



SENATE

NOTICE OF MEETING

April 13, 2018

Please be advised that the next regular meeting of Senate will be held on Friday, April 20, 2018, at 2 p.m., in the Norman D. Hébert, LL.D. Meeting Room (Room EV 2.260) on the SGW Campus.

Please note that Closed Session documents and discussions are confidential.

Members of Senate who cannot attend are requested to notify Evelyne Loo as soon as possible at evelyne.loo@concordia.ca or ext. 4814. You may also contact Evelyne if you have any problems accessing the documents.

A handwritten signature in blue ink that reads "D. Tessier".

Danielle Tessier
Secretary of Senate



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

Held on Friday, April 20, 2018
immediately following the Closed Session
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus

Item	Presenter/s	Action
1. Call to order	A. Shepard	
1.1 Adoption of the Agenda	A. Shepard	Approval
1.2 Adoption of March 16, 2018 Minutes	A. Shepard	Approval
2. Business arising from the Minutes not included on the Agenda	A. Shepard	
3. President's remarks	A. Shepard	Information
4. Academic update (<i>Document US-2018-3-D3</i>)	G. Carr	Information
5. Report of Standing Committees:	A. Shepard	Information
5.1 Finance (<i>Document US-2018-3-D4</i>)		
5.2 Library (<i>Document US-2018-3-D5</i>)		
CONSENT AGENDA	A. Shepard	
6. Committee appointments (<i>Document US-2018-3-D6</i>)		Approval
7. Academic Programs Committee: Report and recommendations (<i>Document US-2018-3-D7</i>)		Approval
7.1 Undergraduate curriculum changes – Faculty of Arts and Science		

- 7.1.1 Department of Chemistry and Biochemistry (*Document US-2018-3-D8*)
- 7.1.2 Department of Classics, Modern Languages and Linguistics (*Documents US-2018-3-D9 and D10*)
- 7.1.3 Department of Geography, Planning and Environment (*Document US-2018-3-D11*)
- 7.1.4 Department of Political Science (*Document US-2018-3-D12*)
- 7.1.5 Department of Psychology (*Document US-2018-3-D13*)

- 7.2 Graduate curriculum changes – Faculty of Fine Arts – Department of Design and Computation Arts (*Document US-2018-3-D14*)

- 7.3 Graduate curriculum changes – Faculty of Arts and Science
 - 7.3.1 Department of Education (*Document US-2018-3-D15*)
 - 7.3.2 Department of Geography, Planning and Environment (*Document US-2018-3-D16*)
 - 7.3.3 Department of Psychology (*Document US-2018-3-D17*)

- 7.4 Graduate curriculum changes – Faculty of Fine Arts – Department of Art History (*Document US-2018-3-D18*)

REGULAR AGENDA

- | | | | |
|-----|--|---------------------------------|-------------------------|
| 8. | New graduate program – John Molson School of Business – Graduate Certificate in Quantitative Business Studies
(<i>Document US-2018-3-D19</i>) | P. Wood-Adams/
A.-M. Croteau | Approval |
| 9. | CSU motion regarding internships (<i>Document US-2018-3-D20</i>) | L. Sutherland/
A. Sherra | Approval |
| 10. | Digital strategy consultation | G. Beaudry | Discussion/
Feedback |
| 11. | Question period (<i>maximum - 15 minutes</i>) | | |
| 12. | Other business | A. Shepard | |
| 13. | Adjournment | A. Shepard | |

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

Held on Friday, March 16, 2018, at 2 p.m.
in the Norman D. Hébert, LL.D. Meeting Room
(Room EV 2.260) on the SGW Campus

