organizations and society. Students learn how information technologies, digital tools, and digitization of processes can be leveraged for creating business value, solving business problems, and driving competitive advantage as well as their impacts in the workplace, environment, and the world.	
		COMM 227	<p>Interpersonal and Critical Thinking Skills</p> <p>This course helps students to acquire foundational knowledge about interpersonal processes in organizations. They participate in skills-based labs, and complete hands-on and experiential learning activities, to improve their ability to work effectively with others. Students also learn to take a critical perspective on the various topics, including decision-making, teamwork, conflict management, power and leadership. Through in-depth reading and reflections, they will examine claims and evidence, uncover the assumptions underlying them, compare claims and evidence with theoretical principles, and write persuasively about the issues.</p>	3
		COMM 229	<p>Managing People in Organizations</p> <p>This course introduces students to systems and processes that can be put in place for organizations to realize their human capital potential. It covers core human resource management topics, such as recruitment and selection, performance management, monetary and non-monetary rewards, training and development, and health and</p>	3

				safety. Key concepts underlying these topics, such as perception, personality, motivation, and attitudes and values, are also discussed. The course relies on diverse learning activities, such as short cases and applied projects, to build student competencies in human resource management.	
COMM 305	Managerial Accounting This course covers the development of accounting information to assist management in carrying out its functions effectively and efficiently. Concepts and techniques for planning, performance evaluation, control, and decision-making are introduced. New developments are addressed with a focus on contemporary business issues and real-world applicability of management accounting concepts and techniques.	3	COMM 305	Managerial Accounting This course presents managerial accounting tools for business decision-making. The course introduces concepts, tools and applications used in all areas of business. It examines fundamental cost accounting techniques, tools for business decision-making, and concepts for planning and control.	3
COMM 308	Introduction to Finance This course provides a general understanding of the fundamental concepts of finance theory as they apply to the firm's long-run and short-run financing, and investment decisions. Building on the objective of firm value maximization, students become familiar with the conceptual issues underlying risk and return relationships and their measurements, as well as the valuation of financial securities. They also learn the concept of cost of capital, its measurement, and the techniques of capital budgeting as practised by today's managers. Students are introduced to the basic issues surrounding the firm's short-term and long-term funding decisions and its ability to pay dividends.	3		Deleted	
				Business Finance	3

			COMM 309	This course introduces a framework for analyzing the major types of investment and financing decisions made by businesses. It applies fundamental concepts of finance theory to the analysis of the market for corporate control (mergers and divestitures), firm's financing decisions (choice between equity and debt and between private and public financing), short term capital management, capital budgeting principles, and concept and measurement of cost of capital.	
COMM 315	Business Law and Ethics	3		Deleted	
	This course introduces students to important legal and ethical issues that they may encounter within a business organization. Through the study of laws, ethical principles and court judgments, students develop an understanding of legal and ethical issues, as well as the skills necessary to assist them in making sound legal and ethical decisions.		COMM 316	Business Law and Ethics This course focuses on specific legal and ethical issues that one may encounter in the workplace. Students examine the legal principles of contract law, civil liability and employment law through the analysis of laws and court judgments. As most business enterprises operate as corporations, this course introduces students to important legal principles regarding the internal organization and operation of a corporation. The course also covers the relationship between law and ethics and examines various ethical business issues that may arise within the workplace, including whistleblowing, professional standards /corporate codes of conduct, corporate governance and ethical	1.5

			issues that arise when doing business in other countries.		
COMM 320	Entrepreneurship This course introduces students to entrepreneurship. Students analyze and integrate entrepreneurship concepts into business development cases. They research, prepare, and present a comprehensive business plan that may involve commercial, technological and social innovations delivered through new projects by either new business ventures or existing firms. Since the business plan integrates aspects of accountancy, marketing, financing, human resources management, and operations management, students benefit from knowledge of entrepreneurship, regardless of their career goals. Project activities require teamwork, leadership and communication skills.	3	COMM 320	Entrepreneurship This course emphasizes the entrepreneurial aspects of management that are required to create, develop, and sustain either a new business venture or a major growth project/initiative within an existing organization. The integrative nature of the course requires an understanding of each functional area of business. Students will have the opportunity to demonstrate teamwork, leadership, communication, and other skills stressed throughout the program.	3
	Strategy and Competition	3		Strategic Management	3

<p>COMM 401</p>	<p>This capstone course requires graduating students to demonstrate their ability to integrate the knowledge and skills they have acquired during their program. This course introduces the major models and theories in strategic management. Emphasis is on integrating concepts and methods for systematically assessing the external environment and internal company conditions that influence firm performance. Lecture topics and case studies are selected to portray the nature of the strategic process and the dynamics of competition in a variety of contexts. Additionally, the connection between organizational strategy and the physical environment is examined.</p>	<p>COMM 401</p>	<p>This capstone course provides students with an understanding of how firms gain and sustain a competitive advantage in today's business landscape. The course covers several topics associated with strategic decision-making processes and consequences. Specific topics include industry dynamics, internal resources and capabilities, business and corporate level strategies, and various strategic alternatives such as mergers and acquisitions, strategic alliances, and internationalization strategies. The course uses case analysis as the main approach to build abilities in strategic analysis and decision-making.</p>	
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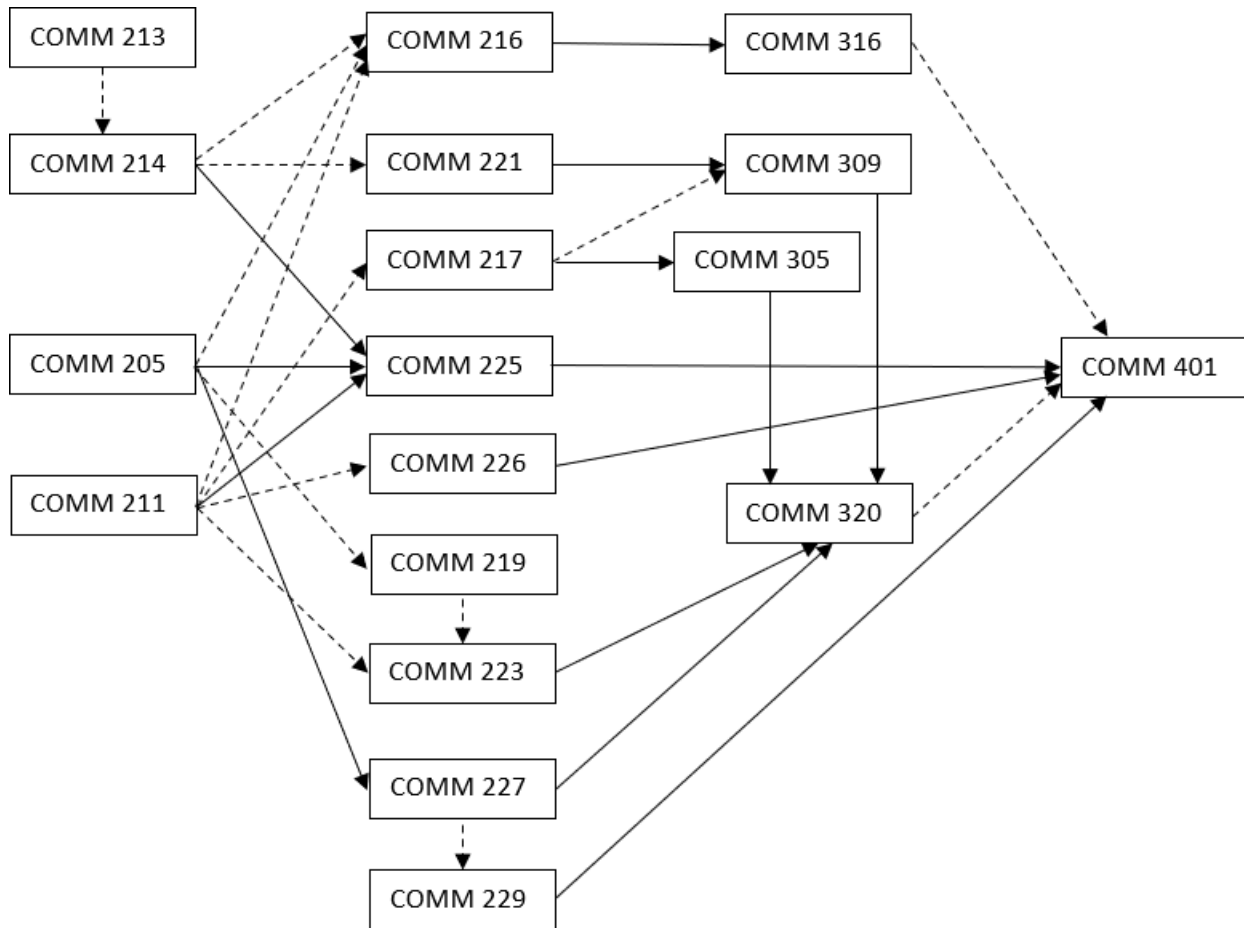
4.5. Prerequisites and Co-requisites

Table 8. Prerequisites and Co-requisites of the Proposed Courses

Course #	Course Title	Prerequisite	Prerequisite or Co-requisite	Notes
COMM 205	<i>Business Communication</i>		ECON 203	Same as COMM 212
COMM 211	<i>Global Business Environment</i>		ECON 201 & ECON 203	Cannot get credits if IBUS 462 or MARK 462 was taken
COMM 213	<i>Computing and Visualization Tools for Business Analytics</i>		ECON 201	
COMM 214	<i>Business Analytics</i>	MATH 208 MATH 209	COMM 213	Cannot get credits if COMM 215 was taken
COMM 216	<i>Ethics, Business Sustainability, and Social Responsibility</i>		COMM 205 COMM 214	
COMM 217	<i>Financial Accounting</i>		COMM 211	
COMM 219	<i>Innovation Management</i>		COMM 205	
COMM 221	<i>Financial Markets</i>	ECON 201	ECON 203 COMM 214	Cannot get credits if COMM 220 was taken
COMM 223	<i>Marketing Management</i>		COMM 211 COMM 219	Same as COMM 224 MARK 201
COMM 225	<i>Production and Operations Management</i>	COMM 205 COMM 211 COMM 214		
COMM 226	<i>Business Technology Management</i>		COMM 211	Same as COMM 301
COMM 227	<i>Interpersonal and Critical Thinking Skills</i>	COMM 205		Cannot get credits if COMM 222 was taken
COMM 229	<i>Managing People in Organizations</i>		COMM 227	Cannot get credits if MANA 362 was taken
COMM 305	<i>Managerial Accounting</i>	COMM 217		
COMM 309	<i>Business Finance</i>	COMM 221	COMM 217	Cannot get credits if COMM 308 was taken
COMM 316	<i>Business Law and Ethics</i>	COMM 216		Cannot get credits if COMM 315 was taken
COMM 320	<i>Entrepreneurship</i>	COMM 223 COMM 227 COMM 305 COMM 309		
COMM 401	<i>Strategy and Competition</i>	45 credits COMM 225 COMM 226 COMM 229	COMM 316 COMM 320	

Students must take COMM 205 (Business Communication; 3 credits), COMM 211 (Global Business Environment; 3 credits), COMM 213 (Computing and Visualization Tools for Business Analytics; 1.5 credits), COMM 214 (Business Analytics; 3 credits) right from the beginning of the program because they are prerequisites to other courses.

Figure 1. Structure of the Revised Core Courses



Notes:

1. The course COMM 205 requires ECON 203 previously or concurrently.
2. The course COMM 211 requires ECON 201 and ECON 203 previously or concurrently.
3. The course COMM 213 requires ECON 201 previously or concurrently.
4. The course COMM 214 requires MATH 208 and MATH 209 previously.
5. The course COMM 221 requires ECON 201 previously and ECON 203 previously or concurrently.
6. A *prerequisite* (—>) refers to a course that should be completed before the course that appears at the tip of the arrow. For example, COMM 214 must be completed before COMM 225.

A *prerequisite or co-requisite* (- - ->) refers to a course that can be completed in the same term as the course that appears at the tip of the arrow. For example, COMM 213 and COMM 214 can be completed in the same term.

Section 5 – Resource Implications of the Program

5.1 Impact on BAdmin

Because BComm and BAdmin programs require the same COMM courses, the revision of COMM courses will impact BAdmin curriculum too. However, JMSB is planning to temporarily close admissions to the BAdmin program once this B.Comm curriculum is implemented until BAdmin curriculum is revised; as a result, the proposed change does not affect the BAdmin program.

As of Fall 2020, there are 142 students in the BAdmin program. The current COMM courses will be offered until these BAdmin students complete their COMM requirements. Considering that fewer than 50 students have been accepted into the BAdmin program each year for the last five years, the impact of closing admission to the B.Admin program on JMSB’s enrollment and Concordia’s financial measures will be low. JMSB aims to redesign the B.Admin program to be highly interdisciplinary, taking advantage of Concordia’s various programs at different faculties. Once it is revised, JMSB expects the program to be highly attractive to both employers and potential applicants.

5.2 Full-time faculty members who will mainly be responsible for new course creation and course revision

Table 9. Champions of the Newly Proposed Core Courses (Full-time Faculty Members)

Course Number	Course Title	Cr	Full-time Faculty Members
COMM 211	Global Business Environment	3	Prof. Kamila Sobol
COMM 213	Computing and Visualization Tools for Business Analytics	1.5	Prof. Arka Mukherjee and Dr. Salim Lahmiri
COMM 214	Business Analytics	3	Prof. Arka Mukherjee and Dr. Salim Lahmiri
COMM 216	Ethics, Business Sustainability, and Social Responsibility	1.5	To be confirmed
COMM 219	Innovation Management	1.5	Dr. Suchit Ahuja
COMM 221	Financial Markets	3	Dr. David Newton and Professor Loretta Hung.
COMM 227	Interpersonal and Critical Thinking Skills	3	Drs. Yu-Shan Hsu and Tracy Hecht
COMM 229	Managing People in Organizations	3	Drs. Yu-Ping Chen and Professor Nora Baronian
COMM 309	Business Finance	3	Drs. David Newton and Rahul Ravi
COMM 316	Business Law and Ethics	1.5	Prof. Frank Crooks

5.3. Recommendations on new faculty hiring required with specialization

Hiring Plan as of Fall 2022

To ensure that JMSB has a sufficient number of faculty members to offer the proposed COMM courses/sections and meet AACSB accreditation requirements, it is imperative that we hire more tenured and tenure-track faculty members. In this regard, JMSB's strategic enrolment and hiring plan were established considering this curriculum proposal, and JMSB has already made progress on hiring faculty members. As of Fall 2022, the Department of Marketing hired one ETA who will oversee COMM 205 and identified one tenured professor who will develop the new COMM 211 course. The Department of Management hired two tenure-track faculty members in the area of human resources and one tenure-track professor in sustainability. The Department of SCBTM hired one tenure-track faculty member who will teach the innovation course and one ETA member in the area of supply chains. Therefore, it is clear that the hiring plan is already well underway, is supported by the senior administration and has been implemented by the Faculty.

5.4. Impact on Programs in Other Faculties

5.4.1. Specialization in Mathematical and Computational Finance

COMM 220 and COMM 308 currently required to complete the Specialization in Mathematical and Computational Finance program will be replaced by COMM 221 and COMM 309. The support letter from the Department of Mathematics is attached to this proposal.

5.4.2. Specialization in Actuarial Mathematics and Finance

COMM 220 currently required to complete the Specialization in Actuarial Mathematics and Finance program will be replaced by COMM 221. The support letter from the Department of Mathematics is attached to this proposal.

5.4.3. Bachelor of Computer Science (Information Systems Option)

COMM 210, COMM 222, COMM 223, COMM 225, and COMM 308 are specified as required courses for the Information Systems option in the Bachelor of Computer Science program. However, the Department of Computer Science and Software Engineering has recently removed the Information Systems option from the program; as a result, only a limited number of students are currently enrolled in the program. Considering that JMSB will offer the above-listed COMM courses for a few more years to ensure that the current B. Comm students complete their programs, the committee does not expect any major difficulties for the students in the Information Systems option in completing their COMM course requirements. If students in the Information Systems option cannot satisfy their graduation requirements due to unavailability of the above COMM courses, replacement courses will be proposed so that these students can fulfil their graduation requirements.

Support letters from Department of Mathematics and Statistics and Department of Computer Science & Software Engineering are included in Appendix 7.

5.5. Requirements for Additional Sections

Table 10. Required Number of Sections with Average Class Sizes

Course Number	Course Title	Cr	Online / In-person	Current		Proposed		Change		Total # of Students
				# of Sections	Avg Class Size	# of Sections	Avg Class Size	# of Sections	Avg Class Size	
COMM 205	Business Communication	3	In-person	37	60	37	60	0	0	2,220
COMM 210	Contemporary Business Thinking	3	In-person	35	60	0	0	-35	60	-2,100
COMM 211	Global Business Environment	3	In-person	0	0	34	60	34	60	2,040
COMM 213	Computing and Visualization Tools for Business Analytics	1.5	Online	0	0	9	300	9	300	2,700
COMM 214	Business Analytics	3	Online	0	0	3	400	Cancels out with COMM 215		1,200
			In-person			14	118			1,652
COMM 215	Business Statistics	3	Online	3	400	0	0	Cancels out with COMM 214		-1,200
			In-person							14
COMM 216	Ethics, Business Sustainability, and Social Responsibility	1.5	Online with Labs	0	0	10	200	10	200	2,000
COMM 217	Financial Accounting	3	In-person	20	118	20	118	0	0	2,360
COMM 219	Innovation Management	1.5	Online	0	0	3	200	3	200	600
			In-person	0	0	25	60	25	60	1,500
COMM 220	Analysis of Markets	3	In-person	19	118	0	0	Cancels out with COMM 221		-2,242
COMM 221	Financial Markets	3	In-person	0	0	19	118	Cancels out with COMM 220		2,242
COMM 222	Organizational Behavior and Theory	3	Online	2	140	0	0	-2	140	280
			In-person	26	60	0	0	-26	60	1,560

COMM 227	Interpersonal and Critical Thinking Skills	3	In-person	0	0	49	40	49	40	1,960
COMM 223	Marketing Management	3	In-person	24	60	24	60	0	0	1,440
COMM 225	Production and Operations Management	3	Online	3	250	3	250	0	0	750
			In-person	14	118	14	118	0	0	1,652
COMM 226	Business Technology Management	3	Online	3	400	3	400	0	0	1,200
			In-person	8	118	8	118	0	0	944
COMM 229	Managing People in Organizations	3	In-person	0	0	33	60	33	60	1,980
COMM 305	Managerial Accounting	3	Online	5	276	5	270	0	0	1,350
			In-person	9	118	9	118	0	0	1,062
COMM 308	Introduction to Finance	3	In-person	18	118	0	0	Cancels out with COMM 309		-2,124
COMM 309	Business Finance	3	In-person	0	0	18	118	Cancels out with COMM 308		2,124
COMM 315	Business Law and Ethics	3	Online	2	200	0	0	-2	200	400
			In-person	13	118	0	0	-13	118	1,534
COMM 316	Business Law and Ethics	1.5	Online	0	0	2	200	2	200	400
			In-person	0	0	26	60	26	60	1,560
COMM 320	Entrepreneurship	3	In-person	40	50	40	50	0	0	2,000
COMM 401	Strategic Management	3	In-person	42	45	42	45	0	0	1,890

In sum, the new curriculum requires us to offer 38 additional 3-credit sections and 75 additional 1.5-credit sections.

However, five sections of IBUS462 / MARK462 (3 credits) will be discontinued as a result of the new COMM 211 course, and six sections of MANA 362 (3 credits) will also drop due to the introduction of COMM 229.

Therefore, the resource implications of the proposed changes to the core courses are 27 additional 3-credit sections and 75 additional 1.5-credit sections.

5.6. Requirements for Teaching Assistantships

Because the net resource implications (in terms of the number of instructors) are 27 additional 3-credit equivalent sections and 78 additional 1.5-credit sections, the same amount of marker support is required although it can be adjusted considering specific needs and assessment methods adopted for the course. For the Computing and Visualization Tools for Business Analytics course, it is recommended that we hire 25 Teaching Assistants to assist instructors and address students' questions considering that students may have technical questions that can be addressed by TAs/markers. Note that the Department of SCBTM hires approximately 25 TAs/markers per year for COMM 215.

5.7. Requirements for Software

The Computing and Visualization Tools for Business Analytics course will require spreadsheet and data visualization software programs. Excel is included in MS Office 365, which is currently available to all JMSB students. For a data visualization program, Tableau Desktop can be used, which is currently free for students and instructors. Through a course software request, Tableau Software LLC currently offers free lab licenses and free student licenses for one year.

5.8. Teaching space: Laboratories, classrooms, etc.

Table 11. Required Teaching Spaces (Classrooms)

Reduction vs. Addition	Course	Changes in the number of classrooms
Addition in space	COMM 211	+34 (60 students)
	COMM 219	+25 (1.5 credits with 60 students)
	COMM 227	+49 (40 students)
	COMM 229	+33 (60 students)
	COMM 316	+26 (60 students)
Reduction in space	COMM 210	-35 (60 students)
	COMM 222	-26 (60 students)
	COMM 315	-13 (118 students)
	IBUS462/MARK462	-5 (60 students)
	MANA 362	-6 (60 students)

As a result of the new curriculum, the net change in the number of classrooms is as follows.

- Classrooms of 60 seats (for 2¾ hours per week): Classrooms are needed for 21 additional sections
- Classrooms of 60 seats (for 2¾ hours every other week): Classrooms are needed for 25 additional sections (equivalent to 12.5 sections with classes every week)
- Classrooms of 40 seats (for 2¾ hours per week): Classrooms are needed classrooms for 49 additional sections
- Classrooms of 118 seats (for 2¾ hours per week): 13 fewer classrooms are needed

Regarding classrooms of 40 seats, if this cannot be accommodated by the central classroom booking, JMSB can use a classroom under the control of its undergraduate programs. Regarding

classrooms of 60 seats for every other week, we plan to offer this course online until the course contents are stabilized. Therefore, we will not need these classrooms for the short term. After the materials are stabilized, the classes will be held every other week (rather than having a 1 hour 15-minute session every week); therefore, we will need classrooms for 12.5 additional sections.

We expect that students will use their own computer equipment to complete the Computing and Visualization Tools for Business Analytics course; as a result, this course will not require the use of laboratories.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
ACCO 355 Change					X					
ACCO 455 Change				X	X	X				
BSTA 445 Change					X					
BSTA 450 Change					X					
BSTA 477 Change					X					
BSTA 478 Change					X					
COMM 205 Change				X	X	X				
COMM 211 New	X	X	X	X	X	X	X	X	X	
COMM 213 New	X	X	X	X	X		X	X	X	
COMM 214 New	X	X	X	X	X		X	X	X	
COMM 216 New	X	X	X	X	X		X	X	X	
COMM 217 Change				X	X					
COMM 219 New	X	X	X	X	X		X	X	X	
COMM 221 New	X	X	X	X	X		X	X	X	

COMM 223 Change			X	X	X					
COMM 225 Change					X					
COMM 226 Change				X	X					
COMM 227 New	X	X	X	X	X		X	X	X	
COMM 229 New	X	X	X	X	X		X	X	X	
COMM 305 Change				X						
COMM 309 New	X	X	X	X	X		X	X	X	
COMM 316 New	X	X	X	X	X		X	X	X	
COMM 320 Change				X	X					
COMM 401 Change			X	X	X					
FINA 310 Change					X					
FINA 320 Change					X					
FINA 370 Change					X	X				
FINA 382 Change					X					
FINA 385 Change				X	X					
FINA 395 Change					X					
FINA 420 Change					X					
IBUS 370					X					

Change										
IBUS 382 Change					X					
IBUS 465 Change					X					
IBUS 466 Change					X					
IBUS 471 Change					X					
IBUS 492 Change					X					
IBUS 493 Change					X					
MANA 341 Change					X					
MANA 343 Change					X					
MANA 366 Change					X					
MANA 390 Change					X					
MANA 420 Change					X					
MANA 443 Change					X					
MANA 444 Change					X					
MANA 445 Change					X					
MANA 446 Change					X					
MANA 447 Change					X					

MANA 463 Change					X					
MANA 466 Change					X					
MANA 477 Change					X					
MANA 478 Change					X					
MANA 479 Change					X					
MANA 493 Change					X					
MANA 498 Change					X					
MARK 465 Change					X	X				
MARK 492 Change					X					

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require- ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in International Business Change				X			
Minor in International Business Change				X			
Major in Human Resource Management Change				X			
Minor in Human Resource Management Change				X			
Honours in				X			

Management Change							
Minor in Business Studies Change				X			
Certificate in Business Studies Change				X			
Certificate in Foundations for Business Change				X			

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
BComm Bachelor of/Baccalaureate in Commerce Change		X	
Bachelor of/Baccalaureate in Commerce (BComm) Double Major Change		X	X
JMSB Core Change		X	X
BComm Honours in Accountancy Change		X	
BComm Major in Accountancy Change		X	
BComm Major in Business Technology Management Change		X	
BComm Major in Supply Chain Operations Management Change		X	
BComm Major in Economics Change		X	
BComm Honours in Finance Change		X	
BComm Major in Finance Change		X	
BComm Major in International Business Change		X	
BComm Major in Human Resource Management Change		X	
BComm Honours in Management Change		X	
BComm Major in Management Change		X	
BComm Major in Marketing Change		X	
The Basics of Business Elective Group Change		X	
Management Elective Group For Non-Business Students Change		X	

Regulation Changes:

- Undergraduate Degree Programs Change
- Section 61.21.1 General Education Requirement Change
- Section 61.21.2 The Bachelor of/Baccalaureate in Commerce Change
- Notes Change
- Notes Change
- Honours Programs Change
- Program Objectives Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Undergraduate Degree Programs

Calendar Section Type: Regulation

Description of Change: Undergraduate Degree Programs Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs

Present Text (from 2021) calendar

Undergraduate Degree Programs

The John Molson School of Business offers two distinct undergraduate programs. The Bachelor of/Baccalaureate in Commerce (BComm) is a structured program in which the student will select a major from those offered by the School of Business. The Bachelor of/Baccalaureate in Administration (BAdmin) is a flexible program which permits the student to pursue interests outside the School of Business, and offers the possibility of complementing a fundamental grounding in Administration with minor concentrations in an area of interest. Degree requirements listed below apply to all students entering the program on or after ~~June 1, 2001~~.

Proposed Text

Undergraduate Degree Programs

The John Molson School of Business offers two distinct undergraduate programs. The Bachelor of/Baccalaureate in Commerce (BComm) is a structured program in which the student will select a major from those offered by the School of Business. The Bachelor of/Baccalaureate in Administration (BAdmin) is a flexible program which permits the student to pursue interests outside the School of Business, and offers the possibility of complementing a fundamental grounding in Administration with minor concentrations in an area of interest. Degree requirements listed below apply to all students entering the program on or after [September 1, 2023](#).

Rationale:

The date is adjusted to September 1, 2023 to reflect the date that revisions to the core will be implemented. Students who have entered the program prior to September 1, 2023 may graduate according to the requirements in place at the time they entered the program.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Section 61.21.1 General Education Requirement

Calendar Section Type: Regulation

Description of Change: Section 61.21.1 General Education Requirement Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs

Present Text (from 2021) calendar

Section 61.21.1 General Education Requirement

The John Molson School of Business is committed to the concept of General Education. Students graduating from the Business programs will have acquired the benefits of a general education through the ~~12~~-elective non-Business credits they are required to complete.

Proposed Text

Section 61.21.1 General Education Requirement

The John Molson School of Business is committed to the concept of General Education. Students graduating from the Business programs will have acquired the benefits of a general education through the ~~six~~ elective non-Business credits they are required to complete.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Section 61.21.2 The Bachelor of/Baccalaureate in Commerce

Calendar Section Type: Regulation

Description of Change: Section 61.21.2 The Bachelor of/Baccalaureate in Commerce Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs

Present Text (from 2021) calendar

Section 61.21.2 The Bachelor of/Baccalaureate in Commerce
The program provides the student with an education for careers in business. This is accomplished through an interdisciplinary curriculum that is intellectually challenging. The first year of the program provides knowledge of fundamental business concepts and operational skills that form the base for the core curriculum. The second year of the program builds on this foundation to provide a broad experience in all phases of business. The interdisciplinary nature of the program allows students to analyze, formulate, judge, and solve challenging business problems. The last year of the program provides students with an opportunity for ~~in-depth~~ study of a specific business discipline.

~~More~~ specifically, by the end of their BComm studies, students will:

~~1. apply the core concepts appropriately within each business discipline;~~

~~2. analyze business situations and demonstrate critical and analytical thinking to solve problems and make decisions;~~

~~3. demonstrate an understanding of global business issues and practices;~~

~~4. communicate~~ effectively, both orally and in ~~writing~~;

~~5. work effectively~~ in ~~teams~~;

~~6. understand~~ ethical ~~issues involving~~ business ~~situations~~.

As part of the Bachelor of/Baccalaureate in Commerce

Proposed Text

Section 61.21.2 The Bachelor of/Baccalaureate in Commerce
The program provides the student with an education for careers in business. This is accomplished through an interdisciplinary curriculum that is intellectually challenging. The first year of the program provides knowledge of fundamental business concepts and operational skills that form the base for the core curriculum. The second year of the program builds on this foundation to provide a broad experience in all phases of business. The interdisciplinary nature of the program allows students to analyze, formulate, judge, and solve challenging business problems. The last year of the program provides students with an opportunity for **in-depth** study of a specific business discipline. **More** specifically, by the end of their BComm studies, students will:

1. **Apply evidence-based approach(es) to decision making**

2. **Communicate** effectively, both orally and in **writing**

3. **Interact with others effectively**, in **accordance with principles of organizational behavior**

4. **Make ethical and responsible decisions** considering people, environment, society and legal obligations

5. **Develop an entrepreneurial business idea**

6. **Explain the role of innovation and apply innovative methods in an organization**

7. **Analyze global factors and their impact on organizations**

As part of the Bachelor of/Baccalaureate in Commerce program, students will select **6** credits of elective courses outside the offerings of the **School**. Those credits, which will meet the **School's** General Education requirement, should

Present Text (from 2021) calendar

Proposed Text

~~(BComm)~~ program, students will select ~~12~~ credits of elective courses outside the offerings of the ~~John Molson School of Business~~. Those credits, which will meet the ~~John Molson School of Business~~'s General Education requirement, should be chosen in areas that complement the students' overall university education.

be chosen in areas that complement the students' overall university education.