PRESENT

Voting members: Alan Shepard (*Chair*); Paul Allen; Amir Asif; Reena Atanasiadis; Guylaine Beaudry; Pascale Biron; Patrice Blais; Rory Blaisdell; Saul Carliner; Graham Carr; Mikaela Clark-Gardner; Frank Crooks; Anne-Marie Croteau; Ricardo Dal Farra; Christine DeWolf; Jill Didur; Charles Draimin; Rebecca Duclos; Vince Graziano; Christophe Guy; Lorraine Oades; Virginia Penhune; John Potvin; Martin Pugh; Omar Riaz; André Roy; Jonathan Roy; Daniel Salée; Francesca Scala; Yousef Shayan; Ali Sherra; Shaumia Suntharalingam; Matt Soar; Robert Soroka; Julia Suter Sardo; Leyla Sutherland; Sofiène Tahar; Christopher Trueman; Paula Wood-Adams; Jean-Philippe Warren

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Denis Cossette; Roger Côté; Bram Freedman; Emmet Henchey; Tom Hughes; Lisa Ostiguy; Daniel Therrien

ABSENT

Voting members: Steven Brown; Marcie Frank; Chiranjeevi Koduri; Brigitte Jaumard; Tevfik Karatop; David Morris; Mahesh Natarajan; Harald Proppe; Thufile Sirajudeen; Marc Steinberg; Sharon Yonan Renold

Non-voting members: Isabel Dunnigan; Frederica Jacobs

1. Call to order

The President called the meeting to order at 2:06 p.m.

1.1 Approval of Agenda

R-2018-2-1 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Approval of the Minutes of the Open Session meeting of January 19, 2018

Pursuant to comments from Messrs. Blaisdell and Sherra and Ms. Clark-Gardner regarding the content of the Minutes, Ms. Tessier explained that the Minutes do not constitute a verbatim account of who said what and outlined how she proceeds to draft them.

R-2018-2-2 Upon motion duly moved and seconded, it was resolved that the Minutes of the Open Session meeting of January 19, 2018 be approved.

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:

- Over 4,000 visitors attend the Open House held of February 10. He thanked the many volunteer students, faculty and staff whose participation contributed to that day's success.
- The University recently received a gift of \$3 million from Miriam Roland to establish the Miriam Aaron Roland Graduate Fellowships as well as a donation of \$10 million from Jonathan and Susan Wener to establish the Centre for Real Estate in JMSB.
- The Women's and Men's Hockey teams are advancing to the University national championships.
- Concordia continues to make gains in international rankings, such as the 2018 QS World Rankings by Subject.
- He congratulated Vivek Venkatesh who is the holder of the UNESCO co-chair in Prevention of Radicalization and Violent Extremism.
- He congratulated students who recently won case competitions in JMSB and ENCS and apprised Senators of some upcoming events.

4. Academic update (Document US-2018-2-D1)

The Provost noted that the takeaway theme from his report is the focus on student academic success, through case competitions, essay contests or video competition which, in turn, contributes to the University's visibility at the national and international level. He spoke of some upcoming events listed in the report, including the "Thinking Out Loud" live event on March 20 featuring the first cohort of Public Scholars.

5. Report of Standing Committees

5.1 Academic Planning and Priorities (Document US-2018-2-D2)

5.2 Finance (Document US-2018-2-D3)

5.3 Library (Document US-2018-2-D4)

5.4 **Research** (Document US-2018-2-D5)

No questions were asked in connection with this report.

CONSENT

6. **Amendments to the composition of the Finance Committee** (Document US-2018-2-D6)

R-2018-2-3 *That, on recommendation of Steering Committee, the membership of the Finance Committee be amended by substituting the position of Vice-Provost, Planning and Positioning for that of Vice-Provost, Faculty Relations as a non-voting member.*

7. **Academic Programs Committee: Report and recommendations** (Document US-2018-2-D7)

7.1 **Undergraduate curriculum changes – Faculty of Arts and Science**

7.1.1 **Department of Education** (Document US-2018-2-D8)

7.1.2 **Department of History** (Document US-2018-2-D9)

7.1.3 **Department of Physics** (Document US-2018-2-D10)

7.1.4 **School of Irish Studies** (Document US-2018-2-D11)

R-2018-2-4 *That the undergraduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2018-2-D8 to D11 be approved, as recommended by the Academic Programs Committee in Document US-2018-2-D7.*

7.2 **Undergraduate curriculum changes – Faculty of Fine Arts -Mel Hoppenheim School of Cinema** (Document US-2018-2-D12)

R-2018-2-5 *That the undergraduate curriculum changes in the Faculty of Fine Arts, outlined in Document US-2018-2-D12 be approved, as recommended by the Academic Programs Committee in Document US-2018-2-D7.*

7.3 **Graduate curriculum changes – Faculty of Arts and Science**

7.3.1 **Department of Journalism** (Document US-2018-2-D13)

7.3.2 **Department of Religions and Cultures** (Document US-2018-2-D14)

R-2018-2-6 *That the graduate curriculum changes in the Faculty of Arts and Science, outlined in Documents US-2018-2-D13 and D14 be approved, as recommended by the Academic Programs Committee in Document US-2018-2-D7.*

7.4 **Graduate curriculum changes – John Molson School of Business**

7.4.1 **Graduate Certificate in Business Administration** (Document US-2018-2-D16)

7.4.2 **Graduate Diploma in Business Administration** (Document US-2018-2-D17)

7.4.3 **Master of/Magisteriate in Business Administration (Executive Option)** (Document US-2018-2-D18)

7.4.4 **Master of/Magisteriate in Science in Marketing** (Document US-2018-2-D19)

R-2018-2-7 *That the graduate curriculum changes in the John Molson School of Business, outlined in Documents US-2018-2-D16 to D19 be approved, as recommended by the Academic Programs Committee in Document US-2018-2-D7.*

REGULAR

8. Academic Programs Committee: Report and recommendations (Document US-2018-2-D7)

8.1 New graduate program – Faculty of Arts and Science and Faculty of Engineering and Computer – Department of Chemistry and Biochemistry, Department of Physics, Department of Building, Civil and Environmental Engineering, Department of Electrical and Computer Engineering, Department of Mechanical, Industrial and Aerospace Engineering – Master of/Magisteriate in Science (Nanoscience and Nanotechnology) / Master of/ Magisteriate in Applied Science (Nanoscience and Nanotechnology) (Document US-2018-2-D15)

Deans Wood-Adams, Roy and Asif presented the highlights of the proposal. This is the first time that Concordia is offering a joint program that involves two Faculties and several Departments. It is an exciting initiative, which builds on the strengths and expertise in both Faculties and will position Concordia University at the forefront in nanoscience and nanotechnology.

On behalf the Finance Committee of Senate, Prof. Atanasiadis gave an oral report indicating the Committee's support of the new program while apprising of the following comments. The projected revenues seem reasonable provided that the expected number of students is admitted. As the projection is based on the Clarder weighting of 4.42 for Engineering Master students, the proposers have taken a conservative approach in estimating revenue (the Clarder weighting for Science Master students is 6.59).

She stated the two concerns raised about student support: Will Engineering students and Science students receive the same financial support? Will the support for other graduate programs in Arts and Science be reduced in order to provide the funding for students in this program especially in the first two years?

In response to the first concern, Dean Wood-Adams indicated that the financial support will be the same in terms of dollars per student but the model will be different in the two Faculties. With respect to the second concern, Arts and Science will adjust its spending on graduate funding to reflect this new program. Graduate student support in both Faculties will come from several sources including faculty operating budgets, SGS scholarships, donor awards and research grants. She added that a working group has been struck that will be looking at developing sustainable graduate student funding for the future.

R-2018-2-8 *Upon motion duly moved and seconded, it was unanimously resolved that the new graduate program in the Faculty of Arts and Science and Faculty of Engineering and*

Computer Science, outlined in Document US-2018-2-D15 be approved, as recommended by the Academic Programs Committee in Document US-2018-2-D7.

9. Clarification regarding the definition of “in good standing” (Document US-2018-2-D20)

Me Blais summarized the background leading to Steering Committee’s clarification of what “in good standing” signifies in relation to retiring professors or librarians’ entitlement to use the Emeritus title.

It was agreed that individuals subject to pending sanctions at the time of their retirement would not automatically be entitled to use the Emeritus title and, if not, would be so informed following a decision made by the Provost. This would include the case where an investigation is ongoing and an individual opts to retire before the investigation is completed.