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Bachelor of/Baccalaureate in Commerce
(BComm)

Calendar Section Type: Defined group

Description of Change: BComm Bachelor of/Baccalaureate in
Commerce Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>90 credits Bachelor of/Baccalaureate in Commerce (BComm)</p> <p>42 credits from the JMSB Core</p> <p>12 elective credits chosen from outside the John Molson School of Business</p> <p>24 credits from the declared major (mandatory for all students), chosen from the following: Major in Accountancy;</p> <p>Major in Business Technology Management;</p> <p>Major in Economics;</p> <p>Major in Finance;</p> <p>Major in Human Resource Management (Note: this major requires the completion of 30 credits)</p> <p>Major in International Business;</p> <p>Major in Management;</p> <p>Major in Marketing;</p> <p>Major in Supply Chain Operations Management;</p> <p>12 elective credits Note: for students enrolled in the Major in Human Resource Management , the elective credits are reduced from 12 to 6 credits.</p>	<p>90 credits Bachelor of/Baccalaureate in Commerce (BComm)</p> <p>48 credits from the JMSB Core</p> <p>6 elective credits chosen from outside the John Molson School of Business</p> <p>24 credits from the declared major (mandatory for all students), chosen from the following: Major in Accountancy;</p> <p>Major in Business Technology Management;</p> <p>Major in Economics;</p> <p>Major in Finance;</p> <p>Major in Human Resource Management; (Note: this major requires the completion of 30 credits)</p> <p>Major in International Business;</p> <p>Major in Management;</p> <p>Major in Marketing;</p> <p>Major in Supply Chain Operations Management.</p> <p>12 elective credits (Note: the elective credits for student enrolled in the Major in Human Resource Management are reduced from 12 to 9 credits).</p>

Rationale:

The BComm degree requirements are updated to reflect the change in credit value for the core from 42 to 48 credits.

Impact

Section 16.2.4 Concentration Requirements will need to be updated so that point 3. Major requirements and point 4. Minor requirements reflect the updated core of 48 credits instead of 42. The Minor Editorial Change dossier OOR-OOR-5158.

Resource Implications:

See proposal

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements > Bachelor of/Baccalaureate in Commerce (BComm)

Present Text (from 2021) calendar

Notes

- For the BComm and BAdmin programs, a maximum of nine credits in English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.

- The John Molson School of Business may impose quotas on some majors. ~~Students may add a second major in another business field (see Bachelor of/Baccalaureate in Commerce (BComm) Double Major~~

Proposed Text

Notes

- All students are required to declare a major.

- Students may add a second major in another business field. Please see the [Bachelor of/Baccalaureate in Commerce \(BComm\) Double Major for the detailed requirements.](#)

- For the BComm and BAdmin programs, a maximum of nine credits in English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.

- The John Molson School of Business may impose quotas on some majors.

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Bachelor of/Baccalaureate in Commerce
(BComm) Double Major

Calendar Section Type: Defined group

Description of Change: Bachelor of/Baccalaureate in Commerce
(BComm) Double Major Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar

Proposed Text

Bachelor of/Baccalaureate in Commerce (BComm) Double Major

102 credits

Bachelor of/Baccalaureate in Commerce (BComm) Double Major

~~42~~ credits from the JMSB Core

0 A double major requires completion of 102 credits as follows:

~~12~~ elective credits chosen from outside the John Molson School of Business

48 credits from the JMSB Core

48 credits chosen from two of the following majors:-

6 elective credits chosen from outside the John Molson School of Business

Major in Accountancy ;

48 credits chosen from two of the following majors, with 24 credits to apply towards the first major, and 24 credits to apply towards the second major. :

Major in Business Technology Management ;

Major in Accountancy ;

Major in Economics ;

Major in Business Technology Management ;

Major in Finance ;

Major in Economics ;

Major in Human Resource Management (Note: this major requires the completion of 30 credits);

Major in Finance ;

Major in International Business ;

Major in Human Resource Management (Note: this major requires the completion of 30 credits);

Major in Management ;

Major in International Business ;

Major in Marketing ;

Major in Management ;

Major in Supply Chain Operations Management .

Major in Marketing ;

Major in Supply Chain Operations Management .

Rationale:

The requirements for the double major are aligned with the breakdown of credits for the revised BComm.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements > Bachelor of/Baccalaureate in Commerce (BComm) Double Major

Present Text (from 2021) calendar

Notes

- For the BComm and BAdmin programs, a maximum of nine credits of English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.
- A double major including the Major in Human Resource Management requires completion of ~~108~~ credits.
- Minors in the JMSB are not available with a double major.
- The John Molson School of Business may impose quotas on some majors.

Proposed Text

Notes

- For the BComm and BAdmin programs, a maximum of nine credits of English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.
- A double major including the Major in Human Resource Management requires completion of 105 credits.
- Minors in the JMSB are not available with a double major.
- The John Molson School of Business may impose quotas on some majors.

Rationale:

The notes are revised to indicate that the completion of the double major in Human Resource Management requires the completion of 105 credits.

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Honours Programs

Calendar Section Type: Regulation

Description of Change: Honours Programs Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements

Present Text (from 2021) calendar

Honours Programs

The John Molson School of Business has programs leading to an honours concentration in selected fields. The honours program consists of a minimum of 30 credits taken in a specified field, in addition to the core program of ~~42~~ credits. Refer to Section 16.2.4 Concentration Requirements for matters governing honours programs at Concordia. An honours degree, because it testifies to a student's comprehensive education in a particular field, intellectual commitment to that field, and achievement of a high level of academic performance, has traditionally been required of entrants to postgraduate programs.

To enter an honours program, students already admitted to a program in the John Molson School of Business must apply to the department that offers the program. The department will notify the Office of the Associate Dean, Academic and Student Affairs, of the acceptance.

Proposed Text

Honours Programs

The John Molson School of Business has programs leading to an honours concentration in selected fields. The honours program consists of a minimum of 30 credits taken in a specified field, in addition to the core program of 48 credits. Refer to Section 16.2.4 Concentration Requirements for matters governing honours programs at Concordia. An honours degree, because it testifies to a student's comprehensive education in a particular field, intellectual commitment to that field, and achievement of a high level of academic performance, has traditionally been required of entrants to postgraduate programs.

To enter an honours program, students already admitted to a program in the John Molson School of Business must apply to the department that offers the program. The department will notify the Office of the Associate Dean, Academic and Student Affairs, of the acceptance.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Program Objectives

Calendar Section Type: Regulation

Description of Change: Program Objectives Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Type of change: Regulation Change

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.3 The Bachelor of/Baccalaureate in Administration

Present Text (from 2021) calendar

Program Objectives

~~The~~ aim of the Bachelor of/Baccalaureate in Administration (BAdmin) program is to develop capable problem-solvers and decision-makers. The program provides students with a fundamental grounding in administration through the same set of core courses available to BComm students. Furthermore, students have the opportunity to pursue a wide range of interests amongst the various courses offered by the University. BAdmin students are expected to achieve the same learning goals as BComm students by the end of their BAdmin studies.

Proposed Text

Program Objectives

Note: Admission to the BAdmin program is suspended.

The aim of the Bachelor of/Baccalaureate in Administration (BAdmin) program is to develop capable problem-solvers and decision-makers. The program provides students with a fundamental grounding in administration through the same set of core courses available to BComm students. Furthermore, students have the opportunity to pursue a wide range of interests amongst the various courses offered by the University. BAdmin students are expected to achieve the same learning goals as BComm students by the end of their BAdmin studies.

Rationale:

JMSB is planning to temporarily close admissions to the BAdmin program once this B.Comm curriculum is implemented until BAdmin curriculum is revised.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: JMSB Core

Calendar Section Type: Defined group

Description of Change: JMSB Core Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.22 The JMSB Core > The JMSB Core

Type of Change: Defined Group Change

Present Text (from 2021) calendar	Proposed Text
<p>42 credits</p> <p>JMSB Core</p> <p>The required 42-credit core is identical for both the Bachelor of/Baccalaureate in Commerce (BComm) and the Bachelor of/Baccalaureate in Administration (BAdmin) and comprises the following courses:</p> <p>27 credits of courses at the 200 level:</p> <p>COMM 205 Business Communication (3) COMM 210 Contemporary Business Thinking (3) COMM 215 Business Statistics (3) COMM 217 Financial Accounting (3) COMM 220 Analysis of Markets (3) COMM 222 Organizational Behaviour and Theory (3) COMM 223 Marketing Management (3) COMM 225 Production and Operations Management (3) COMM 226 Business Technology Management (3)</p> <p>12 credits of courses at the 300 level:</p> <p>COMM 305 Managerial Accounting (3) COMM 308 Introduction to Finance (3) COMM 315 Business Law and Ethics (3) COMM 320 Entrepreneurship (3)</p> <p>3 credits at the 400 level: COMM 401 Strategy and Competition (3)</p>	<p>48 credits</p> <p>JMSB Core</p> <p>0 The required 48-credit core is identical for both the BComm Bachelor of/Baccalaureate in Commerce and the BAdmin Bachelor of/Baccalaureate in Administration and comprises the following courses:</p> <p>34.5 credits of courses at the 200 level: COMM 205 Business Communication (3) COMM 211 Global Business Environment (3) COMM 213 Computing and Visualization Tools for Business Analytics (1.5) COMM 214 Business Analytics (3) COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.5) COMM 217 Financial Accounting (3) COMM 219 Innovation Management (1.5) COMM 221 Financial Markets (3) COMM 223 Marketing Management (3) COMM 225 Production and Operations Management (3) COMM 226 Business Technology Management (3) COMM 227 Interpersonal and Critical Thinking Skills (3) COMM 229 Managing People in Organizations (3)</p> <p>10.5 credits of courses at the 300 level: COMM 305 Managerial Accounting (3) COMM 309 Business Finance (3)</p>

Present Text (from 2021) calendar

Proposed Text

COMM 316 Business Law and Ethics (1.5)

COMM 320 Entrepreneurship (3)

3 credits at the 400 level:

COMM 401 Strategic Management (3)

Rationale:

Revision of the core component of the Bachelor of Commerce program, which resulted in the proposed addition of 6 credits to the core of 42 credits. Refer to the proposal for details.

Resource Implications:

The addition of 6 credits to the core requires the offering of 27 additional 3-credit sections and 78 additional 1.5-credit sections per year. Refer to the proposal for details.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Honours in Accountancy

Calendar Section Type: Defined group

Description of Change: BComm Honours in Accountancy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Programs > Accountancy > BComm Honours in Accountancy > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Honours in Accountancy 42 credits from the JMSB Core 12 credits of elective courses chosen from outside the John Molson School of Business 30 credits from the Honours in Accountancy 6 credits of elective courses chosen by the student	90 credits	BComm Honours in Accountancy 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 30 credits from the Honours in Accountancy 6 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Accountancy

Calendar Section Type: Defined group

Description of Change: BComm Major in Accountancy Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Programs > Accountancy > BComm Major in Accountancy > Program Requirements

Type of Change: Defined Group Change

	Present Text (from 2021) calendar		Proposed Text
90 credits	BComm Major in Accountancy 42 credits from the JMSB Core 12 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Accountancy 12 credits of elective courses chosen by the student	90 credits	BComm Major in Accountancy 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Accountancy 12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Business Technology Management

Calendar Section Type: Defined group

Description of Change: BComm Major in Business Technology Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Programs > Business Technology Management > BComm Major in Business Technology Management > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Business Technology Management	90 credits	BComm Major in Business Technology Management
	42 credits from the JMSB Core		48 credits from the JMSB Core
	12 credits of elective courses chosen from outside the John Molson School of Business		6 credits of elective courses chosen from outside the John Molson School of Business
	24 credits from the Major in Business Technology Management		24 credits from the Major in Business Technology Management
	12 credits of elective courses chosen by the student		12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Supply Chain Operations Management

Calendar Section Type: Defined group

Description of Change: BComm Major in Supply Chain Operations Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Programs > Supply Chain Operations Management > BComm Major in Supply Chain Operations Management > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Supply Chain Operations Management 42 credits from the JMSB Core credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Supply Chain Operations Management 12 credits of elective courses chosen by the student	90 credits	BComm Major in Supply Chain Operations Management 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Supply Chain Operations Management 12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Economics

Calendar Section Type: Defined group

Description of Change: BComm Major in Economics Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.60 Economics > Economics Programs > BComm Major in Economics > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Economics 42 credits from the JMSB Core 12 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Economics 12 credits of elective courses chosen by the student	90 credits	BComm Major in Economics 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Economics 12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Honours in Finance

Calendar Section Type: Defined group

Description of Change: BComm Honours in Finance Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Programs > BComm Honours in Finance > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Honours in Finance	90 credits	BComm Honours in Finance
	42 credits from the JMSB Core		48 credits from the JMSB Core
	12 credits of elective courses chosen from outside the John Molson School of Business		6 credits of elective courses chosen from outside the John Molson School of Business
	30 credits from the Honours in Finance		30 credits from the Honours in Finance
	6 credits of elective courses chosen by the student		6 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Finance

Calendar Section Type: Defined group

Description of Change: BComm Major in Finance Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Programs > BComm Major in Finance > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Finance	90 credits	BComm Major in Finance
	42 credits from the JMSB Core		48 credits from the JMSB Core
	12 credits of elective courses chosen from outside the John Molson School of Business		6 credits of elective courses chosen from outside the John Molson School of Business
	ere credits from the Major in Finance		24 credits from the Major in Finance
	12 credits of elective courses chosen by the student		12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in International Business

Calendar Section Type: Defined group

Description of Change: BComm Major in International Business Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Programs > BComm Major in International Business > Program Requirements

Type of Change: Defined Group Change

	Present Text (from 2021) calendar		Proposed Text
90 credits	BComm Major in International Business	90 credits	BComm Major in International Business
	42 credits from the JMSB Core		48 credits from the JMSB Core
	12 credits of elective courses chosen from outside the John Molson School of Business		6 credits of elective courses chosen from outside the John Molson School of Business
	24 credits from the Major in International Business		24 credits from the Major in International Business
	12 credits of elective courses chosen by the student		12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Major in International Business

Calendar Section Type: Program

Description of Change: Major in International Business Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Major in International Business

Program Type: Major

Degree: Bachelor/Baccalaureate of Commerce (BComm)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Programs > BComm Major in International Business > Program Requirements > BComm Major in International Business

Type of Change: Program Change

Present Text (from 2021) calendar

24
credits Major in International Business

~~9-credits:~~

~~IBUS 462 Environment of World Business (3)-~~

IBUS 466 Management of Multinational
Corporations (3)

IBUS 492 Cross-Cultural Communications and
Management (3)

~~15-credits of additional courses chosen from one of
the following groups:-~~

Major in International Business Group A

Major in International Business Group B -

Students may take a maximum of six credits from
the Major in International Business Group B -

Proposed Text

24
credits Major in International Business

6 credits:

IBUS 466 Management of Multinational Corporations (3)

IBUS 492 Cross-Cultural Communications and
Management (3)

18 credits of additional courses chosen from:

Major in International Business Group A

Major in International Business Group B

Students may take a maximum of six credits from the

Major in International Business Group B

Rationale:

Deletion of IBUS 462 as a required course for the major/minor in International Business because a new course with similar content, COMM 211 – Global Business Environment, is added as a core course in the BComm program.

Resource Implications:

Reduction of five course sections per year.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Minor in International Business

Calendar Section Type: Program

Description of Change: Minor in International Business Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Minor in International Business

Program Type: Minor

Degree: Non-degree program (certificate or minor)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Programs > Minor in International Business > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

12
credits Minor in International Business

~~9~~-credits:

~~IBUS 462 Environment of World Business (3)~~

IBUS 466 Management of Multinational Corporations (3)

IBUS 492 Cross-Cultural Communications and Management (3)

~~3~~-credits of additional courses chosen from:

IBUS 370 International Financial Management (3)

IBUS 382 Management of International Financial Institutions (3)

IBUS 465 International Marketing Management (3)

IBUS 471 Topics in International Business (3)

IBUS 493 International Business Law (3)

MANA 374 Sustainable Management (3)

Proposed Text

12
credits Minor in International Business

6 credits:

IBUS 466 Management of Multinational Corporations (3)

IBUS 492 Cross-Cultural Communications and Management (3)

6 credits of additional courses chosen from:

IBUS 370 International Financial Management (3)

IBUS 382 Management of International Financial Institutions (3)

IBUS 465 International Marketing Management (3)

IBUS 471 Topics in International Business (3)

IBUS 493 International Business Law (3)

MANA 374 Sustainable Management (3)

Rationale:

Deletion of IBUS 462 as a required course for the major/minor in International Business because a new course with similar content, COMM 211 – Global Business Environment, is added as a core course in the BComm program.

Since the required credits reduce from 9 credits to 6 credits, students can choose 6 credits from elective course instead of 3 credits.

Resource Implications:

Reduction of five course sections per year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Human Resource Management

Calendar Section Type: Defined group

Description of Change: BComm Major in Human Resource Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Human Resource Management > BComm Major in Human Resource Management > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Human Resource Management	90 credits	BComm Major in Human Resource Management
	42 credits from the JMSB Core		48 credits from the JMSB Core
	12 credits of elective courses chosen from outside of the John Molson School of Business		6 credits of elective courses chosen from outside of the John Molson School of Business
	30 credits from the Major in Human Resource Management		27 credits from the Major in Human Resource Management
	6 credits of elective courses chosen by the student		9 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48.

MANA 362 will be no longer a required course for Human Resource Management major students because COMM 229, with similar topics, will be required to all B.Comm students; hence 27 major credits rather than 30 major credits. As a result, students have 9 elective credits, rather than 6 credits, chosen by the student.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Major in Human Resource Management

Calendar Section Type: Program

Description of Change: Major in Human Resource Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Program Name: Major in Human Resource Management

Planning and Promotion: 01 Jan 0001

Program Type: Major

Effective/Push to SIS date: 01 Jan 0001

Degree: Bachelor/Baccalaureate of Commerce (BComm)

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Human Resource Management > BComm Major in Human Resource Management > Program Requirements > BComm Major in Human Resource Management

Type of Change: Program Change

Present Text (from 2021) calendar

30 Major in Human Resource Management
credits

~~30~~ credits:

MANA 341 Organization Theory and Design (3)
~~MANA 362 Human Resource Management~~ (3)
MANA 366 Industrial Relations and Collective Bargaining (3)
MANA 420 Management Research for Decision Making (3)
MANA 443 Compensation and Benefits Management (3)
MANA 444 Training and Development (3)
MANA 445 Health and Safety Management (3)
MANA 446 Workplace Planning and Staffing (3)
MANA 463 Strategic Human Resource Management (3)
MANA 479 Employment Law (3)

Proposed Text

30 Major in Human Resource Management
credits

27 credits:

MANA 341 Organization Theory and Design (3)
MANA 366 Industrial Relations and Collective Bargaining (3)
MANA 420 Management Research for Decision Making (3)
MANA 443 Compensation and Benefits Management (3)
MANA 444 Training and Development (3)
MANA 445 Health and Safety Management (3)
MANA 446 Workplace Planning and Staffing (3)
MANA 463 Strategic Human Resource Management (3)
MANA 479 Employment Law (3)

Rationale:

Removal of MANA 362 as a required course for the Honours in Management, the Major and Minor in Human Resource Management because a new course with similar content, COMM 229 – Human Resource Management, is added as a core course in the BComm program.

Resource Implications:

Reduction of six course sections per year.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Minor in Human Resource Management

Calendar Section Type: Program

Description of Change: Minor in Human Resource Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Program Name: Minor in Human Resource Management

Planning and Promotion: 01 Jan 0001

Program Type: Minor

Effective/Push to SIS date: 01 Jan 0001

Degree: Non-degree program (certificate or minor)

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Human Resource Management > Minor in Human Resource Management > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

12 Minor in Human Resource Management
credits

~~3 credits:-~~

~~MANA 362 Human Resource Management (3)~~

9 credits chosen from:

MANA 443 Compensation and Benefits Management (3)

MANA 444 Training and Development (3)

MANA 446 Workplace Planning and Staffing (3)

MANA 463 Strategic Human Resource Management (3)

MANA 498 Special Topics in Human Resource Management (3)

Proposed Text

12 Minor in Human Resource Management
credits

12 credits chosen from:

MANA 443 Compensation and Benefits Management (3)

MANA 444 Training and Development (3)

MANA 446 Workplace Planning and Staffing (3)

MANA 463 Strategic Human Resource Management (3)

MANA 498 Special Topics in Human Resource Management (3)

Rationale:

Removal of MANA 362 as a required course for the Minor in Human Resource Management because a new course with similar content, COMM 229 – Human Resource Management, is added as a core course in the BComm program.

Resource Implications:

Reduction of six course sections per year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Honours in Management

Calendar Section Type: Defined group

Description of Change: BComm Honours in Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Management > BComm Honours in Management > Program Requirements

Type of Change: Defined Group Change

	Present Text (from 2021) calendar		Proposed Text
90 credits	BComm Honours in Management 42 credits from the JMSB Core 12 credits of elective courses chosen from outside the John Molson School of Business 30 credits from the Honours in Management 6 credits of elective courses chosen by the student	90 credits	BComm Honours in Management 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 30 credits from the Honours in Management 6 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Honours in Management

Calendar Section Type: Program

Description of Change: Honours in Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Honours in Management

Program Type: Honours

Degree: Bachelor/Baccalaureate of Commerce (BComm)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Management > BComm Honours in Management > Program Requirements > BComm Honours in Management

Type of Change: Program Change

Present Text (from 2021) calendar

30
credits Honours in Management

~~18~~ credits:

MANA 341 Organization Theory and Design (3)
MANA 343 Communication and Negotiation (3)
~~MANA 362 Human Resource Management~~ (3)
MANA 390 Honours Seminar in Management I (3)
MANA 420 Management Research for Decision Making (3)
MANA 490 Honours Seminar in Management II (3)

6 credits chosen from:

MANA 369 Business and Sustainability (3)
MANA 451 Managing a Small Business (3)
MANA 478 Entrepreneurial Company Law (3)
MANA 481 Management Consulting (3)

~~6~~ credits of additional 300- or 400-level courses offered by the Department

Proposed Text

30
credits Honours in Management

15 credits:

MANA 341 Organization Theory and Design (3)
MANA 343 Communication and Negotiation (3)
MANA 390 Honours Seminar in Management I (3)
MANA 420 Management Research for Decision Making (3)
MANA 490 Honours Seminar in Management II (3)

6 credits chosen from:

MANA 369 Business and Sustainability (3)
MANA 451 Managing a Small Business (3)
MANA 478 Entrepreneurial Company Law (3)
MANA 481 Management Consulting (3)

9 credits of additional 300- or 400-level courses offered by the Department

Rationale:

For the Honours program, the course MANA 362 is replaced by 3 additional 300- or 400-level credits offered by the Department.

MANA 362 will be no longer a required course for Human Resource Management major students because COMM 229, with similar topics, will be required to all B.Comm students; hence 15 required credits rather than 18 required major credits. As a result, students can choose 9 credits from the Department's 300- or 400-level courses, rather than 6 credits.

Resource Implications:

Reduction of six course sections per year.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Management

Calendar Section Type: Defined group

Description of Change: BComm Major in Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Management > BComm Major in Management > Program Requirements

Type of Change: Defined Group Change

	Present Text (from 2021) calendar		Proposed Text
90 credits	BComm Major in Management 42 credits from the JMSB Core 12 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Management 12 credits of elective courses chosen by the student	90 credits	BComm Major in Management 48 credits from the JMSB Core 6 credits of elective courses chosen from outside the John Molson School of Business 24 credits from the Major in Management 12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BComm Major in Marketing

Calendar Section Type: Defined group

Description of Change: BComm Major in Marketing Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Marketing Programs > BComm Major in Marketing > Program Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar		Proposed Text	
90 credits	BComm Major in Marketing 42 credits from the JMSB Core 12 credits of elective courses chosen from outside of the John Molson School of Business 24 credits from the Major in Marketing 12 credits of elective courses chosen by the student	90 credits	BComm Major in Marketing 48 credits from the JMSB Core 6 credits of elective courses chosen from outside of the John Molson School of Business 24 credits from the Major in Marketing 12 credits of elective courses chosen by the student

Rationale:

To adjust the credit number of the required Core courses from 42 to 48 and the electives from 12 to 6.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Minor in Business Studies

Calendar Section Type: Program

Description of Change: Minor in Business Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Minor in Business Studies

Program Type: Minor

Degree: Non-degree program (certificate or minor)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Business Studies > Minor in Business Studies > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

30 credits Minor in Business Studies

~~24~~ credits:

COMM 205 Business Communication (3)

COMM ~~210 Contemporary Business Thinking~~ (3)

COMM ~~215 Business Statistics~~ (3)

COMM 217 Financial Accounting (3)

COMM ~~220 Analysis of Markets~~ (3)

COMM ~~222 Organizational Behaviour and Theory~~ (3)

~~COMM~~ 223 Marketing Management (3)

COMM 225 Production and Operations Management (3)

~~6~~ credits of additional courses from the John Molson School of Business chosen in consultation with an academic ~~advisor~~

Proposed Text

30 credits Minor in Business Studies

27 credits:

COMM 205 Business Communication (3)

COMM 211 Global Business Environment (3)

COMM 213 Computing and Visualization Tools for Business Analytics (1.5)

COMM 214 Business Analytics (3)

COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.5)

COMM 217 Financial Accounting (3)

COMM 221 Financial Markets (3)

COMM 223 Marketing Management (3)

COMM 225 Production and Operations Management (3)

COMM 227 Interpersonal and Critical Thinking Skills (3)

3 credits of additional courses from the John Molson School of Business chosen in consultation with an academic advisor.

Rationale:

For the Certificate in Business Studies and the Minor in Business Studies, the changes to the core component of the Bachelor of Commerce

program resulted in deletion of the courses COMM 210, 215, 220 and 222 and their replacement by the new courses COMM 211, 214, 221 and 227. The new course COMM 213 (1.5 credits) is added as it is a prerequisite for COMM 214. The new course COMM 216 (1.5 credits) is added to round the credits to 27. As a result, the elective credits are reduced from 6 to 3 credits.

Resource Implications:

The resource implications for these changes are reflected in the resource implications specified in the proposal.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Certificate in Business Studies

Calendar Section Type: Program

Description of Change: Certificate in Business Studies Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Certificate in Business Studies

Program Type: Certificate

Degree: Non-degree program (certificate or minor)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Business Studies > Certificate in Business Studies > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

30 credits Certificate in Business Studies

~~24~~ credits:

COMM 205 Business Communication (3)

COMM ~~210 Contemporary Business Thinking~~ (3)

COMM ~~215 Business Statistics~~ (3)

COMM 217 Financial Accounting (3)

COMM ~~220 Analysis of Markets~~ (3)

COMM ~~222 Organizational Behaviour and Theory~~ (3)

~~COMM~~ 223 Marketing Management (3)

COMM 225 Production and Operations

Management (3)

~~6~~ credits of additional courses from the John Molson School of Business chosen in consultation with an academic ~~advisor~~

Proposed Text

30 credits Certificate in Business Studies

27 credits:

COMM 205 Business Communication (3)

COMM 211 Global Business Environment (3)

COMM 213 Computing and Visualization Tools for Business Analytics (1.5)

COMM 214 Business Analytics (3)

COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.5)

COMM 217 Financial Accounting (3)

COMM 221 Financial Markets (3)

COMM 223 Marketing Management (3)

COMM 225 Production and Operations Management (3)

COMM 227

3 credits of additional courses from the John Molson School of Business chosen in consultation with an academic advisor.

Rationale:

For the Certificate in Business Studies and the Minor in Business Studies, the changes to the core component of the Bachelor of Commerce

program resulted in deletion of the courses COMM 210, 215, 220 and 222 and their replacement by the new courses COMM 211, 214, 221 and 227. The new course COMM 213 (1.5 credits) is added as it is a prerequisite for COMM 214. The new course COMM 216 (1.5 credits) is added to round the credits to 27. As a result, the elective credits are reduced from 6 to 3 credits.

Resource Implications:

The resource implications for these changes are reflected in the resource implications specified in the proposal.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Certificate in Foundations for Business

Calendar Section Type: Program

Description of Change: Certificate in Foundations for Business Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Program Name: Certificate in Foundations for Business

Program Type: Certificate

Degree: Non-degree program (certificate or minor)

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Foundations for Business > Certificate in Foundations for Business > Program Requirements

Type of Change: Program Change

Present Text (from 2021) calendar

30
credits Certificate in Foundations for Business

12 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

18 credits:

ACCO 230 Introduction to Financial Accounting (3)

~~BTM 200 Fundamentals of Information Technology~~
(3)

~~COMM 215 Business Statistics~~(3)

FINA 230 Introduction to Financial Management
(3)

MANA 201 Introduction to Business and
Management (3)

MARK 201 Introduction to Marketing (3)

Proposed Text

30
credits Certificate in Foundations for Business

12 credits:

ECON 201 Introduction to Microeconomics (3)

ECON 203 Introduction to Macroeconomics (3)

MATH 208 Fundamental Mathematics I (3)

MATH 209 Fundamental Mathematics II (3)

18 credits:

ACCO 230 Introduction to Financial Accounting (3)

COMM 205 Business Communication (3)

COMM 211 Global Business Environment (3)

FINA 230 Introduction to Financial Management (3)

MANA 201 Introduction to Business and Management (3)

MARK 201 Introduction to Marketing (3)

Rationale:

The changes to the core component of the Bachelor of Commerce program resulted in deletion of certain courses that are part of the

requirements for the program options for non-business students. The deleted courses are replaced with new or revised courses where feasible.

All of BTM 200 topics are covered by COMM 213, Computing and Visualization Tools for Business Analytics and COMM 226, Business Technology Management course.

Also, by including COMM 205 and COMM 211 in this program, the CFB students will experience a faster and smoother transition into the B.COMM and B.ADMIN programs should they transfer to the B.COMM or B.ADMIN programs.

Resource Implications:

The resource implications for these changes are reflected in the resource implications specified in the proposal.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: The Basics of Business Elective Group

Calendar Section Type: Defined group

Description of Change: The Basics of Business Elective Group Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Elective Groups > The Basics of Business Elective Group > Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits The Basics of Business Elective Group

15 credits chosen from:

- ACCO 230 Introduction to Financial Accounting (3)
- ACCO 240 Introduction to Managerial Accounting (3)
- ~~COMM 215 Business Statistics (3)~~
- FINA 200 Personal Finance (3)
- MANA 201 Introduction to Business and Management (3)
- MANA 202 Human Behaviour in Organizations (3)
- MANA 298 Business Law (3)
- MARK 201 Introduction to Marketing (3)

Proposed Text

15 credits The Basics of Business Elective Group

15 credits chosen from:

- ACCO 230 Introduction to Financial Accounting (3)
- ACCO 240 Introduction to Managerial Accounting (3)
- FINA 200 Personal Finance (3)
- FINA 230 Introduction to Financial Management (3)
- MANA 201 Introduction to Business and Management (3)
- MANA 202 Human Behaviour in Organizations (3)
- MANA 298 Business Law (3)
- MARK 201 Introduction to Marketing (3)

Rationale:

For the Basics of Business Elective Group, the changes to the core component of the Bachelor of Commerce program resulted in deletion of COMM 215 and its replacement with COMM 214, which requires COMM 213. Replacement of COMM 215 with both COMM 213 and 214 results in 16.5 credits for this certificate. For this reason, COMM 215 is replaced by FINA 230, a course that is currently available to non-business students, so that total credits do not exceed 15.

FINA 230 introduces the importance of a working knowledge of finance to non-business students; hence provide the fundamental knowledge to the group of students.