Mr. Blaisdell asked what would happen in the event that such an investigation at the time of the retirement ultimately resulted in no sanction. The President responded that this would depend on each situation.

10. Question period

No questions were posed.

11. Other business

There was no other business to bring before Senate.

12. Adjournment

The meeting adjourned at 2:38 p.m.



Danielle Tessier
Secretary of Senate

Internal Memorandum

To: Members of Senate
From: Graham Carr, Provost and Vice-President, Academic Affairs
Date: April 11, 2018
Re: Academic Update

Concordia advanced six spots to 10th place among Canada's engineering schools in the Maclean's 2018 Program Rankings, while computer science advanced three spots into 11th position this year. The rankings assess 10 popular programs in the sciences and social sciences from both a research and reputation perspective. They use indicators measuring program and research reputations, as well as the volume of faculty publications and citations. Both Concordia's engineering and computer science programs performed well with regards to bibliometric data, ranking eighth and sixth respectively in publication output.

In the overall Maclean's University Rankings [Concordia placed 10th in the comprehensive university category](#) for the third year running, while advancing in six important areas: student satisfaction, Social Sciences and Humanities Research Council of Canada (SSHRC) grants, total research dollars, library acquisitions, scholarships and bursaries, and reputation.

In the span of a week, JMSB students took home gold medals in two Canadian case competitions. A delegation of 45 undergraduates won the 2018 edition of Happening Marketing, hosted by HEC Montréal, while a group of MBA students won first place at the Ted Rogers Diversity and Inclusion competition at Ryerson University.

At an event in Toronto this week, the Public Policy Forum (PPF) will award the Hyman Solomon Award for Excellence in Public Policy Journalism to Francine Pelletier (Journalism). Established in 1992, the award is presented each year to a journalist whose work, in either official language, provides insight into Canada's policy-making process. Past recipients include *The Globe and Mail's* Jeffrey Simpson and André Picard, and Chantal Hébert of *The Toronto Star*.

Vivek Venkatesh (Education) has been named a co-chair on the Prevention of Radicalization and Violent Extremism by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The chair, which is the first of its kind in the world, underscores the role of education as a tool to counter the spread of terrorism. The UNESCO co-chairs are David Morin from *Université de Sherbrooke* and Ghayda Hassan from *Université du Québec à Montréal*.

Younes Medkour, PhD candidate in Biology and a 2018 Public Scholar, was short-listed for NSERC's Science, Action! video competition. From the short-list of 25, 15 finalists chosen by a panel of judges will win cash prizes and be featured as part of museum exhibits and science fairs, and during Science Odyssey and Science Literacy Week. Younes' video "The Fountain of

Youth” features his aging research and his quest to increase the human lifespan and delay the onset of age-related diseases.

A paper by Michel Laroche, a professor in the Department of Marketing and Royal Bank Distinguished Professor in Marketing at the John Molson School of Business (JMSB) has been nominated by *Business Horizons* for the Best Article Award 2017. Co-authored with Mohammed Reza Habibi of Mihaylo College of Business and Economics at California State University and Alexander Davidson (PhD candidate, Marketing), the paper is entitled “What Managers Should Know About the Sharing Economy.”

Twenty-one Concordia faculty members have been awarded funding for Mitacs Globalink Research Interns for 2018-19 as follows: Faculty of Engineering and Computer Science (9), Faculty of Arts and Science (8), JMSB (3), Faculty of Fine Arts (1). The interns will come from institutions in India, Mexico, China, Brazil, and Tunisia. Meanwhile Arman Moini Jazani (PhD student, Chemistry and Biochemistry), Amirali Ommi, and Seyed Reza Razavi (Master's students, Concordia Institute for Information Systems Engineering) were granted Mitacs Globalinks Research Awards to conduct research projects in China this summer.

Yann-Gaël Guéhéneuc (Computer Science and Software Engineering) has been awarded 21,000 EUR through the *Agence universitaire de la Francophonie's Soutien aux Projets Interuniversitaires de Solidarité dans les Amériques* for a collaboration grant with the Federal University of Rio Grande of the South (Brazil) and the University of the Republic of Uruguay entitled *Évaluation empirique des environnements de développement logiciel*.