Resource Implications:

The resource implications for these changes are reflected in the resource implications specified in the proposal.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: Management Elective Group For Non-Business Students

Calendar Section Type: Defined group

Description of Change: Management Elective Group For Non-Business Students Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.140 Program Options for Non-Business Students > Elective Groups > Management Elective Group For Non-Business Students > Requirements

Type of Change: Defined Group Change

Present Text (from 2021) calendar

15 credits Management Elective Group For Non-Business Students

6 credits:

MANA 201 Introduction to Business and Management (3)

MANA 202 Human Behaviour in Organizations (3)

9 credits chosen from:

MANA 298 Business Law (3)

MANA 300 Entrepreneurship: Launching Your Business (3)

MANA 343 Communication and Negotiation (3)

~~MANA 362 Human Resource Management (3)~~

~~MANA 374 Sustainable Management (3)~~

Proposed Text

15 credits Management Elective Group For Non-Business Students

6 credits:

MANA 201 Introduction to Business and Management (3)

MANA 202 Human Behaviour in Organizations (3)

9 credits chosen from:

MANA 298 Business Law (3)

MANA 300 Entrepreneurship: Launching Your Business (3)

MANA 343 Communication and Negotiation (3)

MANA 374 Sustainable Management (3)

Rationale:

For the Management Elective Group for Non-Business Students, the course MANA 362 is deleted from the list of optional courses. Its replacement, COMM 229, is only available to business students.

Resource Implications:

The resource implications for these changes are reflected in the resource implications specified in the proposal.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: ACCO 355

Calendar Section Type: Course

Description of Change: ACCO 355 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ACCO 355 Analysis of Financial Statements (3 credits)

Prerequisites:

The following courses must be completed ~~previously: COMM 305;~~
~~COMM 308.~~

Description :

This course explores the usefulness and limitations of financial statements for investment and credit decisions. It focuses on the interpretation of the information contained in financial statements which reflect the economic characteristics of the firm and its strategic business decisions. Instruments and techniques for financial statement analysis are discussed and applied to case studies and actual companies.

Component(s):

Notes :

Other note : This course would be useful for students in Finance and Management.

Rationale:

The course prerequisite COMM 308 is replaced with COMM 309 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

ACCO 355 Analysis of Financial Statements (3 credits)

Prerequisites:

The following courses must be completed **previously :** COMM 305;
COMM 309.

Description :

This course explores the usefulness and limitations of financial statements for investment and credit decisions. It focuses on the interpretation of the information contained in financial statements which reflect the economic characteristics of the firm and its strategic business decisions. Instruments and techniques for financial statement analysis are discussed and applied to case studies and actual companies.

Component(s):

Notes :

Other note : This course would be useful for students in Finance and Management.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: ACCO 455

Calendar Section Type: Course

Description of Change: ACCO 455 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.40 Department of Accountancy > Accountancy Courses

Type of Change: Course Change

Present Text (from 2021) calendar

ACCO 455 Fraud Prevention and Investigation (3 credits)

Prerequisites:

The following courses must be completed ~~previously: COMM 217; COMM 315.~~

Description :

This course examines the principles of ~~and methodology used in~~ fraud detection and deterrence. Topics covered may include ~~skimming, cash larceny, cheque tampering, billing, payroll and expense reimbursement~~ schemes, non-cash misappropriations, corruption, fraudulent financial statements, ~~conducting investigations~~ and interviewing witnesses. This course may also examine auditors' ~~legal~~ responsibilities towards fraud, the evaluation of internal controls and important pieces of legislation such as the Sarbanes-Oxley Act and the Criminal ~~Code~~. Finally, the ethical aspects associated with fraud are discussed. Class sessions consist of ~~lectures, real-life fraud case discussions and the presentation of DVDs~~ from the Association of Certified Fraud Examiners.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

Other note :

Rationale:

The course title and description are updated to align more closely with Association of Certified Fraud Examiners (ACFE) curriculum and make course descriptive more flexible versus course content. The previous note is outdated as ACCO 470F has not been offered for more than 10

Proposed Text

ACCO 455 Fraud Prevention and Investigation (3 credits)

Prerequisites:

The following courses must be completed ~~previously :~~ COMM 217; COMM 316 .

Description :

This course examines the principles of fraud ~~prevention~~, detection and deterrence. Topics covered may include ~~the psychology of the~~ fraudster, cash ~~receipt schemes, cash disbursement~~ schemes, non-cash misappropriations, corruption, fraudulent financial statements, ~~fraud risk assessments, investigation techniques~~ and interviewing witnesses. This course may also examine auditors' responsibilities towards fraud, the evaluation of internal controls and important pieces of legislation such as the Sarbanes-Oxley Act and the Criminal ~~Code of Canada~~. Finally, the ethical aspects associated with fraud are discussed. Class sessions consist of ~~lectures and~~ real-life fraud ~~case/video~~ discussions from ~~various sources, including~~ the Association of Certified Fraud Examiners.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

Other note : This course would be useful to all BComm students as it focuses on the role of management in the prevention and detection of fraud.

years. The new note informs about the relevance of this course beyond Accountancy major students.

Background Information: The course prerequisite COMM 315 is replaced with COMM 316 because the course number for COMM 315 is changed due to the revision of the core component of the Bachelor of Commerce program. The change in this prerequisite has already been processed together with the proposal of revising the B.COMM Core.

Resource Implications:

none

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BSTA 445

Calendar Section Type: Course

Description of Change: BSTA 445 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: Course Change

Present Text (from 2021) calendar

BSTA 445 Statistical Software for Data Management and Analysis (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~215~~ or equivalent.

Description :

This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are to be held in computer labs and half of the time is devoted to lab work.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 445 may not take this course for credit.

Rationale:

The course prerequisite COMM 215 is replaced by COMM 214 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

BSTA 445 Statistical Software for Data Management and Analysis (3 credits)

Prerequisites:

The following course must be completed previously: COMM 214 or equivalent.

Description :

This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are to be held in computer labs and half of the time is devoted to lab work.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 445 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BSTA 450

Calendar Section Type: Course

Description of Change: BSTA 450 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: Course Change

Present Text (from 2021) calendar

BSTA 450 Statistical Models for Data Analysis (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~215~~

Description :

This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 376, 378, or BSTA 378 may not take this course for credit.

Rationale:

The course prerequisite COMM 215 is replaced by COMM 214 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details

Resource Implications:

None

Proposed Text

BSTA 450 Statistical Models for Data Analysis (3 credits)

Prerequisites:

The following course must be completed previously: COMM 214

Description :

This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 376, 378, or BSTA 378 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BSTA 477

Calendar Section Type: Course

Description of Change: BSTA 477 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: Course Change

Present Text (from 2021) calendar

BSTA 477 Managerial Forecasting (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~215~~ or equivalent.

Description :

Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 477 may not take this course for credit.

Rationale:

The course prerequisite COMM 215 is replaced by COMM 214 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

BSTA 477 Managerial Forecasting (3 credits)

Prerequisites:

The following course must be completed previously: COMM 214 or equivalent.

Description :

Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 477 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: BSTA 478

Calendar Section Type: Course

Description of Change: BSTA 478 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.50 Department of Supply Chain and Business Technology Management > Supply Chain and Business Technology Management Courses > Business Statistics Courses

Type of Change: Course Change

Present Text (from 2021) calendar

BSTA 478 Data Mining Techniques (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~215~~

Description :

The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods, and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 478 may not take this course for credit.

Rationale:

The course prerequisite COMM 215 is replaced by COMM 214 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

BSTA 478 Data Mining Techniques (3 credits)

Prerequisites:

The following course must be completed previously: COMM 214

Description :

The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods, and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for DESC 478 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 205

Calendar Section Type: Course

Description of Change: COMM 205 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 205 Business Communication (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:

~~BTM 200.~~

Description :

This course focuses on the ~~principles and techniques of clear, concise, and effective, written and oral communication, especially as they apply to business. The formal, grammatical, and stylistic elements of written and oral business communication are emphasized. In addition, students are instructed in and experience the use of audiovisual means of~~ communication.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 212 may not take this course for credit.

Other note : It is recommended that part-time students complete this course, along with COMM ~~210~~, as early in their program as possible.

Rationale:

The course description and a note are revised as a result of the revision of the core component of the Bachelor of Commerce Program. Refer to the proposal for details.

BTM 200 is removed and this course will require ECON 203 instead.

Resource Implications:

none

Proposed Text

COMM 205 Business Communication (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:

ECON 203 .

Description :

This course focuses on the ~~theory and practice of effective business communications and basic tools and skills of project management. Using interactive classes and experiential activities, students learn to analyze, develop, deliver, and evaluate oral and written business messages, while effectively planning and managing their projects using project management tools and strategies. Students apply formal, grammatical, stylistic, and persuasive elements of written and oral business communication.~~

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 212 may not take this course for credit.

Other note : It is recommended that part-time students complete this course, along with COMM 211, as early in their program as possible.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 211

Calendar Section Type: Course

Description of Change: COMM 211 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 211 Global Business Environment (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously or concurrently:
ECON 201 , ECON 203 or equivalent.

Description :

Description :

This course provides a general understanding of globalization and international business. It covers the basic concepts and theories of international trade, economic development and cooperation, the role of global and regional agreements and organizations, the foreign exchange market and global monetary system, the internationalization process and various entry strategies employed by companies. Students learn to explain how cultural and institutional differences affect business and management practices and the reasons behind variations in business ethics, sustainability, and social responsibility practices around the world. Lectures, case discussions and other experimental teaching methods are employed in this course.

Component(s):

Component(s):

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for MARK 462 or IBUS 462 may not take this course for credit.

Other note :

Other note : It is recommended that part-time students complete this course, along with COMM 205 , as early in their program as possible.

Rationale:

This course is added as a result of the revision of the core component of the Bachelor of Commerce program. This course is similar to MARK 462 or IBUS 462 in its contents; therefore students who have received credits from these courses may not take COMM 211 for credit. Refer to the proposal for details.

Resource Implications:

Addition of 34 new sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 213

Calendar Section Type: Course

Description of Change: COMM 213 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 213 Computing and Visualization Tools for Business Analytics (1.5 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously or concurrently:
ECON 201

Description :

Description :

This course introduces some of the fundamental skills of data analytics tools, useful in a business environment. Students learn how to use the software, to manipulate data, combine data sets and to create appropriate visualization and dashboards. Lectures, assignments, quizzes, and/or exams are employed in this course.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

This course is added as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

BTM 200 is removed, and this course will require ECON 201 instead.

Resource Implications:

Addition of nine new online sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 214

Calendar Section Type: Course

Description of Change: COMM 214 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 214 Business Analytics (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously: MATH 208 and MATH 209 . The following course must be completed pr eviously or concurrently: COMM 213 .

Description :

Description :

This course introduces the fundamentals of analytics as applied to the various areas of business. Topics include basic concepts of big data, exploratory statistical data analysis, prediction modeling, and data visualization. Practical usages of the methodologies are demonstrated via assignments and projects based on data from various functional areas of business.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for COMM 215 may not take this course for credit.

Rationale:

This course replaces COMM 215 as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 17 new sections per year, including three online sections. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 216

Calendar Section Type: Course

Description of Change: COMM 216 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 216 Ethics, Business Sustainability, and Social Responsibility
(1.5 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously or concurrently:
COMM 205 , COMM 214 .

Description :

Description :

The course explores the complex relationship between business and society, focusing on the role of business in protecting the planet and addressing society's needs. Students will work with several theoretical perspectives (i.e., ethical reasoning, stakeholder theory, corporate social responsibility, sustainability) to analyze real-world environmental and social dilemmas and identify courses of action for advancing sustainability and social responsibility in businesses. This course prepares students to integrate ethical and sustainable decision-making in their future professional roles.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

This course is added as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 10 online course sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 217

Calendar Section Type: Course

Description of Change: COMM 217 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 217 Financial Accounting (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
COMM ~~210~~.

Description :

This course examines the theory and practice involved in measuring, reporting, and analyzing an organization's financial information.

~~Concepts~~ underlying financial statements are discussed, with an emphasis on ~~generally-accepted accounting principles~~.
~~Disclosures/requirements~~ concerning financial ~~statements~~ as well as information needs of ~~decision-makers~~ are introduced.

Component(s):

Lecture

Notes :

Rationale:

The course prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 217 Financial Accounting (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:
COMM 211 .

Description :

This course **is an introductory course designed to provide all business students with a basic understanding of financial accounting.** The course examines the theory and practice involved in measuring, reporting, and analyzing an organization's financial information. **The key concepts** underlying financial statements are discussed, with an emphasis on **international financial reporting standards (IFRS). Disclosures and requirements** concerning financial **statements, concepts of personal, corporate, and sales taxes**, as well as information needs of **various financial statement users** are introduced.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 219

Calendar Section Type: Course

Description of Change: COMM 219 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

Prerequisites:

COMM 219 Innovation Management (1.5 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
COMM 205 .

Description :

Description :

This course provides students with an understanding of the role of innovation in business organizations, society, and the world. Students learn the fundamentals of innovation management, creativity, value creation and capture, etc., that support the development of an innovative mindset. The course allows exploration of tools, techniques, and new ways of thinking which are better suited to addressing complex problems and opportunities inherent in organizations today.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

This course is added as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 28 course sections, including three online sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 221

Calendar Section Type: Course

Description of Change: COMM 221 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 221 Financial Markets (3 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously: ECON 201 . The following courses must be completed previously or concurrently: ECON 203 , COMM 214.

Description :

Description :

An appreciation of finance as a discipline and a profession requires an understanding of how individual decisions involving the timing and riskiness of cash flows are both guided by market prices and influence the formation of those prices. This course covers these aspects of finance by exploring the functioning of financial markets within a historical context; the time value of money; the relationship between risk and return; the formation of portfolios; and the pricing of risky assets, including arbitrage.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for COMM 220 may not take this course for credit.

Rationale:

This course replaces COMM 220 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 19 course sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 223

Calendar Section Type: Course

Description of Change: COMM 223 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 223 Marketing ~~Management I~~ (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
COMM ~~205~~; COMM ~~210~~.

Description :

This ~~survey~~ course ~~introduces~~ students ~~to~~ the key concepts ~~in~~ marketing. Topics covered include marketing strategy, buyer behaviour, ~~and the impact of technology on the discipline~~. The course also explores the important role that marketing plays in advancing ~~society~~.

Component(s):

Lecture

Notes :

Equivalent Courses : ~~This course is equivalent to COMM 224.~~
Students who have received credit for COMM 224 may not take this course for ~~credit~~.

Anti-requisite Courses : ~~Students who have received credit for MARK 201 may not take this course for credit.~~

Rationale:

The course prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 223 Marketing ~~Management I~~ (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
COMM ~~211~~ and COMM ~~219~~ .

Description :

This course ~~familiarizes~~ students ~~with~~ the key ~~principles and~~ concepts ~~of~~ marketing. Topics covered include marketing strategy, ~~branding~~, ~~positioning~~, ~~market segmentation~~, buyer behaviour, ~~product development~~, ~~pricing strategies~~, ~~channels of distribution~~, and ~~integrated marketing communications~~. The course also explores the important role that marketing plays in advancing ~~society~~, as well as the impacts of digital technologies and global factors on marketing practices.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 224 or MARK 201 may not take this course for ~~credit~~.

Anti-requisite Courses :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 225

Calendar Section Type: Course

Description of Change: COMM 225 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 225 Production and Operations Management (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 205 ;
COMM ~~210~~; COMM ~~215~~.

Description :

This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are operations strategy, forecasting, materials' management, total quality management, time-based competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.

Component(s):

Lecture

Notes :

Rationale:

The prerequisite courses are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 225 Production and Operations Management (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 205 ,
COMM 211 and COMM 214 .

Description :

This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are operations strategy, forecasting, materials' management, total quality management, time-based competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 226

Calendar Section Type: Course

Description of Change: COMM 226 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 226 Business Technology Management (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:

COMM ~~210~~.

Description :

The objective of this course is to provide students with an understanding of the role of information technology in business ~~organizations~~. Students learn how information ~~technologies~~ can be ~~used to create~~ business value, ~~solve~~ business problems, ~~accomplish~~ ~~corporate goals~~ and ~~achieve~~ and ~~maintain a competitive advantage~~.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 301 may not take this course for credit.

Rationale:

The course prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 226 Business Technology Management (3 credits)

Prerequisites:

The following course must be completed previously or concurrently:

COMM 211 .

Description :

The objective of this course is to provide students with an understanding of the role of information technology in business ~~organizations~~ and society. Students learn how information ~~technologies~~, digital tools, and digitization of processes can be leveraged for creation of business value, ~~solving~~ business problems, and ~~driving competitive advantage~~ as well as their impacts in the ~~workplace, environment, and the world~~.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 301 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 227

Calendar Section Type: Course

Description of Change: COMM 227 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 227 *Interpersonal and Critical Thinking Skills* (3 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously: COMM 205 .

Description :

Description :

This course helps students to acquire foundational knowledge about interpersonal processes in organizations. They participate in skills-based labs, and complete hands-on and experiential learning activities, to improve their ability to work effectively with others. Students also learn to take a critical perspective on the various topics, including decision-making, teamwork, conflict management, power and leadership. Through in-depth reading and reflections, they will examine claims and evidence, uncover the assumptions underlying them, compare claims and evidence with theoretical principles, and write persuasively about the issues.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for COMM 222 may not take this course for credit.

Rationale:

This course replaces the course COMM 222 as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 49 course sections. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 229

Calendar Section Type: Course

Description of Change: COMM 229 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 229 [Managing People in Organizations](#) (3 credits)

Prerequisites:

Prerequisites:

The following courses must be completed previously or concurrently:
COMM 227 or MANA 201 ; and MANA 202 .

Description :

Description :

This course introduces students to systems and processes that can be put in place for organizations to realize their human capital potential. It covers core human resource management topics, such as recruitment and selection, performance management, monetary and non-monetary rewards, training and development, and health and safety. Key concepts underlying these topics, such as perception, personality, motivation, and attitudes and values, are also discussed. The course relies on diverse learning activities, such as short cases and applied projects, to build student competencies in human resource management.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for MANA 362 may not take this course for credit.

Rationale:

This course is added as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 33 course sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 305

Calendar Section Type: Course

Description of Change: COMM 305 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 305 Managerial Accounting (3 credits)

Prerequisites:

The following course must be completed previously: COMM 217 .

Description :

This course ~~covers the development of~~ accounting ~~information to assist management in carrying out its functions effectively and efficiently.~~ ~~Concepts and techniques~~ for ~~planning, performance evaluation, control, and decision making are introduced.~~ ~~New developments are addressed with a focus on contemporary~~ business ~~issues and real world applicability of management~~ accounting concepts and ~~techniques.~~

Component(s):

Lecture

Notes :

Rationale:

The course prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 305 Managerial Accounting (3 credits)

Prerequisites:

The following course must be completed previously: COMM 217 .

Description :

This course ~~presents managerial~~ accounting ~~tools~~ for business ~~decision-making.~~ The course introduces concepts, tools and applications used in all areas of business. It examines fundamental cost accounting techniques , tools for business decision-making, and concepts for planning and control.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 309

Calendar Section Type: Course

Description of Change: COMM 309 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

COMM 309 Business Finance (3 credits)

Prerequisites:

Prerequisites:

The following course must be completed previously or concurrently:
COMM 217 . The following course must be completed previously:
COMM 221 .

Description :

Description :

The course introduces a framework for analyzing the major types of investment and financing decisions made by businesses. It applies fundamental concepts of finance theory to the analysis of the market for corporate control (mergers and divestitures), firm's financing decisions (choice between equity and debt and between private and public financing), short term capital management, capital budgeting principles, and concept and measurement of cost of capital.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for COMM 308 may not take this course for credit.

Rationale:

The course COMM 309 replaces COMM 308 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Addition of 18 courses sections per year. Refer to the proposal for details.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 316

Calendar Section Type: Course

Description of Change: COMM 316 New

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: New Course

Present Text (from 2021) calendar

Proposed Text

Prerequisites:

Prerequisites:

The following course must be completed previously: COMM 216 .

Description :

Description :

This course focuses on specific legal and ethical issues that one may encounter in the workplace. Students examine the legal principles of contract law, civil liability and employment law through the analysis of laws and court judgments. As most business enterprises operate as corporations, this course introduces students to important legal principles regarding the internal organization and operation of a corporation. The course also covers the relationship between law and ethics and examines various ethical business issues that may arise within the workplace, including whistleblowing, professional standards/corporate codes of conduct, corporate governance and ethical issues that arise when doing business in other countries.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Equivalent Courses :

Equivalent Courses : Students who have received credit for COMM 315 may not take this course for credit.

Rationale:

The course number, credit value, prerequisite and description are changed as a result of the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Replacement of 26 in-person sections with 2 online sections per year.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 320

Calendar Section Type: Course

Description of Change: COMM 320 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 320 Entrepreneurship (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~222~~; COMM 305 ; COMM ~~308~~; ~~COMM 223 or COMM 224.~~

Description :

This course ~~introduces students to entrepreneurship. Students analyze and integrate entrepreneurship concepts into business development cases. They research, prepare, and present a comprehensive business plan that may involve commercial, technological and social innovations delivered through new projects by either new business ventures or existing firms. Since the business plan integrates aspects of accountancy, marketing, financing, human resources management, and operations management, students benefit from knowledge of entrepreneurship, regardless of their career goals. Project activities require teamwork, leadership and communication skills.~~

Component(s):

Lecture

Notes :

Rationale:

The course prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 320 Entrepreneurship (3 credits)

Prerequisites:

The following courses must be completed previously: COMM **223 or COMM 224; COMM 227**; COMM 305 ; COMM **309** .

Description :

This course **emphasizes the entrepreneurial aspects of management that are required to create, develop, and sustain either a new business venture or a major growth project/initiative within an existing organization. The integrative nature of the course requires an understanding of each functional area of business. Students will have the opportunity to demonstrate teamwork, leadership, communication, and other skills stressed throughout the program.**

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: COMM 401

Calendar Section Type: Course

Description of Change: COMM 401 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.35 John Molson School of Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

COMM 401 ~~Strategy and Competition~~ (3 credits)

Prerequisites:

~~Students must complete 45 business credits prior to enrolling, including the following courses: COMM 225 ; and COMM 226 or COMM 301. The following courses must be completed previously or concurrently: COMM 315 and COMM 320 –~~

Description :

~~This capstone course requires graduating students to demonstrate their ability to integrate the knowledge and skills they have acquired during their program. This course introduces the major models and theories in strategic management. Emphasis is on integrating concepts and methods for systematically assessing the external environment and internal company conditions that influence firm performance. Lecture topics and case studies are selected to portray the nature of the strategic process and the dynamics of competition in a variety of contexts. Additionally, the connection between organizational strategy and the physical environment is examined.~~

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 310 may not take this course for credit.

Rationale:

The course title, prerequisite and description are revised in line with the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

COMM 401 **Strategic Management** (3 credits)

Prerequisites:

The following courses must be completed previously: 45 business credits including COMM 225 , **COMM 229** ; COMM 226 or COMM 301; and **COMM 316** , **COMM 320** previously or concurrently.

Description :

This capstone course provides students with an understanding of how firms gain and sustain a competitive advantage in today's business landscape. The course covers several topics associated with strategic decision-making processes and consequences. Specific topics include industry dynamics, internal resources and capabilities, business and corporate level strategies, and various strategic alternatives such as M&As, strategic alliances, and internationalization strategies. The course uses case analysis as the main approach to build abilities in strategic analysis and decision-making.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for COMM 310 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 310

Calendar Section Type: Course

Description of Change: FINA 310 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 310 Real Estate Development and Entrepreneurship (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~308~~; FINA 210 or FINA 450.

Description :

This course focuses on fundamental concepts and analytic tools applied in real estate development. It incorporates the interdisciplinary character and the entrepreneurial nature of the development process. It covers different interactive stages and discusses the roles and motivations of various stakeholders involved in this decision-making process. In addition to the analysis of financial returns, this course may include discussion on the economic, social and environmental costs and benefits. Pedagogical methods include lectures, guest speakers, case studies, group project and field trip/property tour.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 309 replaces COMM 308 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

FINA 310 Real Estate Development and Entrepreneurship (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 309 ; FINA 210 or FINA 450.

Description :

This course focuses on fundamental concepts and analytic tools applied in real estate development. It incorporates the interdisciplinary character and the entrepreneurial nature of the development process. It covers different interactive stages and discusses the roles and motivations of various stakeholders involved in this decision-making process. In addition to the analysis of financial returns, this course may include discussion on the economic, social and environmental costs and benefits. Pedagogical methods include lectures, guest speakers, case studies, group project and field trip/property tour.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 320

Calendar Section Type: Course

Description of Change: FINA 320 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 320 Real Estate Investment (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~308~~ or FINA 210 .

Description :

This course focuses on analytical tools used for making commercial real estate investment decisions. It introduces students to methods of estimating and analyzing basic measures of performance at the property level. Students learn how to identify financial risks associated with real estate investment and prepare discount cash flow analyses for the projected holding periods. Topics covered include the fundamentals of publicly traded real estate, real estate investment trusts (REITs) and analysis at the portfolio level. Pedagogical methods include lectures, class discussion on contemporary issues in the real estate market, guest speakers, case studies, group project and evaluation of potential commercial real estate for investment purposes.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 450 may not take this course for credit.

Rationale:

The course COMM 309 replaces COMM 308 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

FINA 320 Real Estate Investment (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 309 ; FINA 210 .

Description :

This course focuses on analytical tools used for making commercial real estate investment decisions. It introduces students to methods of estimating and analyzing basic measures of performance at the property level. Students learn how to identify financial risks associated with real estate investment and prepare discount cash flow analyses for the projected holding periods. Topics covered include the fundamentals of publicly traded real estate, real estate investment trusts (REITs) and analysis at the portfolio level. Pedagogical methods include lectures, class discussion on contemporary issues in the real estate market, guest speakers, case studies, group project and evaluation of potential commercial real estate for investment purposes.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 450 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 370

Calendar Section Type: Course

Description of Change: FINA 370 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 370 International Financial Management (3 credits)

(also listed as IBUS 370)

Prerequisites:

The following courses must be completed previously: COMM ~~220~~,
COMM ~~308~~.

Description :

This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

Component(s):

Notes :

Equivalent Courses : Students who have received credit for IBUS 370 or FINA 470 may not take this course for credit.

Anti-requisite Programs : ~~Students enrolled in the BComm Major in Finance and Minor in Finance may not take this course for credit toward their major or minor.~~

Other note :

Rationale:

The courses COMM 220 and 308 are replaced by COMM 221 and 309, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

Proposed Text

FINA 370 International Financial Management (3 credits)

(also listed as IBUS 370)

Prerequisites:

The following courses must be completed previously: COMM 221 ,
COMM 309 .

Description :

This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

Component(s):

Notes :

Equivalent Courses : Students who have received credit for IBUS 370 or FINA 470 may not take this course for credit.

Anti-requisite Programs :

Other note : Finance Majors and Minors may not take this course for credit toward their major or minor.

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 382

Calendar Section Type: Course

Description of Change: FINA 382 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 382 Management of International Financial Institutions (3 credits)

(also listed as IBUS 382)

Prerequisites:

The following courses must be completed previously: ~~FINA 380;~~
~~MARK 462 or IBUS 462--~~

Description :

This course provides students with an understanding of challenges and opportunities that banks and other financial institutions face in their global operations. It covers operations of financial firms in mature as well as emerging markets. Topics include an assessment of opportunities in foreign markets and difficulties that financial institutions face when dealing with unfamiliar economic and political environments; unique operations and challenges in international markets such as microfinance, international loans, project financing and assessment of political or sovereign risks, importance of global regulation and governance, and ethical issues associated with international operations within the financial services industry.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 482 or IBUS ~~382~~, or for this topic under a FINA 455 or IBUS 471 number, may not take this course for credit.

Anti-requisite Programs : ~~Students enrolled in the BComm Major in Finance and Minor in Finance~~ may not take this course for credit toward their major or minor.

Rationale:

The courses COMM 308 and MARK/IBUS 462 are replaced by COMM 309 and 211, respectively, due to the revision of the core component

Proposed Text

FINA 382 Management of International Financial Institutions (3 credits)

(also listed as IBUS 382)

Prerequisites:

The following courses must be completed previously: **COMM 211 ,**
COMM 309

Description :

This course provides students with an understanding of challenges and opportunities that banks and other financial institutions face in their global operations. It covers operations of financial firms in mature as well as emerging markets. Topics include an assessment of opportunities in foreign markets and difficulties that financial institutions face when dealing with unfamiliar economic and political environments; unique operations and challenges in international markets such as microfinance, international loans, project financing and assessment of political or sovereign risks, importance of global regulation and governance, and ethical issues associated with international operations within the financial services industry.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 482 or IBUS **382**, or for this topic under a FINA 455 or IBUS 471 number, may not take this course for credit.

Anti-requisite Programs : Finance **Majors** and **Minors** may not take this course for credit toward their major or minor.

of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 385

Calendar Section Type: Course

Description of Change: FINA 385 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 385 Theory of Finance I (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~220~~;
COMM ~~308~~—

Description :

This course is the first of two that provide a theoretical foundation upon which subsequent ~~400-level~~ courses will be built. The course examines the allocation of capital in financial markets and the determination of the relative prices of financial assets. Topics covered include utility theory, arbitrage pricing theory, and asset pricing models such as the Capital Asset Pricing Model and the option pricing model. Applications explored include arbitrage, the design of markets and the appropriate responses of individuals and firms to changes in market conditions as well as to market imperfections.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for ~~MACF 301~~ may not take this course for credit.

Rationale:

The courses COMM 220 and 308 are replaced by COMM 221 and 309, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

FINA 385 Theory of Finance I (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 221 ,
COMM 309

Description :

This course is the first of two that provide a theoretical foundation upon which subsequent 400-level courses will be built. The course examines the allocation of capital in financial markets and the determination of the relative prices of financial assets. Topics covered include utility theory, arbitrage pricing theory, and asset pricing models such as the Capital Asset Pricing Model and the option pricing model. Applications explored include arbitrage, the design of markets and the appropriate responses of individuals and firms to changes in market conditions as well as to market imperfections.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 380 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 395

Calendar Section Type: Course

Description of Change: FINA 395 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 395 Theory of Finance II (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~220~~; COMM ~~308~~. The following course must be completed previously or concurrently: FINA 385 .

Description :

This course focuses on the financial theory of the firm and examines the Modigliani-Miller propositions, agency theory, and asymmetric information theory. Topics covered include capital structure and the cost of capital, investment and financing decisions, real options, valuation and issuance of new securities, mergers and acquisitions, and leveraged buyout decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 390 or 400 may not take this course for credit.

Rationale:

The courses COMM 220 and 308 are replaced by COMM 221 and 309, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

FINA 395 Theory of Finance II (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 221, COMM 309 . The following course must be completed previously or concurrently: FINA 385 .

Description :

This course focuses on the financial theory of the firm and examines the Modigliani-Miller propositions, agency theory, and asymmetric information theory. Topics covered include capital structure and the cost of capital, investment and financing decisions, real options, valuation and issuance of new securities, mergers and acquisitions, and leveraged buyout decisions.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 390 or 400 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: FINA 420

Calendar Section Type: Course

Description of Change: FINA 420 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.70 Department of Finance > Finance Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FINA 420 Real Estate Finance (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~308~~ ; FINA 210 .

Description :

The course focuses on concepts, principles and analytical methods of real estate finance. It begins with a comprehensive investigation of mortgages from the perspective of both borrowers and lenders. The basics are then applied to analyze mortgage risk, commercial mortgage-backed securities (CMBS), market and mortgage securitization, as well as investment decisions on acquisition and financing of commercial real estate assets. Pedagogical methods include lectures, class discussions on contemporary issues, guest speakers, case studies, group project and risk analysis of mortgage-backed securities.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 450 may not take this course for credit.

Rationale:

The course COMM 309 replaces COMM 308 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

FINA 420 Real Estate Finance (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 309 ; FINA 210 .

Description :

The course focuses on concepts, principles and analytical methods of real estate finance. It begins with a comprehensive investigation of mortgages from the perspective of both borrowers and lenders. The basics are then applied to analyze mortgage risk, commercial mortgage-backed securities (CMBS), market and mortgage securitization, as well as investment decisions on acquisition and financing of commercial real estate assets. Pedagogical methods include lectures, class discussions on contemporary issues, guest speakers, case studies, group project and risk analysis of mortgage-backed securities.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 450 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 370

Calendar Section Type: Course

Description of Change: IBUS 370 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 370 International Financial Management (3 credits)

(also listed as FINA 370)

Prerequisites:

The following ~~course~~ must be completed previously: COMM ~~308~~

Description :

This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 370 may not take this course for credit.

Rationale:

The course COMM 308 is replaced by COMM 309 due to the revision of the core component of the Bachelor of Commerce program. COMM 221, which is prerequisite of COMM 309, is specified to ensure that students who are exempt from COMM 309 takes COMM 221 before registering for this course. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 370 International Financial Management (3 credits)

(also listed as FINA 370)

Prerequisites:

The following courses must be completed previously: COMM 221, COMM 309

Description :

This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 370 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 382

Calendar Section Type: Course

Description of Change: IBUS 382 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 382 Management of International Financial Institutions (3 credits)

(also listed as FINA 382)

Prerequisites:

The following courses must be completed previously: COMM ~~308~~ ; ~~MARK 462 or IBUS 462~~ ;

Description :

This course provides students with an understanding of challenges and opportunities that banks and other financial institutions face in their global operations. It covers operations of financial firms in mature as well as emerging markets. Topics include an assessment of opportunities in foreign markets and difficulties that financial institutions face when dealing with unfamiliar economic and political environments; unique operations and challenges in international markets such as microfinance, international loans, project financing and assessment of political or sovereign risks, importance of global regulation and governance and ethical issues associated with international operations within the financial services industry.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 382 or FINA 482 , or for this topic under a FINA 455 or IBUS 471 number, may not take this course for credit.

Anti-requisite Programs : BComm Major in Finance or Minor in Finance may not take this course for credit toward their major or minor.

Rationale:

The courses COMM 308 and MARK/IBUS 462 are replaced by COMM 309 and 211, respectively, due to the revision of the core component

Proposed Text

IBUS 382 Management of International Financial Institutions (3 credits)

(also listed as FINA 382)

Prerequisites:

The following courses must be completed previously: COMM 211 , COMM 309

Description :

This course provides students with an understanding of challenges and opportunities that banks and other financial institutions face in their global operations. It covers operations of financial firms in mature as well as emerging markets. Topics include an assessment of opportunities in foreign markets and difficulties that financial institutions face when dealing with unfamiliar economic and political environments; unique operations and challenges in international markets such as microfinance, international loans, project financing and assessment of political or sovereign risks, importance of global regulation and governance and ethical issues associated with international operations within the financial services industry.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for FINA 382 or FINA 482 , or for this topic under a FINA 455 or IBUS 471 number, may not take this course for credit.

Anti-requisite Programs : BComm Major in Finance or Minor in Finance may not take this course for credit toward their major or minor.

of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 465

Calendar Section Type: Course

Description of Change: IBUS 465 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 465 International Marketing Management (3 credits)

(also listed as MARK 465)

Prerequisites:

The following courses must be completed previously: COMM 223 or COMM ~~224; MARK 462 or IBUS 462~~.

Description :

This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students execute a project directed to a selected part of the world.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MARK 465 may not take this course for credit.

Rationale:

The course MARK/IBUS 462 is replaced by COMM 211 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 465 International Marketing Management (3 credits)

(also listed as MARK 465)

Prerequisites:

The following courses must be completed previously: COMM 211 ; and COMM 223 or COMM 224

Description :

This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students execute a project directed to a selected part of the world.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MARK 465 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 466

Calendar Section Type: Course

Description of Change: IBUS 466 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 466 Management of Multinational Corporations (3 credits)

(also listed as MANA 466)

Prerequisites:

The following courses must be completed previously: ~~COMM 222;~~
~~MARK 462 or IBUS 462--~~

Description :

This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MANA 466 may not take this course for credit.

Rationale:

The courses COMM 222 and MARK/IBUS 462 are replaced by COMM 227 and 211, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 466 Management of Multinational Corporations (3 credits)

(also listed as MANA 466)

Prerequisites:

The following courses must be completed previously: COMM 211 ,
COMM 227

Description :

This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MANA 466 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 471

Calendar Section Type: Course

Description of Change: IBUS 471 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 471 Topics in International Business (3 credits)

Prerequisites:

The following course must be completed previously: ~~MARK 462 or IBUS 462~~.

Description :

This course is intended primarily to provide an opportunity for more intensive study in one or more specific topics of international business.

The topic will vary according to the special interests of the professor and the students.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course and prerequisites relevant in each case are stated in the Undergraduate Class Schedule.

Rationale:

The course MARK/IBUS 462 is replaced by COMM 211 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 471 Topics in International Business (3 credits)

Prerequisites:

The following course must be completed previously: [COMM 211](#) .

Description :

This course is intended primarily to provide an opportunity for more intensive study in one or more specific topics of international business.

The topic will vary according to the special interests of the professor and the students.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course and prerequisites relevant in each case are stated in the Undergraduate Class Schedule.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 492

Calendar Section Type: Course

Description of Change: IBUS 492 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 492 Cross-Cultural Communications and Management (3 credits)

Prerequisites:

The following ~~course~~ must be completed previously: ~~MARK 462 or IBUS 462~~

Description :

This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics to be covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

Component(s):

Lecture

Notes :

Anti-requisite Courses : Students who have received credit for MARK 492 may not take this course for credit.

Rationale:

The course MARK/IBUS 462 is replaced by COMM 211 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 492 Cross-Cultural Communications and Management (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 211 , COMM 223

Description :

This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics to be covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

Component(s):

Lecture

Notes :

Anti-requisite Courses : Students who have received credit for MARK 492 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: IBUS 493

Calendar Section Type: Course

Description of Change: IBUS 493 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.80 International Business > International Business Courses

Type of Change: Course Change

Present Text (from 2021) calendar

IBUS 493 International Business Law (3 credits)

(also listed as MANA 493)

Prerequisites:

The following courses must be completed previously: COMM ~~315~~;
IBUS 466 or MANA 466 .

Description :

This course familiarizes business students with the principles of international private and public law that they may encounter in today's fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law, waste disposal and pollution issues; as well as the protection of intellectual property rights.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MANA 493 may not take this course for credit.

Rationale:

The course COMM 315 has been renumbered COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

IBUS 493 International Business Law (3 credits)

(also listed as MANA 493)

Prerequisites:

The following courses must be completed previously: COMM 316 ;
IBUS 466 or MANA 466 .

Description :

This course familiarizes business students with the principles of international private and public law that they may encounter in today's fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law, waste disposal and pollution issues; as well as the protection of intellectual property rights.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for MANA 493 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 341

Calendar Section Type: Course

Description of Change: MANA 341 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 341 Organization Theory and Design (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~222~~.

Description :

This course provides the student with a basis for understanding and critically examining complex organizations in contemporary society. Interrelationships among the social, cultural, and formal properties of organizations are examined and linked to contextual forces in the external environment. Emphasis is placed on the analysis of organizational systems for the purpose of improving integration, adaptation, survival, and effectiveness of organizations.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 222 is replaced by COMM 227 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 341 Organization Theory and Design (3 credits)

Prerequisites:

The following course must be completed previously: COMM 227 .

Description :

This course provides the student with a basis for understanding and critically examining complex organizations in contemporary society. Interrelationships among the social, cultural, and formal properties of organizations are examined and linked to contextual forces in the external environment. Emphasis is placed on the analysis of organizational systems for the purpose of improving integration, adaptation, survival, and effectiveness of organizations.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 343

Calendar Section Type: Course

Description of Change: MANA 343 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 343 Communication and Negotiation (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
COMM ~~222~~; or MANA 201 and MANA 202 .

Description :

This course focuses on the communication skills that lead to successful interaction with others in business settings. Topics include designing and delivering effective written and oral messages, communicating with internal and external stakeholders, negotiating, and resolving conflict. Pedagogical methods include in-class exercises, case studies, presentations, and report writing.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 222 is replaced by COMM 227 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 343 Communication and Negotiation (3 credits)

Prerequisites:

The following courses must be completed previously or concurrently:
COMM 227 ; or MANA 201 and MANA 202 .

Description :

This course focuses on the communication skills that lead to successful interaction with others in business settings. Topics include designing and delivering effective written and oral messages, communicating with internal and external stakeholders, negotiating, and resolving conflict. Pedagogical methods include in-class exercises, case studies, presentations, and report writing.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 366

Calendar Section Type: Course

Description of Change: MANA 366 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 366 Industrial Relations and Collective Bargaining (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~222~~.

Description :

This course provides a broad overview of the employee-employer relationship. It describes the interplay between the various actors of industrial relations: unions, employees, employers, government, and legislators. The course focuses on major labour-management issues and the day-to-day problems of negotiating and administering collective agreements.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 222 is replaced by COMM 227 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 366 Industrial Relations and Collective Bargaining (3 credits)

Prerequisites:

The following course must be completed previously: COMM 227

Description :

This course provides a broad overview of the employee-employer relationship. It describes the interplay between the various actors of industrial relations: unions, employees, employers, government, and legislators. The course focuses on major labour-management issues and the day-to-day problems of negotiating and administering collective agreements.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 390

Calendar Section Type: Course

Description of Change: MANA 390 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 390 Honours Seminar in Management I (3 credits)

Prerequisites:

The following courses must be completed previously: ~~at least~~ two 300-level MANA courses; COMM ~~315~~; MANA 341 ~~. The following course must be completed previously or concurrently:~~ MANA 420 . Enrolment in the ~~BComm~~ Honours in Management ~~program~~ is required.

Description :

This course provides students with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. In this applied learning experience, students select a topic related to their area of interest, design and complete an individual research project in collaboration with faculty supervisors, or managers in for-profit and/or non-profit organizations. Students give a poster presentation at the end of the term

Component(s):

Lecture

Notes :

Rationale:

The course COMM 315 is replaced by COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 390 Honours Seminar in Management I (3 credits)

Prerequisites:

The following courses must be completed previously: two 300-level MANA courses; COMM 316 ; MANA 341 ;and MANA 420 . Enrolment in the Honours in Management is required.

Description :

This course provides students with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. In this applied learning experience, students select a topic related to their area of interest, design and complete an individual research project in collaboration with faculty supervisors, or managers in for-profit and/or non-profit organizations. Students give a poster presentation at the end of the term

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 420

Calendar Section Type: Course

Description of Change: MANA 420 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 420 Management Research for Decision Making (3 credits)

Prerequisites:

The following courses must be completed previously: COMM ~~222~~;
COMM ~~215~~→

Description :

This course explains the relevance of management research for business and administrative decision making. Topics include conducting employee surveys, observational and interview methods, program evaluation, data analysis and interpretation, and the ethics of gathering information from human participants. Students evaluate the validity of reports of management research, learn to exercise caution in accepting research conclusions, and get hands-on experience with basic research techniques.

Component(s):

Lecture

Notes :

Rationale:

The courses COMM 215 and 222 are replaced by COMM 214 and 227, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 420 Management Research for Decision Making (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 214
COMM 227.

Description :

This course explains the relevance of management research for business and administrative decision making. Topics include conducting employee surveys, observational and interview methods, program evaluation, data analysis and interpretation, and the ethics of gathering information from human participants. Students evaluate the validity of reports of management research, learn to exercise caution in accepting research conclusions, and get hands-on experience with basic research techniques.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 443

Calendar Section Type: Course

Description of Change: MANA 443 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 443 Compensation and Benefits Management (3 credits)

Prerequisites:

The following course must be completed previously: ~~MANA 362~~.

Description :

This course provides a general knowledge of the concepts, design, methodology, management and administration of compensation and benefit programs within organizations. Major topics include job evaluation, knowledge based pay, pay for performance, alternative reward systems, government and employer provided benefit programs. The primary emphasis is on the design of appropriate policies and programs and how these can help support organizational objectives and strategies.

Component(s):

Lecture

Notes :

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 443 Compensation and Benefits Management (3 credits)

Prerequisites:

The following course must be completed previously: [COMM 229](#) .

Description :

This course provides a general knowledge of the concepts, design, methodology, management and administration of compensation and benefit programs within organizations. Major topics include job evaluation, knowledge based pay, pay for performance, alternative reward systems, government and employer provided benefit programs. The primary emphasis is on the design of appropriate policies and programs and how these can help support organizational objectives and strategies.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 444

Calendar Section Type: Course

Description of Change: MANA 444 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 444 Training and Development (3 credits)

Prerequisites:

The following course must be completed previously: ~~MANA 362~~.

Description :

Topics covered in this course include how training needs are assessed, how effective training programs are designed, how to ensure that learning achieved in training is transferred to the work, and how training programs are evaluated. Emerging issues such as career management and mentoring programs are discussed.

Component(s):

Lecture

Notes :

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 444 Training and Development (3 credits)

Prerequisites:

The following course must be completed previously: [COMM 229](#)

Description :

Topics covered in this course include how training needs are assessed, how effective training programs are designed, how to ensure that learning achieved in training is transferred to the work, and how training programs are evaluated. Emerging issues such as career management and mentoring programs are discussed.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 445

Calendar Section Type: Course

Description of Change: MANA 445 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 445 Health and Safety Management (3 credits)

Prerequisites:

The following course must be completed previously: ~~MANA 362~~.

Description :

This course examines the critical aspects of health and safety administration within organizations. It provides a brief overview of the relevant legislation and focuses upon prevention, causes, detection, intervention, reintegration, epidemiological and clinical investigation, and health development. Physical and psychological aspects of health and safety are examined.

Component(s):

Lecture

Notes :

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 445 Health and Safety Management (3 credits)

Prerequisites:

The following course must be completed previously: [COMM 229](#).

Description :

This course examines the critical aspects of health and safety administration within organizations. It provides a brief overview of the relevant legislation and focuses upon prevention, causes, detection, intervention, reintegration, epidemiological and clinical investigation, and health development. Physical and psychological aspects of health and safety are examined.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 446

Calendar Section Type: Course

Description of Change: MANA 446 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 446 Workplace Planning and Staffing (3 credits)

Prerequisites:

The following course must be completed previously: ~~MANA 362~~.

Description :

This course is designed to introduce the conceptual and analytical tools needed to staff organizations effectively with qualified employees.

Topics include planning, job analysis, legal issues, recruitment, selection methods, and techniques for developing valid and reliable selection procedures. Both the strategic needs of the organization and the legal environment of contemporary organizations in Quebec and Canada are addressed.

Component(s):

Lecture

Notes :

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 446 Workplace Planning and Staffing (3 credits)

Prerequisites:

The following course must be completed previously: [COMM 229](#)

Description :

This course is designed to introduce the conceptual and analytical tools needed to staff organizations effectively with qualified employees.

Topics include planning, job analysis, legal issues, recruitment, selection methods, and techniques for developing valid and reliable selection procedures. Both the strategic needs of the organization and the legal environment of contemporary organizations in Quebec and Canada are addressed.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 447

Calendar Section Type: Course

Description of Change: MANA 447 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 447 Leadership and Motivation (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~222~~.

Description :

This course is designed to familiarize students with current research and theory on motivation and leadership, and their synergy and application in a work context. Implications for the design of reward systems and leader development are addressed. Class activities include student presentations, small group discussions, exercises, cases, and simulations.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 222 is replaced by COMM 227 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 447 Leadership and Motivation (3 credits)

Prerequisites:

The following course must be completed previously: COMM 227 .

Description :

This course is designed to familiarize students with current research and theory on motivation and leadership, and their synergy and application in a work context. Implications for the design of reward systems and leader development are addressed. Class activities include student presentations, small group discussions, exercises, cases, and simulations.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 463

Calendar Section Type: Course

Description of Change: MANA 463 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 463 Strategic Human Resource Management (3 credits)

Prerequisites:

The following courses must be completed previously: ~~MANA 341~~; ~~MANA 362~~; two of ~~MANA 443~~, ~~MANA 444~~, MANA 446 .

Description :

This course is a final-year integrative seminar for Human Resource Management Majors. It focuses on the philosophies underlying current human resource management principles and policies and the processes of their implementation. The course utilizes cases to integrate human resource management areas such as recruitment, selection, training, performance appraisal, compensation, and benefits administration.

Component(s):

Lecture

Notes :

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 463 Strategic Human Resource Management (3 credits)

Prerequisites:

The following courses must be completed previously: **COMM 229** ; **MANA 341**; and **any** two of **the following**: **MANA 443**, **MANA 444**, **MANA 446** .

Description :

This course is a final-year integrative seminar for Human Resource Management Majors. It focuses on the philosophies underlying current human resource management principles and policies and the processes of their implementation. The course utilizes cases to integrate human resource management areas such as recruitment, selection, training, performance appraisal, compensation, and benefits administration.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 466

Calendar Section Type: Course

Description of Change: MANA 466 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 466 Management of Multinational Corporations (3 credits)
(also listed as IBUS 466)

Prerequisites:

The following courses must be completed previously: ~~COMM 222;~~
~~IBUS 462 or MARK 462--~~

Description :

This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 466 may not take this course for credit.

Rationale:

The courses COMM 222 and IBUS/MARK 462 are replaced by COMM 227 and 211, respectively, due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 466 Management of Multinational Corporations (3 credits)
(also listed as IBUS 466)

Prerequisites:

The following courses must be completed previously: COMM 211,
COMM 227.

Description :

This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 466 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 477

Calendar Section Type: Course

Description of Change: MANA 477 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 477 Real Estate Law (3 credits)

Prerequisites:

The following course must be completed previously: ~~COMM 315~~

Description :

This course introduces students to the basics of Canada's legal system as it pertains to the real estate industry. It covers major areas of real estate law including real property rights, property ownership, real estate transactions, contracts, leases, mortgages and the regulation of real estate brokerage. This course may include topics such as land zoning, urban planning, environmental issues, and other issues associated with real estate development and management.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 315 is replaced by COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 477 Real Estate Law (3 credits)

Prerequisites:

The following course must be completed previously: COMM 316

Description :

This course introduces students to the basics of Canada's legal system as it pertains to the real estate industry. It covers major areas of real estate law including real property rights, property ownership, real estate transactions, contracts, leases, mortgages and the regulation of real estate brokerage. This course may include topics such as land zoning, urban planning, environmental issues, and other issues associated with real estate development and management.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 478

Calendar Section Type: Course

Description of Change: MANA 478 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 478 Entrepreneurial Company Law (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~315~~.

Description :

Since many business enterprises are operated as corporations, it is important to familiarize students with the legal aspects involved in creating and managing a corporation. This course is aimed at both students who wish to set up new business enterprises and at those who wish to manage existing businesses effectively. Students study the legal process through which a corporation is set up, and examine strategically important issues relating to the control and voting of shares, unanimous shareholders' agreements, the duties and liabilities of shareholders, directors, and officers, the sale of shares and the protections provided by law to minority shareholders. The Canada Business Corporations Act (C.B.C.A.) along with other related laws, actual court cases and sample legal documents are studied.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 315 is replaced by COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 478 Entrepreneurial Company Law (3 credits)

Prerequisites:

The following course must be completed previously: COMM 316

Description :

Since many business enterprises are operated as corporations, it is important to familiarize students with the legal aspects involved in creating and managing a corporation. This course is aimed at both students who wish to set up new business enterprises and at those who wish to manage existing businesses effectively. Students study the legal process through which a corporation is set up, and examine strategically important issues relating to the control and voting of shares, unanimous shareholders' agreements, the duties and liabilities of shareholders, directors, and officers, the sale of shares and the protections provided by law to minority shareholders. The Canada Business Corporations Act (C.B.C.A.) along with other related laws, actual court cases and sample legal documents are studied.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 479

Calendar Section Type: Course

Description of Change: MANA 479 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 479 Employment Law (3 credits)

Prerequisites:

The following course must be completed previously: COMM ~~315~~.

Description :

This course familiarizes students with important legal issues associated with labour management through the study of the laws and relevant court cases dealing with the rights and obligations of employers and employees, labour standards, certification of unions, strikes, lock outs, grievances, and arbitration. This course focuses primarily on the labour laws of Quebec, while examining Canadian labour issues.

Component(s):

Lecture

Notes :

Rationale:

The course COMM 315 is replaced by COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 479 Employment Law (3 credits)

Prerequisites:

The following course must be completed previously: COMM 316

Description :

This course familiarizes students with important legal issues associated with labour management through the study of the laws and relevant court cases dealing with the rights and obligations of employers and employees, labour standards, certification of unions, strikes, lock outs, grievances, and arbitration. This course focuses primarily on the labour laws of Quebec, while examining Canadian labour issues.

Component(s):

Lecture

Notes :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 493

Calendar Section Type: Course

Description of Change: MANA 493 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 493 International Business Law (3 credits)

(also listed as IBUS 493)

Prerequisites:

The following courses must be completed previously: COMM ~~315~~;
MANA 466 or IBUS ~~466~~.

Description :

This course familiarizes business students with the principles of international private and public law that they may encounter in today's fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law, waste disposal and pollution issues; as well as the protection of intellectual property rights.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 493 may not take this course for credit.

Rationale:

The course COMM 315 is replaced by COMM 316 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 493 International Business Law (3 credits)

(also listed as IBUS 493)

Prerequisites:

The following courses must be completed previously: COMM 316 ;
MANA 466 or IBUS 466.

Description :

This course familiarizes business students with the principles of international private and public law that they may encounter in today's fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law, waste disposal and pollution issues; as well as the protection of intellectual property rights.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 493 may not take this course for credit.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MANA 498

Calendar Section Type: Course

Description of Change: MANA 498 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MANA 498 Special Topics in Human Resource Management (3 credits)

Prerequisites:

The following courses must be completed previously: ~~MANA 362~~; two of MANA ~~443~~, MANA ~~444~~, MANA ~~446~~.

Description :

This course is intended to complement and supplement human resource management (HRM) courses taken previously or concurrently. It offers flexibility in content that enables an emphasis on contemporary HRM literature and issues.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course and prerequisites relevant in each case are stated in the Undergraduate Class Schedule.

Rationale:

The course MANA 362 is replaced by COMM 229 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details.

Resource Implications:

None

Proposed Text

MANA 498 Special Topics in Human Resource Management (3 credits)

Prerequisites:

The following courses must be completed previously: COMM 229 ; and any two of the following: MANA 443, MANA 444, MANA 446.

Description :

This course is intended to complement and supplement human resource management (HRM) courses taken previously or concurrently. It offers flexibility in content that enables an emphasis on contemporary HRM literature and issues.

Component(s):

Lecture

Notes :

Other note : Specific topics for this course and prerequisites relevant in each case are stated in the Undergraduate Class Schedule.

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MARK 465

Calendar Section Type: Course

Description of Change: MARK 465 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Marketing Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MARK 465 International Marketing Management (3 credits)

(also listed as IBUS 465)

Prerequisites:

The following ~~course~~ must be completed previously: ~~MARK 462 or IBUS 462~~.

Description :

This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students will execute a project directed to a selected part of the world.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 465 may not take this course for credit.

Other note : ~~It is strongly recommended that students take MARK 302 and MARK 305 before enrolling in this course.~~

Rationale:

The course MARK 462 is replaced by COMM 211 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details. The revised prerequisite is the same as that of IBUS 465 to ensure that students have completed both COMM 211 – Global Business Management and COMM 223 before taking this course.

Resource Implications:

None

Proposed Text

MARK 465 International Marketing Management (3 credits)

(also listed as IBUS 465)

Prerequisites:

The following **courses** must be completed previously: **COMM 211 , COMM 223** .

Description :

This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students will execute a project directed to a selected part of the world.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 465 may not take this course for credit.

Other note :

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: BComm Program Core Revision

Calendar Section Name: MARK 492

Calendar Section Type: Course

Description of Change: MARK 492 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2023/2024/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2023

Path: Undergraduate > 2022-2023 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.100 Department of Marketing > Marketing Courses

Type of Change: Course Change

Present Text (from 2021) calendar

MARK 492 Cross-Cultural Communications and Management (3 credits)

(also listed as IBUS 492)

Prerequisites:

The following ~~course~~ must be completed previously: ~~MARK 462 or IBUS 462~~.

Description :

This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 492 may not take this course for credit.

Other note : It is strongly recommended that students take MARK 302 and MARK 305 before enrolling in this course.

Rationale:

The course MARK 462 is replaced by COMM 211 due to the revision of the core component of the Bachelor of Commerce program. Refer to the proposal for details. The revised prerequisite is the same as that of IBUS 492 to ensure that students have completed both COMM 211 – Global Business Management and COMM 223 before taking this course.

Resource Implications:

None

Proposed Text

MARK 492 Cross-Cultural Communications and Management (3 credits)

(also listed as IBUS 492)

Prerequisites:

The following courses must be completed previously: COMM 211, COMM 223 .

Description :

This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for IBUS 492 may not take this course for credit.

Other note : It is strongly recommended that students take MARK 302 and MARK 305 before enrolling in this course.

Impact Report

Programs

Certificate in Business Studies

Source of Impact

- COMM 205
- COMM 217
- COMM 223
- COMM 225

Honours in Finance

Source of Impact

- FINA 385
- FINA 395

Honours in Management

Source of Impact

- JMSB Core
- MANA 341
- MANA 343
- MANA 390
- MANA 420
- MANA 478

Major in Accountancy

Source of Impact

- JMSB Core

Major in Business Technology Management

Source of Impact

- JMSB Core

Major in Finance

Source of Impact

- FINA 385
- FINA 395

Major in Human Resource Management

Source of Impact

- JMSB Core
- MANA 341
- MANA 366
- MANA 420
- MANA 443
- MANA 444
- MANA 445

- MANA 446
- MANA 463
- MANA 479

Major in International Business

Source of Impact

- IBUS 466
- IBUS 492

Major in Management

Source of Impact

- IBUS 492
- MANA 341
- MANA 420

Major in Supply Chain Operations Management

Source of Impact

- BSTA 450
- JMSB Core

Minor in Assurance, Fraud Prevention and Investigative Services

Source of Impact

- ACCO 455

Minor in Business Studies

Source of Impact

- COMM 205
- COMM 217
- COMM 223
- COMM 225

Minor in Data Intelligence

Source of Impact

- BSTA 445
- BSTA 450
- BSTA 477
- BSTA 478

Minor in Entrepreneurship

Source of Impact

- MANA 447
- MANA 478

Minor in Finance

Source of Impact

- FINA 385
- FINA 395

Minor in Financial Reporting

Source of Impact

- ACCO 355

Minor in Human Resource Management

Source of Impact

- MANA 443
- MANA 444
- MANA 446
- MANA 463
- MANA 498

Minor in Information Systems Audit and Risk Management

Source of Impact

- ACCO 455

Minor in International Business

Source of Impact

- IBUS 370
- IBUS 382
- IBUS 465
- IBUS 466
- IBUS 471
- IBUS 492
- IBUS 493

Minor in Management

Source of Impact

- MANA 341
- MANA 420

Minor in Quantitative Finance and Insurance

Source of Impact

- FINA 395

Minor in Real Estate

Source of Impact

- FINA 310
- FINA 320
- FINA 420
- MANA 477

Specialization in Actuarial Mathematics/Finance

Source of Impact

- FINA 385
- FINA 395

Specialization in Mathematical and Computational Finance

Source of Impact

- FINA 385
- FINA 395

Defined Groups

BComm Honours in Accountancy

Source of Impact

- JMSB Core

BComm Honours in Finance

Source of Impact

- JMSB Core

BComm Honours in Management

Source of Impact

- Honours in Management
- JMSB Core
- MANA 341
- MANA 343
- MANA 390
- MANA 420
- MANA 478

BComm Major in Accountancy

Source of Impact

- JMSB Core

BComm Major in Business Technology Management

Source of Impact

- JMSB Core

BComm Major in Economics

Source of Impact

- JMSB Core

BComm Major in Finance

Source of Impact

- FINA 385
- FINA 395
- JMSB Core

BComm Major in Human Resource Management

Source of Impact

- JMSB Core
- MANA 341
- MANA 366
- MANA 420
- MANA 443
- MANA 444

- MANA 445
- MANA 446
- MANA 463
- MANA 479
- Major in Human Resource Management

BComm Major in International Business

Source of Impact

- IBUS 466
- IBUS 492
- JMSB Core
- Major in International Business

BComm Major in Management

Source of Impact

- IBUS 492
- JMSB Core
- MANA 341
- MANA 420

BComm Major in Marketing

Source of Impact

- JMSB Core

BComm Major in Supply Chain Operations Management

Source of Impact

- BSTA 450
- JMSB Core

Bachelor of/Baccalaureate in Administration (BAdmin)

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)
- JMSB Core

Bachelor of/Baccalaureate in Commerce (BComm)

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm) Double Major
- JMSB Core
- Major in Human Resource Management
- Major in International Business

Bachelor of/Baccalaureate in Commerce (BComm) Double Major

Source of Impact

- JMSB Core
- Major in Human Resource Management
- Major in International Business

Certificate in Accountancy Admission Requirements

Source of Impact

- COMM 217
- COMM 305

JMSB Core

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)
- COMM 205
- COMM 217
- COMM 223
- COMM 225
- COMM 226
- COMM 305
- COMM 320
- COMM 401