Noah Furlani (undergraduate student, English) who received a 2018 Japan Canada Academic Consortium to attend its Student Forum entitled “The Crisis in the Humanities: Reconsidering the Studies of the Humanities in the Age of Technology and Innovation” hosted by the Canadian Embassy in Tokyo was a member of the forum’s winning team of student presenters this year.

Philipp Grinstein (undergraduate student, JMSB) was awarded a Japan Student Services Organization (JASSO) scholarship to attend Kei University on exchange for Winter 2018. JASSO is an organization supported by the Japanese government that finances the award valued at 80,000 JPY per month.

On March 7, the Ellen Gallery exhibition *Who Speaks?/Qui parle?* opened. Curated by Katrie Chagnon, Max Stern Curator of Research, the exhibit brings together the Gallery’s recent acquisitions and runs until April 21.

From March 11 to 15, JMSB students and volunteers, organized by the Commerce and Administration Students Association (CASA) slept in the streets in support of 5 Days for the Homeless, a nation-wide initiative aimed at raising awareness of the issue of homelessness.

On March 15, twenty-five 3 Minute Thesis (3MT) finalists remaining from 77 registered participants wowed a packed house and the judges with compelling presentations about their work using clear, accessible language. Everybody was impressed with the quality of the presentations and diverse, ground-breaking research. Milan Valyear, PhD candidate and 2018 Public Scholar is the winner of this year’s competition, and will represent Concordia at the 3MT

Eastern Regional Competition hosted by McGill University. Eric Fillion, PhD candidate and also a 2018 Public Scholar, will represent Concordia at the francophone competition “Ma Thèse en 180 secondes” at the 86th ACFAS Congress that will take place at *Université du Québec à Chicoutimi*.

On March 23, hundreds of Concordians and community members came for the Grand Opening Celebration of the Webster Library Transformation. The Minister of Education, Hélène David, addressed the crowd, as did François Croteau, Mayor of Rosemont-La-Petite-Patrie, City Councillor and Member of the Executive Committee. The transformation was made possible through the generous support of our Foundation partners, as well as the collaboration of the Concordia Student Union. Concordia’s undergraduate students contributed \$1.3 M to this project through the Library Services Fund. Congratulations to University Librarian, Guylaine Beaudry, her team at the Library, and to everyone who contributed to making the Webster Library Transformation a great success.

The Individualized Program (INDI) celebrated its students and their @ INDI Research Day, on Thursday, March 29 in the EV Atrium. Eleven INDI students were asked to consider and showcase how their research may have a positive impact in the world. Sherif Goubran was awarded first prize for his research entitled “*How to rethink our public transit infrastructure*”, and the People’s Choice Award recipient was Zeina Ismail-Allouche for her work entitled “*A research creation to explore the forced separation as perceived by transracial/transnational adoptees in view of the legacy of the Indigenous Peoples in Canada*”.

The School of Graduate Studies and INRS are hosting a workshop on “Admitting International Graduate Students: Working to improve processes” given by Dr. Julie R. Posselt on April 19. Drawing from her book, *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping* (Harvard, 2016) as well as recent case studies of high-diversity, selective PhD programs, Dr. Posselt will pull back the curtain on a process usually conducted behind closed doors. In addition to sharing her research, Dr. Posselt will share concrete strategies and tools to improve admissions processes, and through a series of interactive activities, attendees will have an opportunity to discuss and create more holistic systems of application review.

The Blue Metropolis literary festival celebrates its 20th anniversary from April 20 to 29. And this year, more Concordia faculty and students are involved than ever before. The multilingual festival will feature more than a dozen faculty members from an array of programs at the university, including English, First Peoples Studies, *Études françaises*, and Classics, Modern Languages and Linguistics. For the second year in a row, the large number of Concordians participating has earned the university its own section in the program: “The Concordia Effect at Blue Met.” Click here for the full [Blue Metropolis program](#).