Major in International Business Group A

Source of Impact

- IBUS 370
- IBUS 382
- IBUS 465
- IBUS 471
- IBUS 493

Management Elective Group For Non-Business Students

Source of Impact

- MANA 343
- Minor in Business Studies

Marketing Elective Group for Non-Business Students

Source of Impact

- Minor in Business Studies

Minor in Information Systems Audit and Risk Management

Source of Impact

- ACCO 455

Other Industrial Engineering Elective Courses

Source of Impact

- BSTA 478

Recreation Administration Group

Source of Impact

- MANA 343

The Basics of Business Elective Group

Source of Impact

- Minor in Business Studies

Courses

ACCO 240

Source of Impact

- COMM 305

ACCO 310

Source of Impact

- COMM 305

ACCO 330

Source of Impact

- COMM 305

ACCO 340

Source of Impact

- COMM 217

ACCO 350

Source of Impact

- COMM 226
- COMM 305

ACCO 355

Source of Impact

- COMM 305

ACCO 360

Source of Impact

- COMM 305

ACCO 365

Source of Impact

- COMM 217

ACCO 435

Source of Impact

- COMM 401

ACCO 455

Source of Impact

- COMM 217

BTM 380

Source of Impact

- COMM 226

BTM 382

Source of Impact

- COMM 226

BTM 387

Source of Impact

- COMM 226

BTM 430

Source of Impact

- COMM 225
- COMM 226

BTM 440

Source of Impact

- COMM 226

BTM 480

Source of Impact

- COMM 225
- COMM 226

COMM 210

Source of Impact

- COMM 205

COMM 211 New

Source of Impact

- COMM 205

COMM 213 New

Source of Impact

COMM 214 New

Source of Impact

COMM 216 New

Source of Impact

- COMM 205

COMM 219 New

Source of Impact

- COMM 205

COMM 221 New

Source of Impact

COMM 222

Source of Impact

- COMM 205

COMM 223

Source of Impact

- COMM 205

COMM 225

Source of Impact

- COMM 205

COMM 227 New

Source of Impact

- COMM 205

COMM 229 New

Source of Impact

COMM 305

Source of Impact

- COMM 217

COMM 308

Source of Impact

- COMM 217

COMM 309 New

Source of Impact

- COMM 217

COMM 316 New

Source of Impact

COMM 320

Source of Impact

- COMM 223
- COMM 305

COMM 401

Source of Impact

- COMM 225
- COMM 226
- COMM 320

FINA 370

Source of Impact

- IBUS 370

FINA 382

Source of Impact

- IBUS 382
- IBUS 471

FINA 385

Source of Impact

- COMM 320

FINA 395

Source of Impact

- FINA 385

FINA 402

Source of Impact

- FINA 385
- FINA 395

FINA 405

Source of Impact

- FINA 385
- FINA 395

FINA 408

Source of Impact

- FINA 385
- FINA 395

FINA 409

Source of Impact

- FINA 385
- FINA 395

FINA 410

Source of Impact

- FINA 385
- FINA 395

FINA 411

Source of Impact

- FINA 385
- FINA 395

FINA 412

Source of Impact

- FINA 385
- FINA 395

FINA 415

Source of Impact

- FINA 385
- FINA 395

FINA 416

Source of Impact

- FINA 385
- FINA 395

FINA 421

Source of Impact

- FINA 385
- FINA 395

FINA 470

Source of Impact

- FINA 370
- FINA 385
- FINA 395
- IBUS 370

FINA 481

Source of Impact

- FINA 385
- FINA 395

FINA 482

Source of Impact

- FINA 382
- IBUS 382
- IBUS 471

IBUS 370

Source of Impact

- FINA 370

IBUS 382

Source of Impact

- FINA 382
- IBUS 471

IBUS 462

Source of Impact

- COMM 223

IBUS 465

Source of Impact

- COMM 223
- MARK 465

IBUS 466

Source of Impact

- MANA 466

IBUS 492

Source of Impact

- MARK 492

IBUS 493

Source of Impact

- IBUS 466
- MANA 466
- MANA 493

MACF 301

Source of Impact

- FINA 385

MACF 401

Source of Impact

- FINA 385

MANA 390

Source of Impact

- Honours in Management
- MANA 341
- MANA 420

MANA 451

Source of Impact

- COMM 320

MANA 461

Source of Impact

- COMM 401

MANA 463

Source of Impact

- MANA 341
- MANA 443
- MANA 444
- MANA 446

MANA 466

Source of Impact

- IBUS 466

MANA 480

Source of Impact

- COMM 320

MANA 481

Source of Impact

- COMM 401

MANA 482

Source of Impact

- COMM 320

MANA 490

Source of Impact

- MANA 390
- MANA 420
- MANA 478

MANA 493

Source of Impact

- IBUS 466
- IBUS 493
- MANA 466

MANA 498

Source of Impact

- MANA 443
- MANA 444
- MANA 446

MANA 499

Source of Impact

- MANA 498

MARK 302

Source of Impact

- COMM 223

MARK 305

Source of Impact

- COMM 223

MARK 444

Source of Impact

- COMM 223

MARK 451

Source of Impact

- COMM 223

MARK 452

Source of Impact

- COMM 223

MARK 453

Source of Impact

- COMM 223

MARK 454

Source of Impact

- COMM 223

MARK 457

Source of Impact

- COMM 223

MARK 458

Source of Impact

- COMM 223

MARK 462

Source of Impact

- COMM 223

MARK 463

Source of Impact

- COMM 223

MARK 465

Source of Impact

- IBUS 465

MARK 485

Source of Impact

- COMM 223

MARK 486

Source of Impact

- COMM 223

MARK 491

Source of Impact

- COMM 223

MARK 492

Source of Impact

- IBUS 492

MARK 493

Source of Impact

- COMM 223

SCOM 361

Source of Impact

- COMM 225

SCOM 363

Source of Impact

- COMM 225

SCOM 374

Source of Impact

- COMM 225

SCOM 491

Source of Impact

- COMM 225

SCOM 492

Source of Impact

- BSTA 450

SCOM 498

Source of Impact

- BSTA 450

Regulations

3. Major Programs

Source of Impact

- JMSB Core

4. Minor Programs

Source of Impact

- JMSB Core

C.Edge (Career Edge) Option

Source of Impact

- Major in Human Resource Management
- Major in International Business

Certificate and Minor in Business Studies

Source of Impact

- Certificate in Business Studies
- Minor in Business Studies

Co-operative Education Format

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)
- Major in Human Resource Management
- Major in International Business

John Molson School of Business Programs

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)
- Certificate in Business Studies
- Certificate in Foundations for Business
- Honours in Management
- Major in Human Resource Management
- Major in International Business
- Minor in Business Studies
- Minor in Human Resource Management
- Minor in International Business

Notes

Source of Impact

- Minor in Business Studies

Notes

Source of Impact

- FINA 385
- FINA 395

Notes

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm) Double Major

Notes

Source of Impact

- Management Elective Group For Non-Business Students
- Minor in Business Studies

Notes

Source of Impact

- Major in Human Resource Management

Notes

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)
- Bachelor of/Baccalaureate in Commerce (BComm) Double Major

Notes

Source of Impact

- Certificate in Business Studies
- Minor in Business Studies

Objectives of the Regulations

Source of Impact

- Minor in Business Studies

Program Objectives

Source of Impact

- Major in International Business

Programs

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

Section 61.21.2 The Bachelor of/Baccalaureate in Commerce

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

The Co-op Program

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

The Co-op Program

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

The Co-op Program

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

The Co-op Program

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

Undergraduate Degree Programs

Source of Impact

- Bachelor of/Baccalaureate in Commerce (BComm)

Other Units

Addition of COMM 211 to JMSB Core requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 213** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 214** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 216** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 219** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 221** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 227** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 229** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 309** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 316** to **JMSB Core** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **ECON 203** to **COMM 205** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **COMM 214** to **BSTA 445** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 214** to **BSTA 477** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 221** to **FINA 385** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 309** to **FINA 385** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 227** to **MANA 343** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 211** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 213** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 214** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 216** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 221** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 227** to **Certificate in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 205** to **Certificate in Foundations for Business** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 211** to **Certificate in Foundations for Business** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 211** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 213** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 214** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 216** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 221** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **COMM 227** to **Minor in Business Studies** requirement

Source of other unit Impact

- Course is housed in Section 61.35 John Molson School of Business Courses

Addition of **FINA 230** to **The Basics of Business Elective Group** requirement

Source of other unit Impact

- Course is housed in Section 61.70 Department of Finance

Addition of **ECON 201** to **COMM 211** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **ECON 203** to **COMM 211** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **IBUS 462** to **COMM 211** requirement

Source of other unit Impact

- Course is housed in Section 61.80 International Business

Addition of **MARK 462** to **COMM 211** requirement

Source of other unit Impact

- Course is housed in Section 61.100 Department of Marketing

Addition of **ECON 201** to **COMM 213** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **MATH 208** to **COMM 214** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **MATH 209** to **COMM 214** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **ECON 201** to **COMM 221** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **ECON 203** to **COMM 221** requirement

Source of other unit Impact

- Course is housed in Section 31.080 Department of Economics

Addition of **MANA 201** to **COMM 229** requirement

Source of other unit Impact

- Course is housed in Section 61.90 Department of Management

Addition of **MANA 202** to **COMM 229** requirement

Source of other unit Impact

- Course is housed in Section 61.90 Department of Management

Addition of **MANA 362** to **COMM 229** requirement

Source of other unit Impact

- Course is housed in Section 61.90 Department of Management

Appendix

Appendix 1: Committee Activities

Main Committee Members and Meeting Dates.

- Members

Table A1.1. Members of the Undergraduate Curriculum Revision Committee

Name	Department	Period
Dr. Suchit Ahuja	Department of SCBTM	September 19, 2019 – December 31, 2020
Dr. Sophie Audousset-Coulier	Department of Accountancy	September 19, 2019 – December 31, 2020
Dr. Stéphane Brutus	Human Resource Management major	July 1, 2020 – December 31, 2020
Dr. Yu-Ping Chen	Human Resource Management major	September 19, 2019 – June 20, 2020
Mr. Demetre Christopoulos	Student representative	July 1, 2020 – December 31, 2020
Dr. Frederick Davis	Department of Finance	September 19, 2019 – January 20, 2020
Dr. Alexandra Dawson	Department of Management	January 20, 2020 – December 31, 2020
Dr. Mehdi Farashahi	International Business major	September 19, 2019 – December 31, 2020
Dr. Tieshan Li	Department of Marketing	July 1, 2020 – December 31, 2020
Dr. Jooseop Lim	Chair of the Committee	September 19, 2019 – December 31, 2020
Prof. Rosario Lo Raso	Part-time instructor representative	September 19, 2019 – July 25, 2020
Mr. Malcolm MacPhail (non-voting member)	Head Educational Technologist, Center for Instructional Technology	September 19, 2019 – June 20, 2020
Ms. Frédérica Martin (non-voting member)	Senior Advisor, Office of the Associate Dean and AACSB Accreditation	September 19, 2019 – December 31, 2020
Dr. Caroline Roux	Department of Marketing	September 19, 2019 – June 20, 2020
Dr. Rahul Ravi	Department of Finance	January 20, 2020 – December 31, 2020
Ms. Murielle Salari	Assistant to the Chair; Supporting the committee by taking minutes	September 19, 2019 – December 31, 2020
Ms. Angela Usas (non-voting member)	Manager, Assessment and Accreditation	September 19, 2019 – December 31, 2020
Dr. Rustam Vahidov	Department of SCBTM	September 19, 2019 – December 31, 2020
Ms. Marisa Yap	Student representative	September 19, 2019 – June 20, 2020

- Meeting Dates
 - January 22, 23, and 30, 2020
 - February 20, 2020
 - March 6, 2020

- April 9, 16, 21, 22, 28, and 30, 2020
- May 5, 7, 11, and 28 2020
- July 2, 15, and 31 2020
- August 20, 2020
- November 20, 2020

Sub-Committee Meetings.

Department	Members	Meeting Dates
Accountancy	Sophie Audousset-Coulier	October 8, 17, and 23, 2019
	Gail Fayerman	
	Matthaeus Tekathen	
	Marissa Yap (student)	
International Business	Frank Crooks (Management)	October 9 and 24, 2019; November 4, 2019
	Mehdi Farashahi (Management)	
	Arvind K. Jain (Finance)	
	Harold J. Simpkins (Marketing)	
	Romain Nicoli (VP Academic of JMIBA)	
Marketing	Iman El-Meniawy	October 21, 2019; November 4 and 8, 2019
	Tieshan Li	
	Caroline Roux	
	Alexandra Fillion (student)	
Human Resource Management	Stéphane Brutus	October 15 and 18, 2019; November 12, 2019
	Yu-Ping Chen	
	Alex Lefter	
	Caroline Di Vita (student)	
Finance	Frederick Davis	October 18 and 25 2019; November 11, 2019
	M. Loutchkine (student)	
	Gregory Lypny	
	David Newton	
Management	Ron Abraira	October 11 and 30, 2019; November 8 and 14, 2019; January 15 and 21, 2020; March 11, 2020
	Yu-Ping Chen	
	Alexandra Dawson	
	Linda Dyer	
	Yu-Chan Hsu	
	Shannon Lloyd	
	Rajshree Prakash	
	Jisun Yu	
Supply Chain and Business Technology Management	Suchit Ahuja	October 20, 2019; November 6 and 13, 2019; May 4, 2020 (Supply Chain only); April 23, 2020 (BTM only);
	Sonia Benghiat	
	Satyaveer Chauhan	
	Dale Doreen	
	Salim Lahmiri	
	Tak Mak	
	Danielle Morin	

	Fassil Nebebe	April 28, 2020; May 6, 2020; July 13, 2020 (Analytics only)
	Raafat Saade	
	Ahmet Satir	
	Rustam Vahidov	
	Raul Valverde	

Appendix 2: BComm Core Curriculum Map

Table A2.1. A Curriculum Map: Introduction and Reinforcement of Learning Goals across Core Courses

Courses	Learning Goals						
	Apply evidence-based approach(es) to decision making	Communicate effectively, both orally and in writing	Interact with others effectively, in accordance with principles of organizational behavior	Make ethical and responsible decisions considering people, environment, society and legal obligations	Develop an entrepreneurial business idea	Explain the role of innovation and apply innovative methods in an organization	Analyze global factors and their impact on organizations
COMM 205 Business Communication (3)		I	I				
COMM 211 Global Business Environment (3)		R		I			I
COMM 213 Computing and Visualization Tools for Business Analytics (1.5)	I	R					
COMM 214 Business Analytics (3)	I	R					
COMM 216 Ethics, Business Sustainability, and Social Responsibility (1.5)				I			
COMM 217 Financial Accounting (3)		R		R			R
COMM 219 Innovation Management (1.5)					I	I	R
COMM 221 Financial Markets (3)	R			R			R
COMM 223 Marketing Management (3)	R	R	R	R	R	R	R
COMM 225 Production and Operations Management (3)	R						R
COMM 226 Business Technology Management (3)				R			
COMM 227 Interpersonal and Critical Thinking Skills (3)		R	I	R			
COMM 229 Managing People in Organizations (3)	R	R	I	R			
COMM 305 Managerial Accounting (3)	R	R		R			
COMM 309 Business Finance (3)				R			
COMM 316 Business Law and Ethics (1.5)				R			
COMM 320 Entrepreneurship (3)	R	R	R	R	R	R	R
COMM 401 Strategic Management (3)	R	R		R		R	R

I= Course introduces core goal and objectives

R= Course reinforces core goal and objectives

Appendix 3: A Focus Group Interview Summary

Meeting of October 10, 2019

Present: Five alumni and three members of JMSB

Alumni included graduates from BComm Management, Marketing, Finance and 2 from MIS. The alumni currently held positions as consultants, managers, and HR professionals.

JMSB representatives included: Associate Dean, Undergraduate programs; Senior Advisor, Academic Programs & Development; Director, JMSB Career Management Services

The purpose of the Focus Group interview was for JMSB to identify the types of competencies industry is looking for in a JMSB graduate. The group was asked to focus on the competencies that are required of entry-level students.

The main feedback that emerged:

Tech savviness and software knowledge

Regardless of the field, tech savviness is a requirement. In consulting, SAP is a popular software, as well as ACCESS and Excel. Older executives ask for Excel skills from new hires, as they are not proficient in that software themselves.

Tech – companies are looking to new hires to lead the charge on these topics, as millennials are supposed to be well versed and interested in this area. This is an opportunity for our students to have a good edge.

The question of whether JMSB is responsible to train students to think or to use a tool was raised. The reality is that issues of knowledge regarding how to use software seem to have become of concern in industry, and students in turn are requesting to learn how to use software. It was felt that the real issue was how to integrate software use in courses. It cannot be assumed that students know how to use software to complete an assignment.

One observation made is that the curriculum is currently designed in such a way that students are expecting to be hand-fed. While they are used to executing, they do not seem to be able to strategize. Each industry is also somewhat different: some will hire a graduate for their critical thinking skills and will invest to develop their talents, but others expect students to have certain specific skills. Industry is in a transition period and students should be aware of that.

In Marketing - graduates are taught theory. Industry needs applied knowledge with software such as Photoshop, emailing software, Illustrator (not only branding and product marketing). The strategy work will be 6 or 7 years into their career, not at entry-level positions.

What industry seems to require currently are:

- Mid-level Excel: the other components of Excel such as data visualization is also important and is lacking in training as well.
- Tableau and Power BI
- Microsoft Teams or Slack

Communication Skills

Although it is the first class in the program, it is never brought back in other courses. Case studies courses could be helpful, such as on how to send emails, how to negotiate, and how to communicate.

It was observed that people with business backgrounds struggle with presenting ideas succinctly. This observation was not shared by everyone, as others believed JMSB students are good at **public speaking** given that every class demands presentations.

When presenting, if someone asks or says something in your audience, one must acknowledge/respond. Many do not as they are not well prepared. It was said that Engineering students are better prepared at interview and are more successful in their companies than business students. This is because they are better trained in process-oriented tasks and are able to break things down.

In some industries, **storyboarding** is essential. Clients attribute value on how they perceive the content more than the content itself. PowerPoint skills, namely how to visually present ideas and organize thoughts is crucial.

Strategy class, presentations, how to structure problems, and case competitions are very important – students who graduate having participated in case competitions are much more prepared for industry than the ones who did not partake in these experiences.

Autonomy & Responsibility

Students are not becoming independent as quickly as they could be.

Organizational skills seem to be lacking. Students who have done an internship are more successful at mastering these, such as managing their time adequately.

Case studies courses: in most of these classes, all details are given to the students, which does not allow students to go outside the scope. They need to be more open-ended, know what the trends are, the guiding topics. Also, focusing on **implementation**.

In group projects, instead of having the entire group responsible for everything, each member should bear responsibility for his/her own part/module. This gives students ownership of their part.

It is not expected for fresh graduates to manage projects as such experience is often acquired “on the job”. Within the program, the projects are too structured and in accordance with a specific grading scheme. Criteria for evaluation are set out and expectations are clear. As a result, students are not given the opportunity to take ownership of a project or to be creative.

However, training and education about the mechanics of project management in school could be useful. Industry is increasingly attributing importance to this. Acquiring knowledge of tools such as **SCRUM**, as well as **TRELLO** would be helpful.

Basic coding

Although not a necessity, basic knowledge of language scripts such as **Python, Ruby and Java**. is useful. It is fast becoming the liaison between data scientists and different groups. Although the language is not important, understanding how to build algorithms may be easier to teach than an actual language.

Cross-functional knowledge

An understanding of cross-functional dynamics understanding is important but is not typically required of entry-level positions.

Team work

This skill is considered very important – group projects are crucial. Each member has equal power, with no supervisor, in the team projects, which is different from realities. There are supervisors and hierarchy in the real organizations. Students must learn how to resolve issues on their own.

Important for JMSB now: corporate responsibility and ethics. Any challenges?

In some industries, training is given and the company is subsequently rated by the Business Conduct Guidelines (BCG). At a higher level, business ethics and corporate/social responsibility are now increasingly expected.

Understanding **Supply Chain** – going beyond that – understanding how to track.

Sustainability: there should be more than one course. This theme should be found in the core courses as well. Those interested will have to go to UQAM or HEC to complete their education. It is important to develop this in students.

International business/globalization

The major is very vague, even in its structure. Students in the major are usually those who return to their home country upon graduation. Most work in the import/export industry. The curriculum should include logistics (part of supply chain). APSS should be a component of it as well.

Note: cultural idiosyncrasies should be added to the major, we teach students about other cultures but the major is populated mainly with international business and we do not teach them about North American idiosyncrasies. As we work more and more with a multicultural work force, it is important to understand different cultures. Job postings rarely request an international major, except for Quebec government international delegates, which are required to have either a political science bachelor or a major in international business.

Student involvement

It was offered that students must be encouraged to involve themselves in student associations, internships, exchange programs, cooperative education, and volunteering opportunities as these are what differentiate them from the other graduates who may have better grades but no involvement.

Appendix 4: Comparison with Other Business Schools

Table A4.1. Credit-requirements of Business Schools in Québec (Current BComm structure)

		JMSB		Desautels	UQAM	HEC	U. Laval
		Current	Proposed				
Required Core Course Credits		42/90	48/90	36/90	54/90	54/90	39/90
Program structure	Core	42	48	36	63: 54 (core) + 9 (business electives)	54	45: 39 (Core) + 6 (business electives)
	Major	24	24	30	24	36	36
	Non-business electives	12	6	6			9
	Student's choice	12	12	18	3		

Table A4.2. Required Core Courses of the Main Business Schools in Quebec*

Course Number	Course Title	JMSB		Desautels	UQAM	HEC	U.Laval
		Current	Proposed				
COMM 205	Business Communication	√	√				
COMM 210	Contemporary Business Thinking	√			Mgmt	Mgmt	Mgmt
COMM 211	Global Business Environment		√	√	√	√	
COMM 213	Computing and Visualization Tools for Business Analytics		√				
COMM 215 / 214	Business Statistics / Business Analytics	√	√	√	√	√	√
COMM 216	Ethics, Business Sustainability, and Social Responsibility		√	√	√	√	
COMM 217	Financial Accounting	√	√	√	√	√	√
COMM 219	Innovation Management		√				
COMM 220 / 221	Analysis of Markets / Financial Markets	√	√	Macro; Mgrl Econ	Micro; Macro	Micro; Macro	Bus Econ; Financial Macro econ
COMM 222 / 227	Organizational Behaviour and Theory / Interpersonal and Critical Thinking Skills	√	√	√	√	√	√
COMM 223	Marketing Management	√	√	√	√	√	√
COMM 225	Production and Operations Management	√	√	√	√	√	√
COMM 226	Business Technology Management	√	√	√	√	√	√
COMM 229	Managing People in Organizations		√		√	√	
COMM 305	Managerial Accounting	√	√			√	√
COMM 308 / 309	Introduction to Finance / Business Finance	√	√	√	√	√	√
COMM 315 / 316	Business Law and Ethics	√	√		√	√	
COMM 320	Entrepreneurship	√	√			√	
COMM 401	Strategic Management	√	√	√	√	√	√

* Note: Red cells indicate that the university currently does not offer such a course

Table A4.3. Required Core Courses across Selected Business Schools in Canada*

Course Number (current / proposed)	Course Title	JMSB		Ottawa	Ryerson	York	Alberta	
		Current	Proposed				Required to all (18/120)	Required to most (18/120)
Required Course Credits		42/90	48/90	72/120	48/120	54/120	Require d to all (18/120)	Required to most (18/120)
COMM 205	Business Communication	√	√	√	√			
COMM 210	Contemporary Business Thinking	√		Mgmt		√	Mgmt	
COMM 211	Global Business Environment		√	√	√			
COMM 213	Computing and Visualization Tools for Business Analytics		√					
COMM 215 / COMM 214	Business Statistics / Business Analytics	√	√	2 courses	√		√	
COMM 216	Ethics, Business Sustainability, and Social Responsibility		√	√		√		
COMM 217	Financial Accounting	√	√	√	√	2 courses	√	
COMM 219	Innovation Management		√					
COMM 220 / COMM 221	Analysis of Markets / Financial Markets	√	√	Macro; Micro	Macro; Micro	Macro; Micro; App Macro		2 courses
COMM 222 / COMM 227	Organizational Behaviour and Theory / Interpersonal and Critical Thinking Skills	√	√	√		2 courses		
COMM 223	Marketing Management	√	√	√	√	√	√	
COMM 225	Production and Operations Management	√	√	√	√	√		√

COMM 226	Business Technology Management	√	√	√	√			
COMM 229	Managing People in Organizations		√	√	√			
COMM 305	Managerial Accounting	√	√	√	√	√		√
COMM 308 / COMM 309	Introduction to Finance / Business Finance	√	√	√	2 courses	√	√	
COMM 315 / COMM 316	Business Law and Ethics	√	√		√			√
COMM 320	Entrepreneurship	√	√					
COMM 401	Strategic Management	√	√	√	√	√		√

*** Note: Red cells indicate that the university currently does not offer such a course**

Table A4.4. Examples of Required Core Courses of Business Schools in the U.S.*

Course Number (current / proposed)	Course Title	JMSB		Georgia State	Texas A&M
		Current	Proposed		
Required Course Credits		42/90	48/90	33/120	36/120
COMM 205	Business Communication	√	√		
COMM 210	Contemporary Business Thinking	√		√	
COMM 211	Global Business Environment		√		
COMM 213	Computing and Visualization Tools for Business Analytics		√		
COMM 215 / COMM 214	Business Statistics / Business Analytics	√	√	√	√
COMM 216	Ethics, Business Sustainability, and Social Responsibility		√	√	
COMM 217	Financial Accounting	√	√		√
COMM 219	Innovation Management		√		
COMM 220 / 221	Analysis of Markets / Financial Markets	√	√		Micro / Macro
COMM 222 / 227	Organizational Behaviour and Theory / Interpersonal and Critical Thinking Skills	√	√		
COMM 223	Marketing Management	√	√	√	√
COMM 225	Production and Operations Management	√	√	√	√
COMM 226	Business Technology Management	√	√	√	√
COMM 229	Managing People in Organizations		√		√
COMM 305	Managerial Accounting	√	√		√
COMM 308 / 309	Introduction to Finance / Business Finance	√	√	√	√
COMM 315 / COMM 316	Business Law and Ethics	√	√		
COMM 320	Entrepreneurship	√	√		
COMM 401	Strategic Management	√	√	√	√

* Note: Red cells indicate that the university currently does not offer such a course

Appendix 5: Student Enrolment in the Various Programs and Majors

Table A5.1. Student Enrollment (2012 – 2021)

Program	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	<i>Average of 12-20 vs. 21</i>
B. Admin	840	665	482	335	228	165	145	131	142	136	-212
B. Commerce											
Accountancy	1,764	1,745	1,755	1,759	1,704	1,751	1,708	1,554	1,516	1,385	-310
Business Tech Mgmt	124	143	180	237	282	345	411	480	583	612	303
Economics	49	50	67	60	61	81	90	89	116	108	34
Finance	1,615	1,712	1,880	1,937	1,978	1,986	2,035	2,026	2,169	2,186	260
Human Resource Management	239	235	250	239	269	309	294	257	299	275	9
International Business Management	518	521	582	603	544	544	537	493	519	548	8
Marketing	385	374	373	375	431	457	487	437	462	511	91
Supply Chain Operations Mgmt	906	913	939	920	938	959	1,016	1,009	1,087	1,126	161
Cert. in Accountancy	202	199	225	249	303	309	339	340	377	347	64
Cert. in Bus. Studies	85	68	71	85	94	78	51	52	41	37	-32
Cert. in Foundations for Business	15	14	12	10	10	13	8	11	7	4	-7
TOTALS	6,742	6,639	6,816	6,809	6,963	7,251	7,411	7,117	7,570	7,512	477*

Appendix 6: Course Proposals

COMM 205 - Business Communication

- **Number of credits:** 3.0
- **Course Description**

This course focuses on the theory and practice of effective business communications and basic tools and skills of project management. Using interactive classes and experiential activities, students will learn to analyze, develop, deliver, and evaluate oral and written business messages, while effectively planning and managing their projects using project management tools and strategies. Students will apply formal, grammatical, stylistic, and persuasive elements of written and oral business communication.
- **Course Goals and Objectives**
 1. **Communicate and manage projects effectively**
 - 1.1. Communicate effectively in writing tailored to specific context and audience (e.g., email, report, social media, internal communication, etc.)
 - 1.2. Communicate effectively orally tailored to specific context and audience (e.g., formal presentation, elevator pitch, phone, social media, negotiation, etc.)
 - 1.3. Manage a project effectively (e.g., priorities, collaboration modes, deadlines) using appropriate tools (e.g., Google docs, Microsoft Teams, Slack, Microsoft Project, etc.)
- **Topics to be Offered**
 - The Communication Process
 - Media and Cross-Cultural Business Communication
 - The Writing Process: 3-Phase Writing Process
 - Reporting in the Workplace
 - Proposals and Business Plans
 - Teamwork and Project Management
 - Persuasive and Negative Business Messages
 - Neutral and Positive Messages & Typical Message Formats
 - Business Presentations
 - Employment Communications
- **Examples of Assessment Tools Include:** Short case study presentations; Formal proposal to external stakeholders; Informal memo report to internal stakeholders; Online responses to posted prompts; Final exam (case studies, essay questions, and multiple-choice application questions); Group Presentations; Class participation

COMM 211 - Global Business Environment

- **Number of credits: 3 credits**

- **Course Description**

This course provides a general understanding of globalization and international business. It covers the basic concepts and theories of international trade, economic development and cooperation, the role of global and regional agreements and organizations, the foreign exchange market and global monetary system, the internationalization process and various entry strategies employed by companies. Students will be able to explain how cultural and institutional differences affect business and management practices and the reasons behind variations in business ethics, sustainability, and social responsibility practices around the world. Lectures, case discussions and other experimental teaching methods will be employed in this course.

- **Course Goals and Objectives**

- 1. Explain global factors and their impact on organizations**

- 1.1 Explain the nature (e.g. political, social, economic, cultural, legal, environmental) of global factors
- 1.2 Explain the impacts of global and local concerns on organizations (contemporary and historical)
- 1.3 Explain the role and/or impact of global/regional agreements (e.g. EU, NAFTA, ASEAN...) and/or organizations (e.g. WTO, IMF, WB...)
- 1.4 Explain different business/management practices around the world (e.g. institutional and cultural)
- 1.5 Describe the fundamentals of the internationalization process (entry modes, reasons behind internationalization, different types of international companies)
- 1.6 Explain business ethics and/or sustainability and/or social responsibility practices around the world

- **Topics to be Covered**

- Globalization and International Business
- National differences in economic, technological, legal and political systems
- National cultural differences in conducting international business
- International trade and investment
- National policies and international trade
- Regional business/economies and agreements
- Foreign exchange market and global monetary system
- Internationalization process of companies
- Evaluation of international markets and entry strategies
- Foreign Direct Investment
- Global production, outsourcing and supply

- **Examples of Assessment Tools Include:** Class participation, group case study presentations and/or debates, reports and responses to online short cases or questions, exams, group project reports

COMM 213 - Computing and Visualization Tools for Business Analytics

- **Number of credits: 1.5**
- **Course Description**

This course introduces some of the fundamental skills of data analytics tools, useful in a business environment. Students will learn how to use the software, to manipulate data, combine data sets and to create appropriate visualization and dashboards. Lectures, assignments, quizzes, and/or exams will be employed in this course.
- **Course Goals and Objectives**
 1. **Apply Excel in the context of Analytics**
 - 1.1 Apply different functions of Excel to manipulate data
 - 1.2 Apply different functions of Excel to produce appropriate graphical representation and interpret
 2. **Apply Tableau in the context of Analytics**
 - 1.1 Apply different functions of Tableau to manipulate data
 - 1.2 Apply different functions of Tableau to produce appropriate graphical representation and interpret
- **Topics to be covered**
 - Data access and storage
 - Pivot tables and Charts
 - Data manipulation and calculations in Excel
 - Charts and graphs in Excel: Bar graph, Histogram, dot plots, stem plots Box plots, scatter plots scatter matrix plots
 - Visualization in Excel: Tree maps, Sparklines, Bullet graphs, bubble charts and dashboard
 - Introduction to Tableau
 - Interface with Excel, access spreadsheet and integration with Tableau
 - Manipulate data from combinations of sub-tables, worksheets and workbooks
 - Statistical analysis in Tableau
 - Graphical displays and dashboards with more insightful visualizations in Tableau
- **Examples of Assessment Tools Include:** Quizzes, exercises and exam.

COMM 214 - Business Analytics

- **Number of Credits: 3.0**

- **Course Description**

This course introduces the fundamentals of analytics as applied to the various areas of business. Topics include basic concepts of big data, exploratory statistical data analysis, prediction modeling, and data visualization. Practical usages of the methodologies are demonstrated via assignments and projects based on data from various functional areas of business.

- **Course Goals and Objectives**

- 1. Apply descriptive analytics to solve business problems**

- 1.1.** Explain the process of business data collection (e.g. observation, survey, experiment, secondary data)

- 1.2.** Identify different types of measurements and explain why/when they are appropriate for specific data analysis

- 1.3.** Analyze data using graphical, tabular, and numerical descriptive methods

- 2. Explain the cross-disciplinary nature of Business Analytics**

- 2.1.** Identify applications of analytics in business areas

- 2.2.** Explain the basic characteristics of big data (e.g. definition, concepts, uses)

- 2.3.** Explain the advantages and challenges of working with big data

- 2.4.** Explain the importance of modeling and analyzing business process for deciding under uncertainty

- 2.5.** Explain ethical issues related to data (e.g. collection, analysis, interpretation)

- 3. Apply data analysis processes and interpret results for business decision making**

- 3.1.** Apply key concepts of probability and sampling variability and their role in business decision making

- 3.2.** Apply the components of statistical inference on quantitative and categorical data measurements

- 3.3.** Apply linear regression to measure and test association(s) and prediction(s)

- 3.4.** Apply statistical/analytical software for data visualization and analysis

- 3.5.** Interpret the findings from the data analysis in the context of the problems

- **Topics to be Covered**

- Role of Data Analysis in Business Analytics

- Descriptive Statistics and Analytics

- Descriptive Statistics: Numerical Methods

- Probability and Probability Models

- Discrete Random Variables

- Continuous Random Variables

- Sampling Distributions

- Confidence Intervals

- Test of Hypothesis

- Chi-square Tests

- Simple Linear Regression Analysis

- Multiple Regression and Model Building

- **Examples of Assessment Tools Include:** Quizzes, projects, mid-term and final exams (multiple choice)

COMM 216 – Ethics, Business Sustainability, and Social Responsibility

- **Number of credits:** 1.5
- **Course Description**

The course explores the complex relationship between business and society, focusing on the role of business in protecting the planet and addressing society's needs. Students will work with several theoretical perspectives (i.e., ethical reasoning, stakeholder theory, corporate social responsibility, sustainability) to analyze real-world environmental and social dilemmas and identify courses of action for advancing sustainability and social responsibility in businesses. This course prepares students to integrate ethical and sustainable decision-making in their future professional roles.
- **Course Goals and Objectives**
 1. **Explain the role of ethics in business**
 - 1.1. Explain the relationship between ethics, law, sustainability and social responsibility
 - 1.2. Explain framework/concepts for ethical reasoning
 - 1.3. Apply the basic ethical decision-making process to address an ethical dilemma
 2. **Explain the role of sustainability and social responsibility in business**
 - 2.1. Explain how economic, environmental and social issues are an interrelated part of the landscape in which businesses operate
 - 2.2. Describe the predominant frameworks for business sustainability and social responsibility
 - 2.3. Identify modes of action for implementing sustainability and social responsibility in businesses
- **Topics to be covered**
 - Business ethics and ethical reasoning
 - The business and society relationship
 - A stakeholder perspective
 - Resolving environmental dilemmas: the tragedy of the commons
 - Resolving social dilemmas: structural inequality
 - Frameworks for business sustainability and social responsibility
 - Managing for sustainability and social responsibility in the age of globalization
 - Business models and governance for sustainability and social responsibility
- **Examples of Assessment Tools Include:** readings, asynchronous lectures, asynchronous forums, interactive learning (e.g., simulation, games, role play activities), case analysis, student assignments

COMM 217 - Financial Accounting

- **Number of credits: 3.0**

- **Course Description**

This course is an introductory course designed to provide all business students with a basic understanding of financial accounting. The course examines the theory and practice involved in measuring, reporting, and analyzing an organization's financial information. The key concepts underlying financial statements are discussed, with an emphasis on international financial reporting standards (IFRS). Disclosures and requirements concerning financial statements, concepts of personal, corporate, and sales taxes, as well as information needs of various financial statement users are introduced.

- **Course Goals and Objectives**

- 1. Analyse financial statements and non-financial information to make informed business decisions regarding external reporting**

- 1.1.** Evaluate financial reporting needs

- 1.2.** Explain and interpret key components of financial statements (i.e. assets, liabilities, cash flows and the relationships between these components)

- 1.3.** Analyse financial statements and non-financial information to make informed business decisions.

- 1.4.** Explain basic concepts of corporate governance

- 2. Identify the implications of basic corporate and/or sales and/or personal income taxes regarding tax preparation and planning.**

- 2.1.** Identify the implications of basic corporate taxes regarding tax preparation and planning.

- 2.2.** Identify the implications of sales taxes regarding tax preparation and planning.

- 2.3.** Identify the implications of personal income taxes regarding tax preparation and planning.

- **Topics to be Covered**

- The role of financial accounting and financial reporting needs. Basic concepts of corporate governance. Accountability. Professional ethics.
- Financial statements and business decisions (overview of the four financial statements, definitions, presentation of key accounting mechanisms: e.g. accounting equation, transaction analysis).
- Investing and financing decisions and the statement of financial position
- Operating decisions and the statement of earnings
- Principles of accrual accounting
- Reporting and interpreting sales revenues, receivables and cash.
- Reporting and interpreting cost of sales and inventory
- Reporting and interpreting tangible (property plant and equipment) and intangible assets
- Reporting and interpreting liabilities and shareholders' equity
- Reporting and interpreting cash flows
- Reporting and interpreting the implications of basic corporate, sales personal income taxes on key components of financial statements
- Communicating accounting information and analyzing financial statements (profitability, liquidity, solvency)

- Discussion of contemporary issues in Financial reporting (e.g. CSR, crypto currencies)
- **Examples of Assessment Tools Include:** Quizzes, exams, group project (financial analysis), and accounting simulation.

COMM 219 - Innovation Management

- **Number of credits: 1.5**

- **Course Description**

This course provides students with an understanding of the role of innovation in business organizations, society, and the world. Students learn the fundamentals of innovation management, creativity, value creation and capture, etc. that support the development of an innovative mindset. The course allows exploration of tools, techniques, and new ways of thinking which are better suited to addressing complex problems and opportunities inherent in organizations today.

- **Course Goals and Objectives**

The main objective of this course is to provide an in-depth understanding of the role of innovation in organizations and society as well as equip students with the requisite knowledge to be innovative in the workplace and creative in their endeavors. Upon successful completion of this course, students will be able to:

1. Describe key processes, models, and/or frameworks of innovation
2. Describe the key dimensions of innovation (i.e. technological, humanitarian, mindset/behavioural, environmental, organizational, social)
3. Explain the basic role that innovation plays in the organization and/or economy (e.g. local, national, and/or global economy)

- **Topics to be covered**

- Introduction to Innovation: Why and How?
- Process of Innovation Management
- Technology in Innovation Management – Organizational Perspective (Networks, Platforms, Business Models)
- Other Frameworks of Innovation (Social, Environmental, Inclusive, Open, etc.)
- Global Innovation (Emerging Markets, etc.)
- Future of Innovation (Dealing with disruptions, etc.)

- **Examples of Assessment Tools Include:** Cases and presentation, exams, quizzes.

COMM 221 - Financial Markets

- **Number of credits: 3**

- **Course Description**

An appreciation of finance as a discipline and a profession requires an understanding of how individual decisions involving the timing and riskiness of cash flows are both guided by market prices and influence the formation of those prices. This course covers these aspects of finance by exploring the functioning of financial markets within a historical context; the time value of money; the relationship between risk and return; the formation of portfolios; and the pricing of risky assets, including arbitrage.

- **Course Goals and Objectives**

- **Apply the concept of time value of money to decision making**

- Explain the compound interest concept
- Compute the discounted value of a cash flow stream
- Explain risk premium

- **Explain the characteristics of key financial assets (e.g. stocks, bonds, options)**

- Explain the intrinsic value of key financial assets (e.g. stocks, bonds, options)

- **Explain financial markets**

- Explain equilibrium concepts/models and their related assumptions
- Explain the implications of a given equilibrium model for the welfare of society (sustainability)
- Describe the historical context of key financial regulations

- **Explain the concepts of Risk and Return**

- Measure risk and return
- Explain the concepts of Portfolio & Diversification

- **Topics to be Covered**

- Financial and Economic markets (Big picture discussion of Financial assets, Information, Market Efficiency)
- Time Value of Money
- Valuation of Financial assets
- Financial history: Asset bubbles, crisis, regulations
- Risk and Return
- Portfolio theory
- The Arbitrage Principle – CAPM, Derivatives

- **Examples of Assessment Tools Include:** Lectures, participation, Excel assignment, quizzes, and exams

COMM 223 - Marketing Management

- **Number of credits: 3.0**

- **Course Description**

This course familiarizes students with the key principles and concepts of marketing. Topics covered include marketing strategy, branding, positioning, market segmentation, buyer behaviour, product development, pricing strategies, channels of distribution, and integrated marketing communications. The course also explores the important role that marketing plays in advancing society, as well as the impacts of digital technologies and global factors on marketing practices.

- **Course Goals and Objectives**

- 1. Explain the role of marketing**

- 1.1. Explain the value creation role of marketing
- 1.2. Explain the foundations of marketing concepts and/or theories (e.g., origins, evolution, etc.)
- 1.3. Evaluate the impact of marketing practices on stakeholders (e.g., ethical concerns, environmental impact, consumerism, etc.)

- 2. Explain key marketing fundamentals and their role in marketing strategies**

- 2.1. Explain the key marketing fundamentals (e.g., 4Ps, segmentation/targeting, branding/positioning, consumer behavior, B2C/B2B, marketing metrics, etc.)
- 2.2. Analyse the internal/external environment (e.g., SWOT, PESTEL, Porter, consumer insights, etc.) in relation to the key marketing fundamentals
- 2.3. Explain the role of the key marketing fundamentals in a marketing strategy

- 3. Explore contemporary and future issues in marketing**

- 3.1. Evaluate the impact of global factors on marketing practices (e.g., culture, politics, etc.)
- 3.2. Evaluate the impact of innovative technologies on marketing practices (e.g., e-commerce, social media, AI, sharing economy, direct-to-consumer, etc.)

- **Topics to be covered**

- Creating and Capturing Customer Value
- Analyzing the Marketing Environment
- Managing Marketing Information
- Understanding Consumer and Business Buyer Behavior
- Segmentation, Targeting & Positioning
- Product Mix
- Demand Forecasting
- Price Mix
- Place Mix
- Promotion (Communication) Mix - Integrated Marketing Communications (IMC) Strategy
- Personal Selling and Sales Promotion
- Digital Marketing and Social Media
- The Global Marketplace
- Sustainable Marketing, Social Responsibility and Ethics

- **Examples of Assessment Tools Include: Exams, project and/or, live case**

COMM 225 - Production and Operations Management

- **Number of credits: 3.0**

- **Course Description**

This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are: operations strategy, forecasting, materials' management, total quality management, timebased competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.

- **Course Goals and Objectives**

- 1. Explain the key aspects of decision making in operations management (micro)**

- 1.1.** Identify how operations management fits into the overall company strategy (e.g. price, quality, time to market)

- 1.2.** Explain operations management approaches and/or tools in system design (e.g. process design, location, layout, linear programming, aggregate operations planning, queuing theory)

- 1.3.** Explain operations management approaches and/or tools in system control (e.g. total quality control, inventory management, project management)

- 2. Explain what a supply chain is and its importance in a global economy (macro)**

- 2.1.** Identify supply chain activities (e.g. warehousing, purchasing, transportation)

- 2.2.** Explain the importance of managing supply chains in the overall company strategy (e.g. price, quality, time to market)

- 2.3.** Explain the importance of collaboration in effective global supply chain planning (e.g. supplier relationship management, customer relationship management, risk management)

- 2.4.** Describe contemporary and future trends in global supply chains (e.g. dynamic pricing, store brands, sustainability, ethics, re-shoring, etc.)

- 3. Explain the use of data in managing operations and its application for improving business processes**

- 3.1.** Explain the key components of statistical process control planning

- 3.2.** Apply quantitative modelling approaches for improving services (e.g. waiting line models, inventory management, linear programming, project management)

- 3.3.** Select and apply suitable models of demand forecasts (e.g. moving averages, exponential smoothing, seasonal models, regression)

- 3.4.** Identify relevant software tools for improved decision making and cost/benefit analysis (e.g. project management software, linear programming software, ERP)

- **Topics to be Covered**

- Competitiveness, Operations Strategy, Productivity
- Project Management
- Forecasting
- Management of Quality, Statistical Process Control
- Inventory Management

- Linear Programming
- Aggregate Operations Planning
- Service Design/ Waiting Lines
- Supply Chain Management
- **Example of Assessment Tools Include:** Online timed quizzes,closed book exam

COMM 226 - Business Technology Management

- **Number of credits: 3**

- **Course Description**

This course provides students with an understanding of the role of information technology in business organizations and society. Students learn how information technologies, digital tools, digitization of processes, etc. can be leveraged for creating business value, solving business problems, and driving competitive advantage as well as their impacts in the workplace, environment, and the world.

- **Course Goals and Objectives**

The main objective of this course is to provide an in-depth understanding of the role of information systems in supporting business activities and enhancing organizations' competitive advantage. Upon successful completion of this course, students will be able to:

1. ***Explain and apply business technology management processes, tools, and techniques***
 - 1.1. Describe the key components of information systems (e.g. infrastructure, architecture, data, H/W, S/W, networks, etc.)
 - 1.2. Explain the key frameworks of information systems management (e.g. Digital Value Chain, SMAC, VRINO, IT Alignment, etc.)
 - 1.3. Describe business process improvement and/or business process reengineering and/or business process management
 - 1.4. Apply information/data management tools and techniques (e.g. databases, BI tools, visualization, etc.) to manipulate data sets.
2. ***Explain key components of IT/IS operations and implementation***
 - 2.1. Explain key components of IT operations (e.g. lifecycle, service delivery, virtualization, ERP, change management, etc.)
 - 2.2. Identify differences in software development methodologies and/or approaches (e.g. waterfall vs. agile, in-house vs. off the shelf, cloud vs. on-premise)
 - 2.3. Identify the issues regarding information systems risk, security, and compliance (e.g. governance standards, regulations, auditing techniques, etc.)
3. ***Describe contemporary and future issues in business technology management***
 - 3.1. Describe the role of emerging technologies/platforms (e.g. AI, Blockchain, Big Data, Analytics, IoT, etc.) in the digital transformation of business and/or society
 - 3.2. Describe the global and/or national impact of innovative trends in digital business (e.g. Industry 4.0, sharing economy, servitization, open innovation, etc.)
4. ***Explain issues of ethics and social responsibility in business technology management***
 - 4.1. Explain key issues in information systems privacy and/or ethics
 - 4.2. Describe the role of information systems in addressing sustainability challenges and/or opportunities (e.g. Green IT, sustainable computing, etc.)
 - 4.3. Describe societal issues related to information systems (e.g. addiction, stress, empowerment, inclusion, equality, etc.)

- **Topics to be Covered**

- Introduction to IT, IS, and digitalization
- Hardware, Software, and Cloud computing
- Organizational Strategy, IT Strategy, Competitive Advantage

- Business Processes and Business Process Management
- Supporting Processes with Enterprise Systems and SAP
- Database Concepts, Business Analytics, Big Data & AI
- Business Analytics with Excel and Tableau
- E-Business, E-commerce and Social Computing, Digital Platforms, Industry 4.0, IoT
SMAC
- Acquiring IS and Applications
- Ethics, Privacy and Information Security
- Future of IS: Digital Transformation and Societal Impacts
- **Examples of Assessment Tools Include:** SAP assignment, database assignment, case reports, presentations, exams

COMM 227 – Interpersonal and Critical Thinking Skills

- **Number of credits: 3.0**

- **Course Description**

This course helps students to acquire foundational knowledge about interpersonal processes in organizations. They participate in skills-based labs, and complete hands-on and experiential learning activities, to improve their ability to work effectively with others. Students also learn to take a critical perspective on the various topics, including decision-making, teamwork, conflict management, power and leadership. Through in-depth reading and reflections, they will examine claims and evidence, uncover the assumptions underlying them, compare claims and evidence with theoretical principles, and write persuasively about the issues.

- **Course Goals and Objectives**

- Explain core concepts/theories related to interpersonal processes in organizations
 - Explain decision-making processes, and identify and define decision-making biases
 - Explain theories of power and leadership, and discuss their applicability to business/organizational situations
 - Describe the characteristics and processes of successful (and unsuccessful) teams
 - Describe methods of conflict resolution
- Demonstrate interpersonal skills
 - Work effectively in groups
 - Recognize effective leadership skills in small group situations
 - Display conflict resolution skills
- Propose solutions to problems related to individuals working together in organizations
 - Analyze situational problems/cases related to individuals working together in organizations
 - Develop evidence-based solutions to interpersonal challenges and problems in organizational settings
- Demonstrate critical thinking skills
 - Perform critical analyses of claims about interpersonal processes
 - Write an effective and persuasive essay

- **Topics to be covered**

- Interpersonal Processes in Organizations (roughly 2 weeks per topic)
 - Leadership
 - Teamwork
 - Decision-Making
 - Negotiation and Conflict Resolution
- Critical Thinking (to be explored in an integrated fashion with the various topics listed above)
 - Evaluating claims and evidence about interpersonal processes
 - Uncovering underlying assumptions
 - Making persuasive arguments about interpersonal processes

- **Example of Assessment Tools Include:** group projects, experiential exercises, individual essay writing, and exams.
- **Textbook and Readings**
 - Dyer, L. (2019). *Critical Thinking for Business Students*, Third edition, Captus Press.
 - Selected chapters from OB textbook on core topics (e.g., decision-making, teamwork, power and leadership, conflict resolution)
 - Selected articles from current media related to core topics (e.g., business magazines e.g., *Harvard Business Review*, newspaper articles)

- **Proposed Course Delivery/Structure**

This course is designed with a focus on skills development. Pedagogical research concludes that experiential learning is not effective unless students are required to write about their experiences (Bean, 2011; Cartwright & Stepanova, 2012). To run the skills labs during class time and to include the writing requirements, it will be necessary to cap enrolment at 40 students per section.

Because the goal of the labs is to develop interpersonal skills, this course is not designed to be delivered online.

- **Resource Implications**

- The smaller class size will have implications for the number of course sections, estimated at 50 sections per year.
- The inclusion of a skills lab, as well as heavy writing requirements, may necessitate additional TA hours per section.
- This is not an “off-the-shelf” course. The development of the course and ongoing course coordination will involve time and other resources to find materials, create hands-on and experiential exercises and teaching notes, keep the labs and exercises updated on a regular basis, and ensure that the course is scalable.

COMM 229 – Managing People in Organizations

- **Number of credits: 3.0**

- **Course Description**

This course introduces students to systems and processes that can be put in place for organizations to realize their human capital potential. It covers core human resource management topics, such as recruitment and selection, performance management, monetary and non-monetary rewards, training and development, and health and safety. Key concepts underlying these topics, such as perception, personality, motivation, and attitudes and values, are also discussed. The course relies on diverse learning activities, such as short cases and applied projects, to build student competencies in human resource management.

- **Course Objectives and Goals**

1. Explain relevant regulations related to equity, diversity, and inclusion (EDI) in organizations
2. Choose effective recruitment and selection processes
3. Identify the knowledge, skills, abilities, and other characteristics (KSAOs) necessary for successful job performance
4. Develop processes for performance management
5. Identify the best combination of monetary and non-monetary rewards for optimal employee motivation
6. Explain relevant regulations related to health, safety, and well-being

- **Topics to be Covered:**

- Operating within the legal and ethical framework in Canada
- Job analysis and job design
- Human resource planning, recruitment, and selection
- Managing employee performance
- Monetary and non-monetary rewards
- Training and development
- Health, safety, and well-being

- **Examples of Assessment Tools Include:** Exams, in-class activities, group project.

- **Note:** This course is not intended to have any online sections.

COMM 305 - Managerial Accounting

- **Number of credits: 3.0**

- **Course Description**

This course presents managerial accounting tools for business decision-making. The course introduces concepts, tools and applications used in all areas of business. It examines fundamental cost accounting techniques, tools for business decision-making, and concepts for planning and control.

- **Course Goals and Objectives**

- 1. Use accounting data to support evidence-based decision making and to derive solutions for improvement**

- 1.1.** Produce reports and metrics for performance evaluation

- 1.2.** Develop operational plans, budgets, and forecasts

- 1.3.** Analyze and assess reports, operational plans, budgets and forecasts

- 1.4.** Conduct a profitability analysis regarding strategic options to support evidence-based decision-making

- 1.5.** Assess the organizational and individual performance to derive solutions for improvement

- 1.6.** Explain basic concepts of management control and corporate governance

- **Topics to be Covered**

- The role of managerial accounting, management control and corporate governance.

- Managerial cost concepts and cost behaviour analysis

- Job-order cost accounting

- Process cost accounting

- Activity based costing

- Decision making: cost volume profit, Incremental analysis, alternative inventory costing methods, pricing

- Budgetary planning

- Budgetary control and responsibility accounting

- Standard costs and balance scorecards

- Ethical aspects, and contemporary issues in managerial accounting (e.g. risk analysis)

- **Example of Assessment Tools Include:** Weekly assignments, exams

COMM 309 - Business Finance

- **Number of credits: 3.0**

- **Course Description**

The course introduces a framework for analyzing the major types of investment and financing decisions made by businesses. It applies fundamental concepts of finance theory to the analysis of the market for corporate control (mergers and divestitures), firm's financing decisions (choice between equity and debt and between private and public financing), short term capital management, capital budgeting principles, and concept and measurement of cost of capital.

- **Course Goals and Objectives**

- 1. Apply the concept of time value of money to decision making**

- 1.1. Compute the discounted value of a cash flow stream
- 1.2. Explain risk premium
- 1.3. Select the best financial transaction for a stated purpose

- 2. Explain financial markets**

- 2.1. Explain the implications of a given equilibrium model for the welfare of society (sustainability)

- 3. Explain the concepts of Risk and Return**

- 3.1. Measure risk and return

- 4. Apply financial tools for managerial decision-making**

- 4.1. Explain inventory, accounts receivables, and accounts payable management (i.e. Short-Term Capital Management)
- 4.2. Apply capital budgeting tools to make basic financial decisions

- **Topics to be Covered**

- What is a firm? (Coase theory)
- Corporate control – Principal agent problems, M&A & divestiture
- Cash flows
- Capital Budgeting & Leasing
- Cost of Capital – project decision making
- Short term capital management
- Financing -- Capital structure (basic idea debt vs. equity, leverage) (VC, IPO, etc.)

- **Example of Assessment Tools Include:** Lectures, participation, Excel assignment, quizzes, and exams

COMM 316 - Business Law and Ethics

- **Number of credits:** 1.5

- **Course Description**

This course introduces students to the field of business law and business ethics and focuses on specific legal and ethical issues that one may encounter in the workplace. Through the analysis of laws and court judgments, students examine the legal principles of contract law, civil liability and employment law. As most business enterprises operate as corporations, this course will also introduce students to important legal principles regarding the internal organization and operation of a corporation. Students will also study the relationship between Law and Ethics and will examine various ethical business issues that may arise within the workplace, including whistleblowing, professional standards /corporate codes of conduct, corporate governance and ethical issues that arise when doing business in other countries.

- **Course Goals and Objectives**

0. An introduction to Business ethics and ethical reasoning
1. Explain the legal framework within which business organizations function (forms of business: sole proprietor, partnership, corporation; duties of directors and officers; limited liability of shareholders)
2. Describe the reciprocal legal duties and obligations between employees and employers (ownership of work created, confidential information, duty of care, vicarious liability)
3. Explain legal duties and obligations imposed upon a person in contractual situations (breach of contract)
4. Explain legal duties and obligations imposed upon a person in non-contractual (Civil Liability) situations (breach of duty not to injure)
5. Recognize specific ethical issues that may arise within the workplace and identify appropriate steps to be followed to address these issues

- **Topics to be Covered**

- Business organizations
- Business organizations, Employment law
- Contract law
- Non- contractual (Civil liability) law
- Introduction to ethics; Professional Standards/Corporate Codes of Conduct
- Whistleblowing, Corporate governance, International ethical issues

- **Example of Assessment Tools Include:** in-class exercises and exams

COMM 320 - Entrepreneurship

- **Number of credits: 3.0**

- **Course Description**

This course emphasizes the entrepreneurial aspects of management that are required to create, develop, and sustain either a new business venture or a major growth project/initiative within an existing organization. The integrative nature of the course requires an understanding of each functional area of business. Students will have the opportunity to demonstrate teamwork, leadership, communication, and other skills stressed throughout the program.

- **Course Goals and Objectives**

- 1. Develop an entrepreneurial business idea**

- 1.1 Describe different types of entrepreneurship (starting a new business, buying/taking over an existing business, taking over the family business, corporate entrepreneurship, social entrepreneurship)
- 1.2 Explain the role that entrepreneurship plays in the organization and/or economy (e.g. local, national, and/or global economy)
- 1.3 Describe the key characteristics of an entrepreneurial mindset (commitment, determination, leadership, opportunity obsession, tolerance of risk, ambiguity and uncertainty, innovation, self-reliance, ability to adapt, motivation to excel)
- 1.4 Describe the main elements of the entrepreneurial process (idea generation, opportunity recognition and evaluation, planning, resource acquisition, business launch/growth)
- 1.5 Analyze a business plan for new and/or existing ventures (feasibility of opportunity – market, innovative, better prices; realism of: projections, plan for resources)

- **Topics to be Covered**

- The Role of Entrepreneurship
- The Entrepreneurial Mind-Set
- The Entrepreneurial Process
- Industry & Market Research
- Innovation and the Business Idea
- Opportunity Recognition
- Financing the Small Business
- The Business Plan, The Marketing Plan; The Financial Plan
- Entrepreneurial Leader and Team; Strategies for Growth; Opportunities for Social Entrepreneurship
- The Family as Entrepreneur, Succession Planning

- **Example of Assessment Tools Include:** Contributions to class discussions, quizzes, mid-term assignment, a group project, and a final examination

COMM 401 - Strategic Management

- **Number of credits: 3.0**

- **Course Description**

This capstone course provides students with an understanding of how firms gain and sustain a competitive advantage in today's business landscape. The course covers several topics associated with strategic decision-making processes and consequences. Specific topics include industry dynamics, internal resources and capabilities, business and corporate level strategies, and various strategic alternatives such as M&As, strategic alliances, and internationalization strategies. The course uses case analysis as the main approach to build abilities in strategic analysis and decision-making.

- **Course Goals and Objectives**

The objective of the course is for students to understand when and why some firms perform better than others over time. At the end of this course, students are expected to achieve the following learning objectives:

1. Formulate an organizational strategy and assess its influence on performance
 - 1.1. Analyze external environment to formulate strategy
 - 1.1.1. Explain how the fundamental nature of competition in many of the world's industries is changing (e.g., globalization, digitalization, corporate social responsibility, environmental sustainability, etc.)
 - 1.1.2. Discuss innovative industry disruptions and the rise or fall of a specific business model
 - 1.2. Analyze internal organization to formulate strategy
 - 1.3. Explain business- and/or corporate-level strategies including advantages and disadvantages of each option (e.g. differentiation, cost leadership, diversification, M&As, strategic alliances, and international strategies, etc.)
 - 1.4. Assess the influence of strategies on organizational performance
 - 1.5. Formulate the appropriate organizational strategy based on different theories

- **Topics to be Covered**

- What Is Strategy?
- How to conduct a Case Analysis
- External Environment Analysis
- Internal Organization Analysis
- Business Level Strategy
- Corporate Level Strategy
- Merger & Acquisition Strategy
- Cooperative Strategy: Strategic Alliances
- International Strategy

- **Example of Assessment Tools Include:** Contribution to class discussions, quizzes, mid-term assignment, a group project, and a final examination.

Appendix 7: Support Letters from Department of Mathematics and Statistics and Department of Computer Science & Software Engineering

INTERNAL MEMORANDUM

DATE: March 8, 2021

TO: Academic Programs Committee

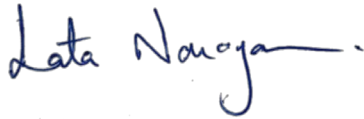
FROM: Dr. Lata Narayanan, Chair
Department of Computer Science and Software Engineering

SUBJECT: Impact of JMSB curriculum changes on B. Comp. Sci. Information Systems Option

The Department of Computer Science and Software Engineering has removed the Information Systems Option from its programs as of Fall 2021. No new students will therefore be admitted to this option.

Since JMSB plans to continue offering existing COMM courses for a few years, this should suffice to serve the needs of students currently enrolled in the Information Systems Option. For any exceptional cases, we will work with JMSB to find replacement courses.

We have no objection to the proposed curriculum changes in JMSB.



Department of Mathematics & Statistics

Tel: (514) 848-2424 Ext. 3235

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INTERNAL

MEMORANDUM

To: Dr. Jooseop Lim, Associate Dean, JMSB
Dr. Imants Paeglis, Chair, Department of Finance

From: Cody Hyndman, Chair, Mathematics and Statistics

Date: Feb 26, 2021

RE: BComm Curriculum and Course Changes

In Fall 2020 the Department of Mathematics and Statistics was consulted on proposed changes to the Bachelor of Commerce degree core curriculum and courses that will impact several of our undergraduate programs. In particular, the following programs

- BA/BSc Specialization in Mathematical and Computational Finance
- BA/BSc Specialization in Actuarial Mathematics/Finance

currently include, as part of their degree requirements, certain COMM and FINA courses. In addition, students in the programs

- BA/BSc Specialization in Actuarial Mathematics
- BA/BSc Honours in Actuarial Mathematics

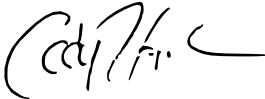
may take certain JMSB courses that are recognized by the Society of Actuaries, Casualty Actuarial Society, and Canadian Institute of Actuaries toward the "Validation by Educational Experience (VEE)" component of professional actuarial accreditation. These four undergraduate programs are signature areas of strength in the Department of Mathematics and Statistics, are in high demand from prospective students, produce graduates that are in high demand from industry, and contribute to our recognition as a "Center of Actuarial Excellence" by the Society of Actuaries.