GradProSkills, in partnership with McGill’s Skillset, has conducted a needs assessment to identify the administrative and academic processes related to career self-management, as well as the knowledge and skills that our current doctoral students need to develop. The data collected, including interviews with PhD students, supervisors, GPDs and alumni will help guide the design and development of new processes to support PhD students’ career self-management. This project has been made possible through a grant to the School of Graduate Studies from Entente Canada-Québec, a federal/provincial funding agreement that provides financial help for projects in English post-secondary educational establishments.

Guylaine Beaudry's first term as Concordia's university librarian ends June 30, 2019. She has confirmed that she will be seeking a second term. When the university librarian seeks renewal of their term, the Board of Governors establishes the University Librarian's Evaluation Committee. Members of the university community are invited to make brief written submissions to the committee to assist it in its work, using the evaluation themes and criteria to guide their preparation of submissions. Submissions are requested before April 20 – for more information click [here](#).



**SENATE FINANCE COMMITTEE
REPORT TO SENATE
April 20, 2018**

Shortly after the March meeting of the Finance Committee was cancelled, we received the proposal for a new JMSB program, the Graduate Certificate in Quantitative Business Studies.

As a result, the program was circulated to members of the committee for review, and members were asked to send their comments to all. As presented to Senate, the Graduate Certificate in Quantitative Business Studies has only a negligible impact on expenses in JMSB. The 2.29 weighting factor used to calculate income is correct, and the estimate for the number of students seems reasonable. From the finance perspective, the proposed program is certainly worthy of support.

LIBRARY**REPORT TO SENATE
FROM THE
LIBRARY COMMITTEE**

(Senate Meeting – April 20, 2018)

The third meeting of the LC for the academic year was held on March 26, 2018.

1. Webster Library Transformation Grand Opening

On Friday, March 23rd, we celebrated the end of the Webster Library Transformation project, with the presence of Dr. Hélène David, Quebec Minister for Higher Education and Minister for the Status of Women, as well as Dr. François Croteau, borough mayor of Rosemont-La-Petite-Patrie and member of Montreal's Executive Committee responsible for the smart city, information technologies, innovation and higher education with President Alan Shepard and Provost Graham Carr. Performances by the contemporary dance students were held on different floors while guests explored the library. Tours were given of the 22 different study environments, the loan desk, the green walls and the new technology sandbox and the visualization room featuring the interactive artwork *Proteus*: Jeremy Segal (project lead), Michel Didier (technical lead), Roxanne Sirois (art direction), Joseph Browne (sound designer); five activities were presented in different rooms while the Architects of MSDL showcased their work. The Webster Library Grand Opening was well attended with 245 guests.

2. Journal Usage Project Presentation (Kumiko Vézina and Pat Riva)

Ms. Kumiko Vézina, Electronic Resources Coordinator, gave an extensive presentation on the CRKN Journal Usage Project. The Journal Usage Project is an extension of the research conducted in 2014-2015, by Dr. Vincent Larivière, at the Université de Montréal (with three other Quebec institutions), in which he examined the impact on libraries of the consolidation of journal publishing and the development of what is known in the industry as the “big deal” (a contract a library enters into with a Publisher to get access to a large electronic library of journals at a substantial discount).

In 2016-2017, the CRKN consortium (Canadian Research Knowledge Network) expanded that research nationally to determine if results would be similar across the country and/or if there were similarities or differences between regions, or between research and teaching focused Universities. The study was two-fold:

-Analysis of Journal Usage by institution (from 2011 to 2015) based on all the ejournal packages each institution was subscribed to (not only via CRKN).

-Survey on Faculty perceptions of journal value. 23 out of the 28 institutions participated. (Concordia did not participate in the survey).

The Concordia data from the Journal Usage Project provided the Library with a better understanding of how our ejournal collection is being used by discipline, by publisher and by platform with a reassuring finding that 70% of the ejournals the Library subscribes to have been used at least once in the last 5 years, which is considered very good.