Dr. Jooseop Lim and Dr. Imants Paeglis have provided assurance that students in the Department of Mathematics programs will continue to have access to the revised JMSB courses as required by their academic programs and to support professional accreditation. We have determined that the proposed changes to the JMSB curriculum and courses will have minimal impact on Department of Mathematics and Statistics programs.

Therefore, the Curriculum Committee in the Department of Mathematics and Statistics has studied the proposed changes to the JMSB curriculum and courses and has approved the necessary changes required to our programs. At the same time we have also proposed minor program changes to our Actuarial Mathematics and Actuarial Mathematics/Finance programs to meet accreditation requirements and modernize the curriculum. Finally, in consultation with JMSB the Department of Mathematics and Statistics is proposing a Minor and Elective Group in "*Quantitative Finance and Insurance*". These program changes will be considered at Department Council on March 8, 2021 and then sent to the Faculty of Arts and Science Curriculum Committee.

The Department of Mathematics and Statistics thanks our colleagues in JMSB for their cooperation and collegiality throughout the consultation process and the preparation of our complementary curriculum changes. We look forward to continuing collaborations with JMSB on curriculum development and academic programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cody Hyndman', with a stylized flourish at the end.

Cody Hyndman

INTERNAL MEMORANDUM

TO: Anne Whitelaw, Provost and Vice-President, Academic
Marius Paraschivoiu, Vice-Provost, Planning and Student Experience

FROM: Anne-Marie Croteau, Dean, John Molson School of Business

DATE: November 8, 2021

SUBJECT: Strategic Enrolment Proposal

I am sending you the attached strategic enrolment proposal from the John Molson School of Business. Many factors were considered to arrive at this proposal including present teaching capacity and resources in both the undergraduate and graduate programs as well as external accreditation requirements.

We are planning a total growth of 2% achieved in five years at the undergraduate and graduate levels. We have an annual target of 20 students per cohort in the EMBA program, and 15 newly admitted students each year in each of the research programs (MSc and PhD).

Our context requires us to be prudent until we see a major increase in full-time resources allocated to teaching. As a reminder, 18% of all full-time faculty members are currently on halftime appointments; the percentage increases to 27.5% for tenured members. There are 113 tenure-track/tenured faculty of which 25 are on halftime, which is equivalent to 100.5 full-time positions. This is compared to 10 years ago, where we had 139 full-time faculty members but none of them were half-time.

In 2019-2020, JMSB had more than 9,000 students and offered over 1,050 sections per year, taught by FT, PT, Adjuncts and PhD students. Approximately 63% were taught by full-time faculty. Over the past 10 years, student enrolment in the undergraduate programs has increased by 13%; however, the full-time equivalency of faculty complement remains the same (139 FTE in 2011 to 141 FTE in 2020) due to departures and the increasing number of halftime appointments.

The department hiring plans proposed last May reveal that some units lack experts in specialized areas (e.g., globalization, health and safety, applied econometrics, sustainable investments, statistical modeling and data analytics) where there is a need due to curriculum revisions, increasing student enrolment, and faculty departures. Moreover, full-time faculty are heavily involved in administrative, research and service duties for which they receive remission credits, decreasing their annual teaching loads and directly impacting the available critical mass. In fact, 453 remissions credits were allocated to all full-time faculty in 2020-2021, equaling 151 sections.

The upcoming proposed strategic enrolment plan is not only driven by this context but also by the fact that over the last two years, our undergraduate and graduate programs have undergone major curriculum revisions. For example, the completely revised undergraduate program includes 48 core and mandatory credits rather than 42, hence the upcoming creation of new sections only delivered by JMSB faculty members, and the need for classrooms associated to JMSB students. Our MSc and PhD programs have also been revised, and the professional programs remain an important source of enrolment. All graduate programs require that we put more recruitment efforts to attract a more diversified pool of international students combined with an increased number of local students.

I refer you to the attached plan for more information. I look forward to the continued discussion in this regard.

2021 Strategic Enrolment Plans

Undergraduate Programs

Submitted by Jooseop Lim, PhD
Associate Dean, Undergraduate Programs

Target: Increase the current number of undergraduate students by 2% by AY 2025 (8,350 students)

From Table I, the average number of students in the recent three years (i.e., 8,163 students for 2018-2019, 2019-2020, and 2020-2021) has increased by 2.8% compared with the average number of students in the earlier two years (i.e., 7,940 students for AY 2016-2017 and 2017-2018).

This increase in the number of students has created difficulties in offering enough sections, especially for required core (COMM) courses and major required courses due to a limited number of full-time and part-time professors. Therefore, the JMSB Undergraduate Programs Office proposes a modest increase of 2% by AY 2025. Considering that there were 8,163 students on average in the recent three years, this 2% increase will bring us to approximately 8,350 students.

Table I: Student Enrolment in the Various Programs and Majors, AY 2016-2020

	20/21	19/20	18/19	17/18	16/17
B.Comm	7,782	7,351	7,660	7,440	7,199
B.Admin	158	156	171	200	277
Certificate	378	381	451	443	321
Total	8,318	7,888	8,282	8,083	7,797
Averages	8,163			7,940	

Source: Office of Institutional Planning and Analysis (OIPA)

I) Strategy

Considering that the current size of JMSB's undergraduate programs is already heavy with the current level of resources (in terms of the number of professors and/or classrooms), JMSB's undergraduate programs seek to improve the quality and qualification of students rather than increasing the number of students.

Note that JMSB proposed a curriculum revision, which is currently being evaluated by the Undergraduate Curriculum Committee. This revised curriculum requires 48 COMM credits, an increase of 6 credits from the COMM credit requirements under the current curriculum. Assuming 2,200 new students per year (Fall + Winter admissions), this translates into 440 FTE (2,200*2 courses/10). Hence, the focus of this exercise could be on quality rather than quantity.

a) Improving the quality of new admissions in B.Comm

For the B.Comm program, the recruiting focus will be on attracting students with a score higher than 30 on the CRC. Also, considering the current low percentage of Francophone students, another source of additional students could be from French CEGEPs. It is worthwhile to promote that some sections offered by Francophone instructors provide a more French-friendly environment. At the same time, JMSB can proactively look into securing transfer credit agreements with French CEGEPs.

Our recruiter can strategically allocate more time and effort to communicate with these elite students. In addition, customized messages for these elite students could be sent once they are admitted to JMSB to improve the capture rate. Scholarships would be another effective way of attracting these students. Albeit less controllable, the same efforts could be made for international students and students from other provinces in Canada.

Furthermore, our co-op program is a strong differentiator among the business schools in Quebec. Therefore, it would be ideal to use the co-op program as a way of attracting new students. Finally, the new curriculum includes more experiential learning components in different courses such as an experiential learning-based skills lab for Interpersonal and Critical Thinking Skills or practical software training in Computing and Data Visualization for Business Analytics. These practical skills will be publicized to demonstrate the innovative focus of our new curriculum and attract new students.

b) Reviving the B.Admi program by revising the curriculum and repositioning the program

For the B.Admi program, as illustrated in Table I, the enrolment has been constantly decreasing over the past 10 years. The Undergraduate Programs Office is planning to engage in a curriculum revision for the B.Admi program, with a target implementation year of 2024. A few repositioning options have been considered, which will be determined after consultation with various stakeholders.

c) Modifying the program structure of the Certificate in Foundations for Business program to make it more attractive to JMSB prospects

The Certificate in Foundations for Business is a non-degree program catering to students who wish to develop the necessary background for further study in undergraduate degree programs in business. It may also be of interest to students whose preference is to follow a short program of study or learn important foundations for business studies. The Undergraduate Program Office may modify the program structure to attract more potential applicants.

Professional Graduate Programs

Submitted by Sandra Betton, PhD
Associate Dean, Professional Graduate Programs

Historical position: (Concordia Datawarehouse, supplied by Cynthia Law)

						% growth		YoY growth rates			
	20/21	19/20	18/19	17/18	16/17	5 yr	4 yr	20/21	19/20	18/19	17/18
JMSB Current enrolment	Total	Total	Total	Total	Total						
Total Concordia students (Full time and Part time)											
Graduate	1,419	1,392	1,451	1,485	1,515	-6%	-4%	2%	-4%	-2%	-2%
Undergraduate	8,318	7,888	8,282	8,083	7,797	7%	3%	5%	-5%	2%	4%
Total JMSB	9,737	9,280	9,733	9,568	9,312	5%	2%	5%	-5%	2%	3%
Graduate students repartition											
MBA	342	348	355	359	367	-7%	-5%	-2%	-2%	-1%	-2%
Executive MBA	38	41	41	38	34	12%	0%	-7%	0%	8%	12%
Investment MBA	99	92	107	111	115	-14%	-11%	8%	-14%	-4%	-3%
M. Sc. Administration	151	147	171	175	166	-9%	-14%	3%	-14%	-2%	5%
Phd Program	112	112	113	117	115	-3%	-4%	0%	-1%	-3%	2%
Grad. Diploma Chartered Professional Accountancy (CPA)	387	367	367	346	396	-2%	12%	5%	0%	6%	-13%
Business Administration Diploma (Graduate)	180	182	188	224	221	-19%	-20%	-1%	-3%	-16%	1%
Master of Supply Chain Mgmt	32	20	16	13	4	700%	146%	60%	25%	23%	225%
Business Administration Certificate	68	72	78	91	91	-25%	-25%	-6%	-8%	-14%	0%
Graduate Certificate in Entrepreneurship	8	8	10			Admissions suspended					
Undergraduate students repartition											
B.Comm	7,782	7,351	7,660	7,440	7,199	8%	5%	6%	-4%	3%	3%
B.Admin	158	156	171	200	277	-43%	-21%	1%	-9%	-15%	-28%
Certificate	378	381	451	443	321	18%	-15%	-1%	-16%	2%	38%

CPA program:

5 year target enrolment – growth 2% by AY 2025 (grow to 395 students)

Rationale: The program faces significant internal constraints and a very competitive landscape.

Internal challenges:

- qualified lecturers that are available and eligible (based on union constraints) to teach the courses – many of the current lecturers are nearing retirement, new research orientated faculty have little to no interest in teaching in the CPA program due to the nature of the program.
- MB building having limited number of classrooms available which are laptop friendly
- MB building physical space constraints with hosting a large class size for the summer capstone courses. For example, four years ago (in summer 2018) we had a capstones cohort size of 124 students sitting in the MBS2.210 classroom (MBS2.210 capacity is at 150 students). The room felt completely full. Students complained throughout the summer about how stuffy the classroom was, smelly, no sunlight, and how difficult it was to spend the whole day in it.
- Technical capacity to manage hybrid exams (laptops + printed exams + invigilation) for large classes. Insufficient physical space and wifi unable to handle the loads in the rooms where there is sufficient space.

It is noteworthy to mention that the implementation of the required curriculum changes to comply with the new CPA Competency Map 2.0 and Certification 2.0 will be our biggest challenge. Note the Certification 2.0 requirements and their impact on our current curriculum are still an unknown....we should get some information by CPA Canada by end of this month.

External threats and opportunity:

Another important point is how the CPA Canada National Online Program will continue to evolve. This can be a major opportunity or threat on the JMSB CPA Program.

The continued increase in the supplemental fees for summer school will make this program the most expensive in the province. Likely to have an impact on enrolment as potential candidates have options (other universities, national program offered by the CPA order).

There is a potential growth opportunity by offering value-added seminars to our CPA alumni. Something to be explored – either for credit or through executive education.

MBA (public) program:

5 year target enrolment – growth 2% by AY 2025 (grow to 350 students)

Classic 2 year MBA programs such as ours continue to face significant external pressures – the demand for this type of program is declining. We can see evidence of this over the last few years. The 7% decline over the last 5 years is, part structural, due to the change in the MBA from a 57 credit program to a 45 credit program – the students are graduating faster and, with admissions remaining relatively stable, the number enrolled in the program declined.

The faculty has invested heavily in recruitment activities and as a result we experienced a limited decline in the enrolment during the pandemic. The relatively low cost of our program makes it interesting in terms of return on investment.

Internal constraint: qualified and interested full-time faculty are a scarce resource. Due to accreditation, we need to staff a significant portion of the program with full time tenure track faculty – unfortunately, relatively few are interested in developing exciting new electives for the MBA program. As of late September, there are several core winter MBA courses which are still unstaffed.

Recruitment efforts need to continue to strengthen the brand and to recruit a more diverse student body. International students are primarily from India and to offer an interesting international experience, we need to have students from around the world in the classroom.

There is considerable demand externally for short/micro programs. To this end we are planning on offering a Graduate certificate in business analytics. Possible microprogram areas include sustainability and disruptive strategy.

EMBA program:

5 year target enrolment – growth 5% by AY 2025 (grow to 40 students)

Over the last 5 years the EMBA has maintained an enrolment of between 38 and 41 students. Given the nature of the market, there is no reason to expect a dramatic increase in the enrolment.

Recent renovations to the EMBA classroom space will allow the program to be more flexible in terms of physical location of students – ie. Move toward a more hyflex model. This should enable us to recruit a few more students.

GIIM program:

5 year target enrolment – growth 5% by AY 2025 (grow to 105 students) – growth of 6 students

This forecast is difficult as we are planning on a significant redesign of the program. The recent decline in the enrolment number is not of concern as we are in the process of moving all physical operations to Montreal thereby saving the significant Toronto costs.

The recent upgrades to the facilities have allowed us to offer the program on a hyflex model and attract students from outside of Montreal (ie. Alberta).

Recruitment efforts need to continue – the program is expensive and the pricing places it in competition with other more recognized brands (U. of T. etc). The flexibility and the applied nature of the program offer a value add for potential students, however, getting this message out is critical.

GDBA/GCBA/GCQBS programs:

5 year target enrolment: 0% increase (248 students)

Enrolment in these programs remains very volatile – recently we have seen a significant number of students switch from GDBA to GCBA. The programs appear to be attracting two very different types of candidates: the recent non-business graduate (which the program was designed for) and older experienced students – many of these are recent arrivals in Canada. The challenge for the program is that the needs and expectations of these two groups are quite different.

The program will be reviewing the curriculum and exploring the possibility of offer more flexibility in programming.

The program faces serious staffing issues – there are few tenure track faculty who teach in the program which limits the potential for curriculum development.

New programs – graduate certificate in business analytics

5 year target enrolment: 15 students

We developing a certificate program in business analytics. This is at the fast track LOI stage and will most likely only be offered in winter 2023 – depending on how fast the approval process goes. The program seeks to exploit current excess capacity in the MBA program.

Research Programs

Submitted by Kathleen Boies, PhD
Associate Dean, Research and Research Programs

New students:

- target of 15 students per program (Finance, DS/MIS, management, Marketing, MSCM, PhD—6 programs) per year

New / current / deletion of programs:

- ensure successful launch of DS/MIS (Fall 2022)
- Ensure successful implementation of new curricula in MSc Finance, Marketing, and PhD (Fall 2022 and Fall 2023)
- I see potential for growth at the MSc level (for e.g., with non-thesis based options, or new programs that cut across depts) but we are limited by our faculty resources

Recruitment needs at the international and/or local levels:

- we need to
 - (1) restore a healthy balance of Canadian/PR and international students in some of our programs, and
 - (2) remove single country reliance; specifically PhD (almost all from Iran), MSCM (high number of Indian students), MSc Finance (China) and Marketing (Iran)—those appear in order of priority from most urgent to less
 - Additional resources in Marketing and recruitment team would help—we would need better and more consistent presence in social media, someone to manage our various LinkedIn sites (and ensure continuity), promote the research done by our students, market our programs through traditional and other media, consistently
 - For all programs, we would need more scholarships that are merit-based but not tied to a particular (and highly specific) topic of research

Retention efforts:

- For PhD we are currently taking a great number of strong measures to address these, and we believe that we will start seeing the results in a few years; I do not believe that MSc has a huge issue with retention

Physical space

- If growth happened, then the MSc lab may not be sufficient
- (new) databases may be required and current ones must be maintained

Teaching capacity

- For growth to happen at the MSc level, we would need more tenure-track and tenured faculty members in each dept, and involved in these programs; we would also need some of these faculties to have industry experience AND qualifications for research

Resource Implications for Strategic Enrolment

The core courses in the undergraduate programs have just undergone a curriculum revision. The proposal is presently going through the pipeline of approval in the faculty but implementation is projected for 2023. This is a momentous occasion more than 25 years in the making but it does not come without some resource implications. This is also the case for recent revisions at the MSc level as well as proposed revisions at the PhD level. An intended and much needed ripple effect of new hires needs to also impact deployment of qualified faculty members in the MBA program. Time and effort will be made to support the professional graduate programs in the new members' workload going forward to support this important program.

a) Requests for New Probationary Faculty Members

	# of probationary appointments requested	Area	Justification
Department of Accountancy	2	Management Accounting	To meet the needs of the professional order as well as curriculum changes
	1	Taxation	To meet the needs the professional order as well as coordination requirements
	1	Auditing or Financial Reporting	To meet the compliance requirements of the CPA order as well as staffing and coordination requirements
Department of Finance	1	Derivatives	To support new courses linked to the MSc and PhD curriculum revisions
	1	Financial Economics	Based on the lack of appropriate resources to deploy courses in three graduate programs (MSc, MBA, and GDBA).
	1	Sustainable Investments	Based on course delivery and staffing needs. Currently, there are no full-time faculty members who specialize in this area. The department relies on an Adjunct to teach FINA 421 (Sustainable Investment), who has limited opportunities to teach. This course is a prerequisite for the Manulife Sustainable Investing Practicum, a one-year portfolio management program.

		Fixed Income/Financial Institutions	A faculty member resignation in 2019 has left the department without an expert in the area. There is a need to develop courses at both the undergraduate and graduate levels.
		Business Finance	To introduce two new FINA courses: Financial Markets and Business Finance
Department of Management		Human Resource Management	To offer two COMM courses (COMM 227 and COMM 229) whereas it was responsible only for one course in the old curriculum. In addition, the group recently lost one of the full-time faculty members with a Human Resource specialization. Therefore, it is essential to be successful in hiring an additional probationary faculty member in this area.
		Strategy	Based on staffing an MBA-level course which is required for graduation. The only tenured faculty member specializing in this field has considerable research remissions, and as such, the department has relied on LTAs to cover sections of this course.
		Sustainability	To support the new undergraduate core curriculum revisions and as in the case for other areas, a new hire in this field would be able to support important course content in other programs.
Department of Marketing		Statistical Modelling and Data Analytics	To support the recent curriculum revisions to the MSc and PhD programs.
		Business Communication	To oversee the Business Communication course
		Globalization	To develop and lead the new Global Business Environment course
Department of Supply Chain and Business Technology Management		Data Analytics	To support recent curriculum revisions in the MSc Program as well as a new certificate proposal in this area
		Business Technology Management	To supporting the undergraduate curriculum revisions that require the addition of a new course in innovation management (COMM 219)

b) TA/Marker support

The net resource implications (in terms of the number of instructors) of the new undergraduate curriculum revision are 27 additional 3-credit equivalent sections and 78 additional 1.5-credit sections under the new curriculum, the same amount of marker support is required although it can be adjusted considering specific needs and assessment methods adopted for the course. In particular, for the Computing and Visualization Tools for Business Analytics course, it is recommended that we hire 25 Teaching Assistants to assist instructors and address students' questions considering that students may have technical questions that can be addressed by TAs/markers.

c) Classrooms

As a result of the new undergraduate curriculum revision, the net change in the number of classrooms is as follows.

- Classrooms of 60 seats (for 2 hours and 45 minutes per week): Need 21 additional classrooms
- Classrooms of 60 seats (for 1 hour and 15 minutes per week): Need 28 additional classrooms
- Classrooms of 40 seats (for 2 hours and 45 minutes per week): Need 49 additional classrooms
- Classrooms of 118 seats (for 2 hours and 45 minutes per week): Need 13 less classrooms



SENATE
OPEN SESSION
Meeting of November 11, 2022

AGENDA ITEM: Revisions to the *Policy on the Establishment of Tribunal Hearing Pools* (BD-6)

ACTION REQUIRED: For information

SUMMARY: Certain revisions are being made to the *Policy on the Establishment of Tribunal Hearing Pools* (BD-6) (the "Policy") and are being presented to Senate for information purposes.

BACKGROUND:

Certain modifications to the Policy were made in 2021, specifically to increase the number of tribunal pool members to address backlogs that had resulted during the pandemic.

The only change that is now being proposed to the Policy, is in relation to the trainings that are made available to members of the various tribunal pools and that the trainings include principles of fairness and natural justice, and that the hearing of complaints of sexual violence are done in full awareness of their highly sensitive nature.

The Policy is scheduled to be presented to the Governance and Ethics Committee of the Board of Governors (the "Board") on November 10, 2022, for recommendation of approval to the Board.

PREPARED BY:

Name: Karan Singh
Date: November 2, 2022

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Effective Date: [insert date]

Approval Authority: Board of Governors

Supersedes /Amends: December 16, 2021

Policy Number: BD-6

SCOPE

This policy applies to Tribunal Hearing Pools (as defined below) for hearings, both first-level hearings as well as appeal hearings at Concordia University (the “University”), provided for in the *Code of Rights and Responsibilities* ([BD-3](#)), the [Academic Code of Conduct](#), the [Academic Re-evaluation Procedures](#), the [Graduate Academic Appeals Procedures](#) and any other codes or policies which may be adopted that refer to the Tribunal Hearing Pools provided for under this Policy.

PURPOSE

The Purpose of this Policy is to provide for the establishment of pools of members to serve on various first level and appeal hearings at the University.

DEFINITIONS

“Administrative and Support Staff Tribunal Pool” or “AaSSTP” means the pool set up under [section 9](#).

“Chair(s)” means the chair(s) of a tribunal panel(s) appointed under [section 13](#).

“Faculty Tribunal Pool” or “FTP” means the pool set up under [section 6](#).

“Student Tribunal Pool” or “STP” means the pool set up under [section 2](#).

“Tribunal Hearing Pools” mean the Administrative and Support Staff Tribunal Pool, the Faculty Tribunal Pool and the Student Tribunal Pool.

POLICY

1. In the event that a hearing or appeal panel cannot be convened from the membership of the Tribunal Hearing Pools or the pool of Chairs, as outlined below, the Secretary-General shall designate the membership of the relevant hearing or appeal panel for a given case.

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 2 of 4

Student Tribunal Pool

2. In June of each year, the Concordia Student Union shall be asked to nominate up to a maximum of 25 undergraduate students and the Graduate Student Association shall be asked to nominate up to a maximum of 15 graduate students to form the Student Tribunal Pool.
3. In order to be eligible, students shall be registered in an undergraduate or graduate program and be in good standing. Students who are in failed standing, in conditional standing or on academic probation, or who have been sanctioned under the *Code of Rights and Responsibilities* (BD-3) or the [Academic Code of Conduct](#) within the 3 years previous to their nomination are not eligible.
4. The status and standing of student nominees shall be confirmed by the University Registrar in September prior to the submission of the list of nominees for approval to University Senate ("Senate") by the Secretary of the Senate. In addition, the status and standing of members of the STP shall be confirmed by the University Registrar each September for as long as the member remains in office.
5. The term of office of members of the STP shall be for 2 years, from September 1 to August 31, and shall be renewable, provided that they meet the conditions at [section 4](#). Members remain in office until replaced.

Faculty Tribunal Pool

6. The Council of the Faculty of Arts and Science shall nominate 14 faculty members, the Council of the John Molson School of Business shall nominate 7 faculty members, the Council of the Gina Cody School of Engineering and Computer Science shall nominate 6 faculty members, the Council of the Faculty of Fine Arts shall nominate 3 faculty members and the Council of the School of Graduate Studies shall nominate 5 faculty members, for a total of 35 faculty members to comprise the Faculty Tribunal Pool.
7. The term of office of members of the FTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 3 of 4

8. The Secretary of each Faculty Council and the Council of the School of Graduate Studies shall forward a list of nominees to the Secretary of the Senate prior to its September meeting for approval.

Administrative and Support Staff Tribunal Pool

9. The AaSSTP shall be comprised of 5 members nominated in accordance with the *Policy Relating to the Administrative and Support Staff Electoral College* ([BD-12](#)).
10. Administrative and support staff members from the Office of the Secretary-General and the General Counsel, the Office of Student Tribunals, the Ombuds Office, the Student Advocacy Office and the Office of Rights and Responsibilities shall not be eligible for membership on the AaSSTP.
11. The term of office of members of the AaSSTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
12. The Department of Human Resources shall forward a list of nominees to the Secretary of the Board of Governors (“Board”) prior to its September meeting for approval.

Chairs

13. In addition to the members of the STP and FTP appointed by the Senate, and the members of the AaSSTP appointed by the Board, the Senate shall appoint as many individuals as necessary to serve as non-voting Chairs of the various tribunal panels dealt with under this Policy.
14. The role of the Chairs shall be to preside over the various tribunal panels, keep order and ensure fairness. The Chairs shall, as well, preside over the deliberations of the various tribunal panels but shall not vote.
15. Because the role of the Chairs of the various tribunal panels requires impartiality and particular skills which take time to develop and cannot easily be acquired by lay persons during a brief term of office, the Chairs shall normally be selected from qualified individuals who have training in law or tribunal procedures as well as some knowledge of the University environment.

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 4 of 4

16. The term of office for the Chairs shall be for 2 years, from September 1 to August 31, and shall be renewable.
17. The candidates for the Chairs shall be recommended to the Senate by the General Counsel, in consultation with the secretaries of the tribunal panels dealt with under this Policy. Curriculum vitae of the candidates shall accompany the recommendation.

Training

18. All members of the STP, FTP and AaSSTP, and all Chairs shall receive training prepared and conducted jointly by the secretaries of the tribunal panels dealt with under this Policy, under the supervision of the General Counsel. Training shall include principles of fairness and natural justice, and hearing of complaints of sexual violence in full awareness of their highly sensitive nature.

Policy Responsibility and Review

19. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Secretary-General.

Approved by the Board of Governors on September 18, 2003; and amended on May 20, 2004, September 18, 2008, December 16, 2021, and [insert date].

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Effective Date: ~~December 16, 2021~~ Approving [insert date]

Approval Authority: Board of Governors

Supersedes /Amends: ~~September 18, 2008~~ December 16, 2021 **Policy**

Number: BD-6

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POLICY

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 2 of 4

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POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

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7. The term of office of members of the FTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
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11. The term of office of members of the AaSSTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
12. The Department of Human Resources shall forward a list of nominees to the Secretary of the Board of Governors (“Board”) prior to its September meeting for approval.

Chairs

13. In addition to the members of the STP and FTP appointed by the Senate, and the members of the AaSSTP appointed by the Board, the Senate shall appoint as many individuals as necessary to serve as non-voting Chairs of the various tribunal panels dealt with under this Policy.
14. The role of the Chairs shall be to preside over the various tribunal panels, keep order and ensure fairness. The Chairs shall, as well, preside over the deliberations of the various tribunal panels but shall not vote.

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 4 of 4

15. Because the role of the Chairs of the various tribunal panels requires impartiality and particular skills which take time to develop and cannot easily be acquired by lay persons during a brief term of office, the Chairs shall normally be selected from qualified individuals who have training in law or tribunal procedures as well as some knowledge of the University environment.
16. The term of office for the Chairs shall be for 2 years, from September 1 to August 31, and shall be renewable.
17. The candidates for the Chairs shall be recommended to the Senate by the General Counsel, in consultation with the secretaries of the tribunal panels dealt with under this Policy. Curriculum vitae of the candidates shall accompany the recommendation.

Training

18. All members of the STP, FTP and AaSSTP, and all Chairs shall receive training prepared and conducted jointly by the secretaries of the tribunal panels dealt with under this Policy, under the supervision of the General Counsel. Training shall include principles of fairness and natural justice, and hearing of complaints of sexual violence in full awareness of their highly sensitive nature.

Policy Responsibility and Review

19. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Secretary-General.

Approved by the Board of Governors on September 18, 2003; and amended on May 20, 2004, September 18, 2008, ~~and~~ December 16, 2021-, and [insert date].



SENATE
OPEN SESSION
Meeting of November 11, 2022

AGENDA ITEM: Annual report from the Office of Rights and Responsibilities

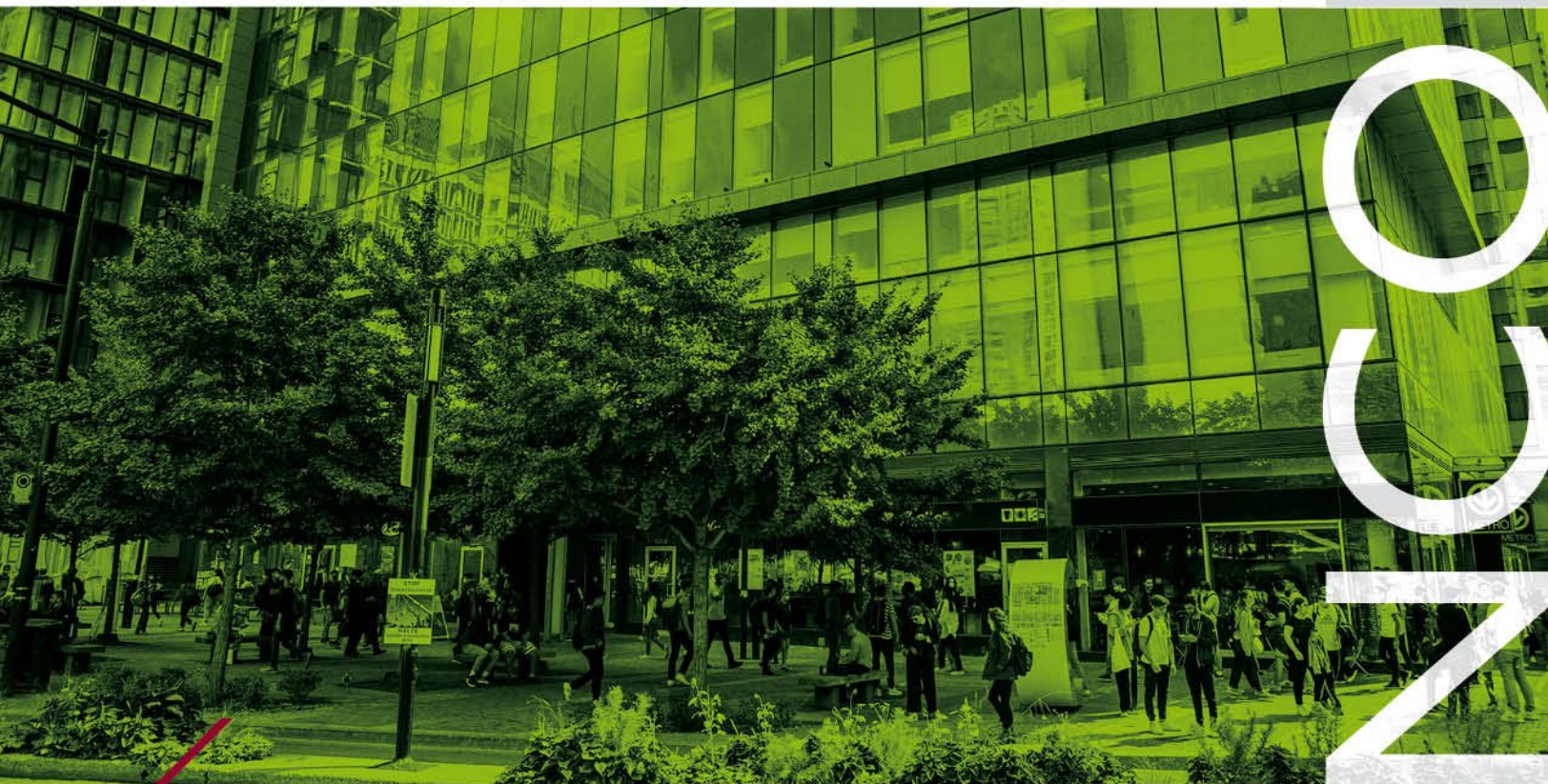
ACTION REQUIRED: For information

SUMMARY: The *Code of Rights and Responsibilities* ([BD-3](#)) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Director, Aisha Topsakal.

PREPARED BY:

Name: Karan Singh
Date: November 2, 2022

OFFICE OF RIGHTS AND RESPONSIBILITIES
Promoting Respect on Campus



ANNUAL REPORT 2021-2022

OCTOBER 2022

CONCORDIA

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Office of Rights and Responsibilities: Annual Report 2021-2022

Introduction

The present report refers to the activities of the Office of Rights and Responsibilities (“**ORR**” or the “**Office**”) from **May 1, 2021 to April 30, 2022**. Submitted to the Secretary-General each year, the ORR’s annual report aims to do the following:

- Offer an overview of the mandate of the Office;
- Present statistics on cases and consultations during the previous academic year;
- Make recommendations with respect to policies or operations of the Office.

The report is made available to the University community via the ORR website www.concordia.ca/rights. It is also submitted, for information purposes, to Concordia’s Senate and Board of Governors.

ORR’s Mandate

The Office administers the Code of Rights and Responsibilities (the “**Code**”), which sets out the behavioral expectations that apply to all members of the University, including students, faculty, and staff. It explicitly prohibits a range of behaviours, such as threatening or violent conduct, sexual violence, sexual assault, harassment, and discrimination. The Code governs behavior that takes place on campus or on other premises in the course of University activities or events.

When any University member has a behavioural concern, they may approach the Office to obtain impartial, confidential, and independent advice and support in resolving the situation. The Office helps members by reviewing all available options and assisting in selecting the most appropriate approach. Options include:

- Helping informally resolve disputes by providing shuttle diplomacy, mediation, crafting settlement agreements, and/or providing strategies for resolution;
- Initiating the appropriate formal complaint process, such as forwarding cases to the Office of Student Tribunals or to the appropriate human resources authority;
- Directing complainants to another, more appropriate mechanism for addressing their complaints, for example: union grievance, police complaints, etc.

In addition to resolving conflicts, the Office coordinates the University’s response in handling urgent cases and managing behaviours that may pose a danger or threat to our community. Members may approach the Office to flag any such behaviour. The Office then takes immediate steps to direct an appropriate and time-sensitive response, in consultation with colleagues from across the University.

The ORR frequently participates in committees and other University bodies mandated to address behavioural issues. Most recently, this has included the Standing Committee on Sexual Misconduct and Sexual Violence (“**SCSMSV**”).

Policies that Guide ORR's Work

In addition to administering the Code, the Office is guided in its work by a number of related University policies, including:

- *Policy Regarding Sexual Violence*
- *Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct*
- *Policy on Student Involuntary Leave of Absence ("POSILA")*
- *Policy on Harassment, Sexual Harassment and Psychological Harassment*

Each policy sets out timelines, decision-making structures and a selection of appropriate responses to potential situations. The policies aim to guide difficult decisions so that they can be made in a timely manner with input from experts from across the University, including the Provost's Office, Campus Security, the Sexual Assault Resource Centre ("SARC"), the School of Graduate Studies, International Students Office, Campus Wellness and Support Services, and others.

A New Team at ORR

The ORR team is composed of a **Director, Associate Advisor** and a shared **Department Assistant**, who also serves the Ombuds Office. 2021-2022 was a period of significant staffing change, with a new person stepping in to each of the three roles:

- **Director and Senior Advisor:** In January 2021, Concordia appointed Lisa White as its inaugural Executive Director of the Equity Office. She continued to lead the ORR while a search for her replacement took place. A selection committee appointed the undersigned, **Aisha Topsakal**, as the new Director and Senior Advisor of ORR, effective May 1, 2021. Aisha has been at the university since 2014, previously with JMSB's Goodman Institute of Investment Management and the Office of the President.
- **Associate Advisor: Sarvenaz Ezzatpour** stepped into this role in January 2021 on an interim basis to replace Daniel Giglio during his parental leave. Daniel has since accepted a new role at the International Students Office. Sarvenaz was appointed in the permanent role of Associate Advisor effective August 29, 2022. She previously worked as the lead advocate at Concordia Student Advocacy.
- **Department Assistant:** In December 2021, Sraddha Bista moved to a new role at the Access Centre for Students with Disabilities. **Andreea Constantinescu**, who is new to the University, joined ORR as Interim Department Assistant in February 2022.

The staffing changes throughout the year brought with them the normal challenges, requiring that time and resources be devoted to training. Throughout this period of adjustment, we are proud to have maintained our level of service to the University community. This would not have been possible without support from the outgoing ORR team. We extend a warm thank you to our colleagues Lisa White, Daniel Giglio and Sraddha Bista for their assistance.

The Return to Campus

The ORR team physically returned to the office in **August 2021** on a full-time basis. We share office space on the 10th floor of the GM building with our colleagues from the Ombuds Office, who also returned to campus at the same time. We were pleased to see our colleagues in person and we have benefited immensely from the spontaneous conversations that can be difficult to replicate in a remote setting.

At the time of writing, our presence on campus has not translated into as many face-to-face meetings with our clients as we would have expected. Students, staff and faculty have continued to opt for remote appointments, despite our availability to meet in person. We have had very few walk-in visitors (3) or in-person meeting requests (under 10) throughout the year.

The ability to collaborate remotely has in some ways been beneficial for ORR. Frequently, we must pull together senior administrators from across the university for urgent meetings – for example, Student of Concern (“SOC”) meetings can require us to quickly assemble a committee with representatives from the Office of the Provost, Campus Security, SARC, Campus Wellness and Support Services and others. Remote meetings facilitate the work of pulling together the needed expertise on short notice.

As the new academic year begins, it remains to be seen whether the ongoing return to campus will impact the number of in-person meetings we host at ORR.

Data Analysis and Statistical Review

Activity Summary and Breakdown of Requests for Assistance

The Office categorizes its assistance to members in the following ways:

- **Consultations:** ORR provides information and guidance but usually does not play an active role in the conflict or concern.
- **Formal and informal cases:** ORR provides advice and may also directly intervene, review evidence or play an ongoing role in the situation. This can include forwarding a complaint to the appropriate authority. In informal cases, ORR typically assists in reaching a voluntary agreement to resolve a dispute.
- **Student of Concern (“SOC”)/POSILA:** A SOC file is opened when a student is identified as presenting a potential threat or danger to themselves or others. ORR typically assembles a Case Team to review these files and recommend appropriate actions. Measures can include various interventions, such as connecting students with appropriate resources, restricting campus access or placing a student on a leave of absence.

An ORR dossier typically begins as a consultation. If it ultimately evolves into a case, it is only counted once when reporting the data. Cases are generally categorized as behavioural issues under the Code or as SOC files under POSILA.

In the 2021-2022 reporting period, ORR received **357 new requests for assistance**, compared to the 380 new requests recorded in the previous reporting period (a drop of 6%). In addition to new files, we managed 37 ongoing files carried over from the previous year, for a **total of 394 active files**, compared to a total of 430 active files in the previous reporting period.

Below, you will find a 3-year comparison of total active files processed by ORR in the relevant reporting periods. As we entered the second year of the pandemic, it may be that the slight dip in requests for assistance reflects the lack of in-person interaction on campus.

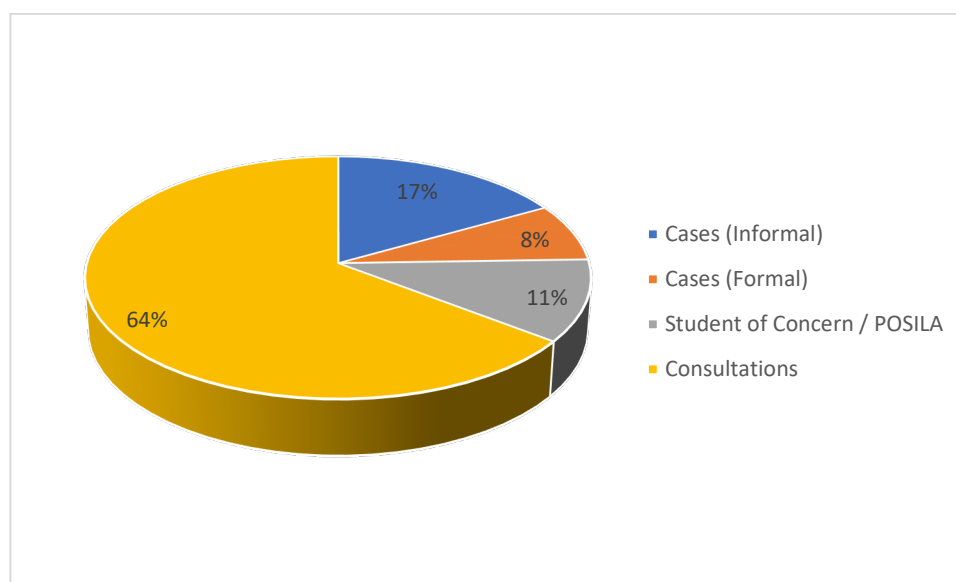
TABLE 1: 3 YEAR ANNUAL COMPARISON OF TOTAL FILES PROCESSED IN REPORTING YEAR

Year	Informal	Formal	SOC	Consults	Total
2021-2022	68	31	44	251	394
2020-2021	94	44	43	249	430
2019-2020	71	47	38	268	424

SOC files typically represent the most challenging cases at ORR, often involving complex problems of mental health and requiring threat assessments in collaboration with colleagues from across the university. This year, ORR had 44 active cases involving SOC files, similar to the 43 SOC cases from the previous year.

The relative distribution of services remained fairly consistent with previous years. As illustrated in the chart below, consultations accounted for a majority of services provided in 2021-2022. Also, in keeping with historical trends, informal resolution tends to be preferred over formal resolution. Active formal complaints represented approximately 8 percent of the Office’s activity.

CHART A: DISTRIBUTION OF SERVICES (2021-2022)



Complainant and Respondent Demographics

In the charts that follow, we take a closer look at our Complainant and Respondent demographics in both our complaint and consultation files.

The following definitions apply when we consider demographics:

- **Student** - Members registered in any academic program on a full-time or part-time basis, independent students, members registered in non-credit courses, auditors, exchange students and visiting students.
- **Staff** - Full-time and part-time employees who are not faculty members and/or do not perform administrative and/or supervisory functions as specified in the 'Administration' category.
- **Faculty** - Full-time and part-time professors including extended and/or limited term appointments, visiting lecturers, etc.
- **Administration** - Employees and/or units who fulfill specific administrative and/or supervisory functions including Deans, Associate Deans, Department Chairs, Campus Security, Residence Life, Directors, etc.
- **Other** - Non-members including alumni, contractors, non-academic visitors, volunteers, etc.
- **Joint** - Two or more Complainants and/or Respondents from different demographic categories
- **N/A** - Complainants and/or Respondents who are unknown, unidentified or anonymous. Complainants in the 'N/A' category are typically anonymous and seeking consultation services from the Office, while Respondents in this category are generally either unknown to the Complainant or not identified by the Complainant.

Who is seeking assistance?

The term “Complainant” is used to refer to any member of the University community who is directly affected by someone’s behaviour and/or as part of their administrative role, raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched. In 2021-2022, students followed by faculty members most often requested assistance from the Office in both case and consultation categories.

CHART B: COMPLAINANT DEMOGRAPHICS 2021-2022 (CASES)

In cases, requests for assistance/complaints were generated by:

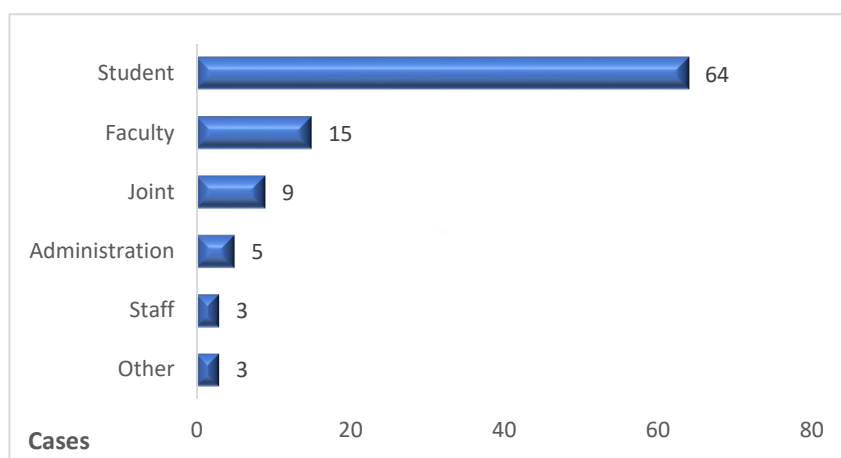
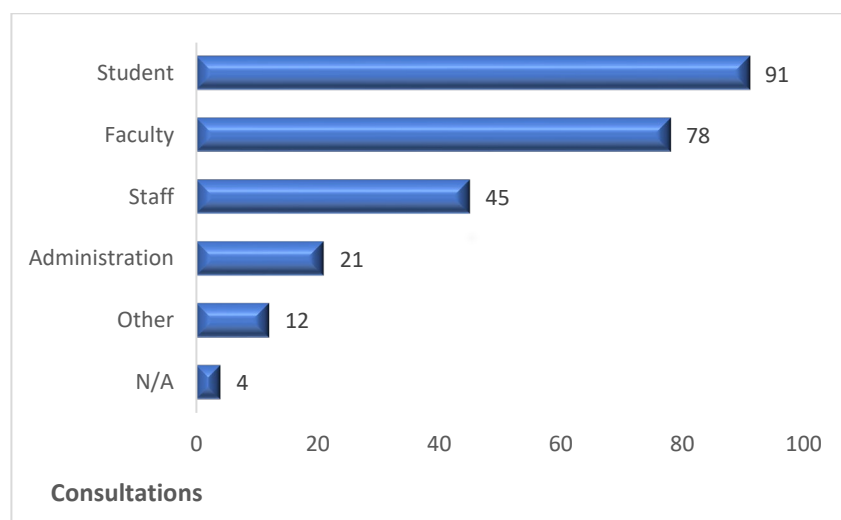


CHART C : COMPLAINANT DEMOGRAPHICS 2021-2022 (CONSULTATIONS)

In consultations, requests for assistance/complaints were generated by:



Who are complaints being made against?

The term “Respondent” refers to the person against whom a complaint is made. A “Respondent” is any member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code. Students were predominantly the identified respondents in both complaints and consultations, followed by faculty.

CHART D: RESPONDENT DEMOGRAPHICS 2021-2022 (CASES)

In cases, complaints were generated against:

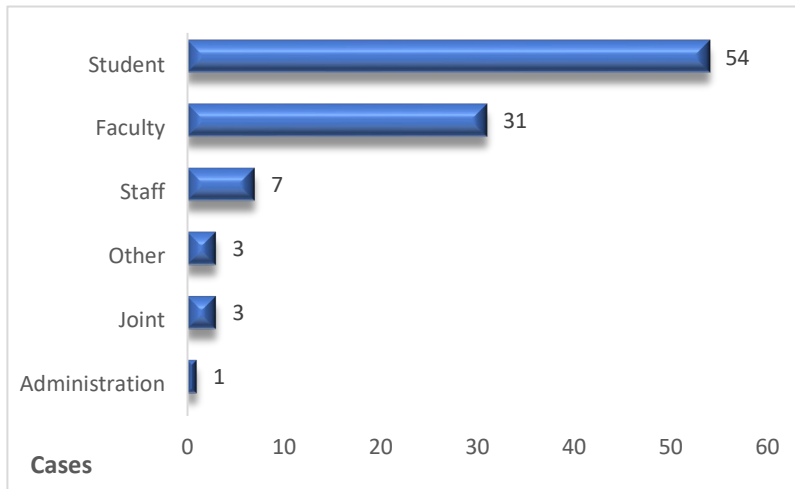
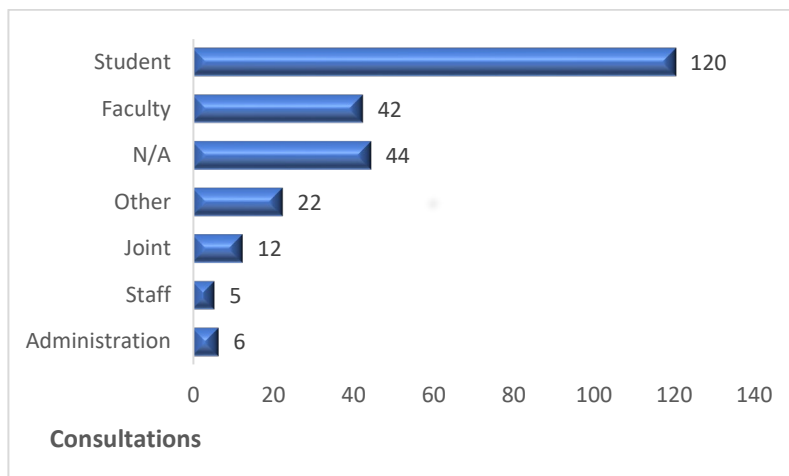


CHART E: RESPONDENT DEMOGRAPHICS 2021-2022 (CONSULTATIONS)

In consultations, complaints were generated against:



What infractions are reported to ORR?

Some complaints allege multiple Code infractions. These complaints are counted as a single file, regardless of the number of offences cited. In consultations, complainants will not necessarily allege a complaint or issue that falls neatly under a specific Code article, accounting for the high number in the “Miscellaneous Consultations” category.

Below, you will see a breakdown of all infractions reported. Consistent with previous years, harassment and SOC reports accounted for the vast majority of concerns brought to ORR. Reports of discrimination and sexual harassment were consistent with last year’s numbers. Allegations of threatening or violent conduct decreased significantly, which may reflect the lack of in-person interaction. A decrease was also noted in reports of sexual violence and sexual assault, as well as psychological harassment. The Office will continue to monitor if any trends emerge through future reporting periods.

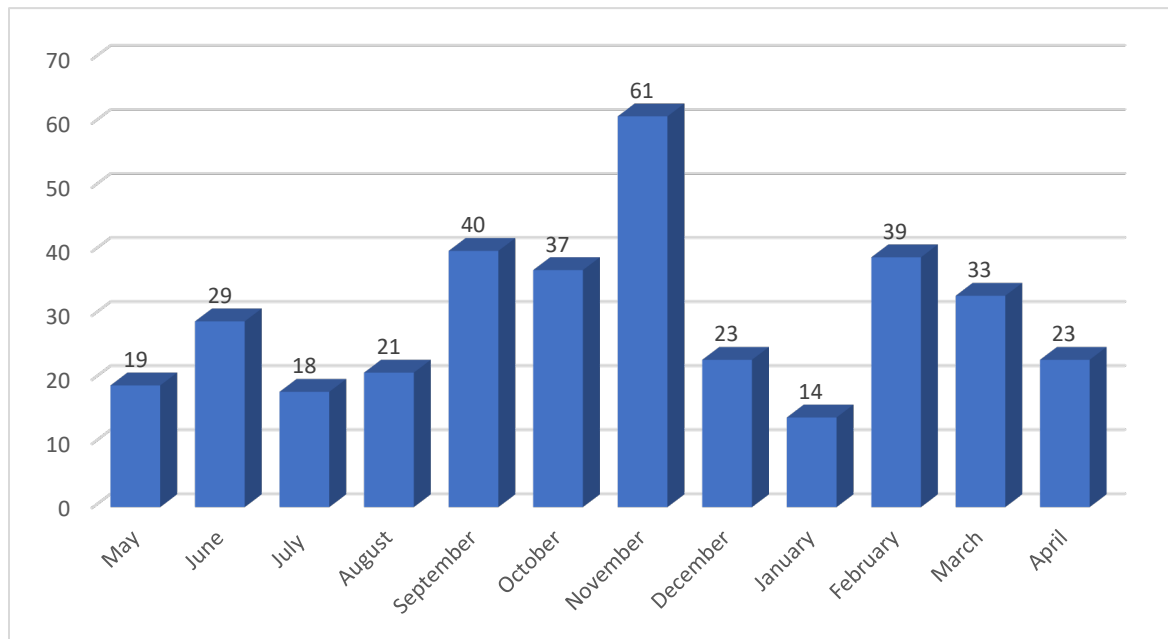
TABLE 2: BREAKDOWN OF INFRACTIONS ALLEGED IN CASES AND CONSULTATIONS (2021-2022)

Offences reported	Cases	Consults	Totals 2021-2022	Totals reported in previous year 2020-2021
Harassment	35	72	107	150
Student of Concern	49	49	98	66
*Miscellaneous Consultations	8	72	98	138
Discrimination	18	32	50	40
Sexual Harassment	15	13	28	30
Communication of Discriminatory Matter	8	18	26	28
Threatening or Violent Conduct	10	3	13	54
Sexual Violence and Sexual Assault	3	7	10	27
Psychological Harassment	2	5	7	45
Forging or altering University documents	0	2	2	6
Unlawful use, sale, etc. of controlled substances	1	0	1	1
Hazing	0	1	1	0
Total	149	274	441	585

When do members reach out to ORR?

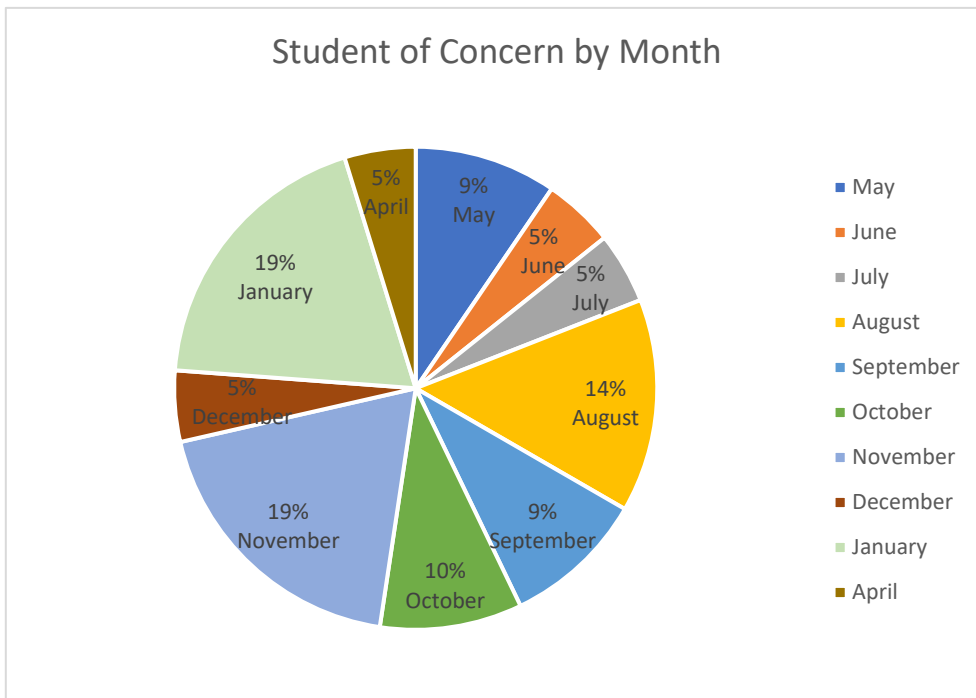
In analyzing new requests for assistance throughout the years (excluding exceptional circumstances), we noted that the Office typically receives more requests in the months of September to November. As illustrated in the chart below, this year was consistent with previously noted trends, with most requests coming to us in the Fall semester.

CHART F: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (357)



Note: Thirty-seven ongoing requests for assistance were carried over from 2020-2021 and are not reflected in this graph.

CHART G: NEW STUDENT OF CONCERN DISTRIBUTION BY MONTH



Note: Seventeen ongoing SOC files were carried over from 2020-2021 and are not reflected in this chart.

Of the 27 new SOC cases received in 2021-2022, the most were reported in the months of November and January. Not surprisingly, SOC reports decreased throughout the summer months.

No students were placed on involuntary leaves of absence in 2021-2022, although two students opted for a voluntary leave from their studies. As always, the SOC dossiers received by the Office required varying levels of intervention, coordination and/or implementation of restrictions, where appropriate.

Education, Outreach, Promotion and Collaboration

ORR education and outreach takes place throughout the year and takes many forms. The staff participates in student, faculty and employee orientations, offers workshops and training, and provides information regarding harassment, threatening or violent conduct and dealing with disruptive members.

Throughout the 2021-2022 year, ORR participated in and presented at various University events

and activities remotely. Outreach activities also included providing information to departments regarding ORR policies and approaches to behavioural incidents and concerns.

In last year's annual report (2020-2021), we recommended that ORR and the newly launched Equity Office develop a combined program of outreach efforts, given that discrimination complaints brought to ORR are often tied to problems of a more systemic nature. I am pleased to report that ORR and the Equity Office delivered a series of joint workshops to faculty members throughout the reference year. Lisa White and Aisha Topsakal visited departments to lead discussions and present scenarios on EDI-related topics. The topics covered were varied and included barriers to creating an inclusive classroom, managing difficult conversations, and responding to reprisals when complaints are filed. We look forward to collaborating further with the Equity Office to offer additional resources for our community members.

Recommendations

The Office may make recommendations regarding situations within a unit, department, faculty or the University as a whole, when such situations have the general effect of violating the rights protected by the Code. Often, these recommendations arise from specific issues or situations that are brought to the Office's attention. The Office also makes recommendations as needed regarding the Code, related policies and its own operations. University members are welcome to submit recommendations for consideration.

As we look ahead, our recommendation for the coming year is that ORR work together with colleagues to deliver a regular series of recurring workshops for academic and non-academic leaders to help equip them with the skills to manage difficult situations and respond to crisis situations. Topics should include how to respond to **students in distress** and how to manage **difficult situations and conversations**.

As the 2022-2023 academic year begins, we are pleased to report that we have delivered our first in-person workshop to all Concordia Chairs on how to manage difficult situations, in collaboration with the Office of the Provost, Equity Office, SARC and the Office of Indigenous Directions. We have also presented to the Chairs of the Faculty of Arts and Science in collaboration with the Ombuds Office. We look forward to continuing hands-on trainings such as these throughout the year.

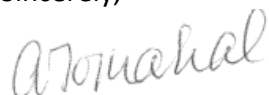
Closing Remarks

In summary, 2021-2022 has been a year marked by change. In addition to our return to campus, we now have an entirely new team at ORR. Under normal circumstances, the work at ORR is challenging – the transitions of this year required an even greater level of adaptability and agility. We were nevertheless able to maintain a level of service that has elicited positive feedback from students and colleagues throughout the year.

I would like to thank our ORR Associate Advisor, Sarvi Ezzatpour, and our Department Assistant, Andreea Constantinescu, for the hard work and dedication they have shown in their roles since their very first day of joining our office. The enthusiasm, compassion and rigour they bring to the office each day is remarkable. I would again like to thank the outgoing ORR team - Lisa White, Daniel Giglio and Sraddha Bista - for their assistance throughout our staffing changes.

Finally, I would like to extend our thanks to the Secretary-General and our Concordia colleagues for their invaluable support as we have navigated the challenges of this past year. We look forward to working together to ensure that all Concordians can pursue their studies and work in a safe, collegial space.

Sincerely,



Aisha Topsakal

Director and Senior Advisor, Rights and Responsibilities

HARMONY
 RESPECT
 CONNECTION
 THREATS
 DISRUPTIVE BEHAVIOUR
 EQUITY
 DISCRIMINATION
 COOPERATION
 COLLEGIABILITY
 DIVERSITY
 TRESPASSING
 CIVILITY
 HARASSMENT
 THEFT



ALLEVIATING THE BURDEN OF POVERTY AND SOCIAL EXCLUSION FOR THE MOST VULNERABLE

CENTRAIDE AT A GLANCE

Our territorial analysis allows us to invest where needs are most urgent and adapt our strategies to the realities of each neighbourhood.

Centraide provides training to reinforce agency capacities and develop the skills and leadership of social entrepreneurs.

If the agencies supported by Centraide had to raise this money on their own, **fundraising costs would increase by \$9M.**

800,000

people supported, or 1 in 5 people in Greater Montreal.

INVEST WISELY IN GREATER MONTREAL

1 GLOBAL ACTION \ 4 AREAS OF ACTION



SUPPORT YOUTH SUCCESS

Stimulate early childhood development
Encourage academic perseverance
Support parents and families
Prevent homelessness



TAKE CARE OF THE ESSENTIALS

Ensure food security
Facilitate access to housing



BREAK SOCIAL ISOLATION

Break the social isolation of seniors
Promote the social inclusion of people with disabilities
Support the integration of immigrants and refugees
Help people experiencing a crisis



BUILD CARING COMMUNITIES

Bring neighbourhoods to life
Encourage volunteer action
Reinforce agency skills and leadership



We are living in difficult times and, **thanks to everyone's efforts**, we have already been **able to provide help and comfort to thousands of people**. There is still much to do and **we need help from all to continue** to support critical needs.

21%

of households in Greater Montreal earn **less than \$30,000 per year**. Today, they are facing **the sharpest upturn in inflation in 30 years**.

37%

of Montreal-area respondents to a Léger poll said they are **cutting back on grocery expenses** to afford **housing**.

300,000

people in the Greater Montreal area are experiencing **food insecurity**. New people are showing up at food banks, including low-income workers and more and more families.

1,2 million

Quebecers live in **poverty**. **50%** of them live in **Greater Montreal**.

20%

of Canadians will be affected by a **mental health issue** at some point in their lives. Many people with mental health problems will also experience **financial insecurity and social exclusion**.

10 years

It takes **newcomers** an average of 10 years to achieve the **same standard of living** as other Quebecers.

AN UNPARALLELED SURGE OF GENEROSITY

AN OUTSTANDING COMMITMENT TO OUR COMMUNITY

An incredibly generous **\$62,6 M was raised** during the 2021 campaign to support our communities!

75% of the amount collected came from **corporate donations and fundraising campaigns**.

A recurring payroll deduction is a simple and quick way to improve a campaign. Retention rate of donors during the second year of their donation (55%) is **greater than that of a new donor (33%)**.