*Respectfully submitted,
Dr. Guylaine Beaudry
Vice-Provost, Digital Strategy and University Librarian
4 April 2018*



COMMITTEE APPOINTMENTS

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Student Tribunal Pool	Alex Barcelona (CSU)	2018/2019
	Sarah Mazhero (CSU)	2018/2019
	Safa Sheikh (CSU)	2018/2019

April 10, 2018

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
April 20, 2018**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2019-20 Undergraduate Calendar:

Following approval of Faculty Councils, on **March 29, 2018** APC members reviewed the undergraduate curriculum submissions from the Faculties of Arts and Science and Fine Arts. As a result of discussions APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Chemistry and Biochemistry (For May 2019 Implementation) **(US-2018-3-D8)**

[The proposal involves converting two slot courses to permanent offerings, and updating course prerequisites and descriptions.]

- Courses
- Course Offerings

Department of Classics, Modern Languages and Linguistics (For May 2019 Implementation) **(US-2018-3-D9)**

[The proposal involves updating the required courses for the core program; updating lists of electives for the programs; deleting a course; introducing a new course; converting two slot courses to permanent offerings; and updating course prerequisites and notes.]

- Core Program
- BA Honours in Linguistics
- BA Major in Linguistics
- Courses
- Course Offerings
- Requirements

Department of Classics, Modern Languages and Linguistics (For May 2019 Implementation) **(US-2018-3-D10)**

[The proposal involves updating course descriptions, titles, prerequisites, and deleting notes in courses offered in the Department's Classics' programs.]

- Course Offerings

Department of Geography, Planning and Environment (For May 2019 Implementation) **(US-2018-3-D11)**

[The proposal involves revising information about the honours application process and student advising; updating the lists of electives for the programs; deleting two courses; converting two slot courses to permanent offerings; and updating two course descriptions and a course prerequisite.]

- BA Honours in the Human Environment
- BA Specialization in the Human Environment
- BA Major in the Human Environment
- BA Honours in Urban Planning
- BA Specialization in Urban Planning
- Course Offerings
- Requirements

Department of Political Science (For September 2018 Implementation) (US-2018-3-D12)

[The proposal involves converting a slot course to a permanent offering and revising a course note.]

- Course Offerings

Department of Psychology (For May 2019 Implementation) (US-2018-3-D13)

[The proposal involves updating the lists of electives for the programs.]

- BSc Honours in Psychology (Behavioural Neuroscience Option)
- BSc Specialization in Psychology (Behavioural Neuroscience Option)
- Requirements

The Academic Programs Committee requests that Senate consider the following graduate changes for the Fall 2018 Graduate Calendar:

Following approval of Faculty Council and the Graduate Curriculum Committee, on **February 22, 2018** APC members reviewed the graduate curriculum submission from the Faculty of Fine Arts. As a result of discussions APC resolved that the following graduate curriculum proposal be forwarded to Senate for approval:

Faculty of Fine Arts

Department of Design and Computation Arts (For Fall 2018 Implementation) (US-2018-3-D14)

[The proposal involves creating six new courses and revising the elective course information under the requirements for the degree.]

- Master of/Magisteriate in Design
- Course Offerings
- Requirements

Following approval of Faculty Councils, the Graduate Curriculum Committee, and the Council of the School of Graduate Studies for applicable proposals, on **March 29, 2018** APC members reviewed the graduate curriculum submissions from the Faculties of Arts and Science, Fine Arts and the John Molson School of Business. As a result of discussions APC resolved that the following graduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Education (For Fall 2018 Implementation) (US-2018-3-D15)

[The proposal involves deleting a course; updating a course description and its title; adding a description to a course; renaming two cluster titles and reorganizing courses in those clusters.]

- Master of/Magisteriate in Arts (Applied Linguistics)
- Course Offerings
- Requirements

Department of Geography, Planning and Environment (For Fall 2018 Implementation) (US-2018-3-D16)

[The proposal involves adding a course to the lists of electives for the programs; and revising a course description and its title.]

- Master of/Magisteriate in Environment (Environmental Assessment)
- Diploma in Environmental Assessment
- Course Offering
- Requirements

Department of Psychology (For Fall 2018 Implementation) (US-2018-3-D17)

[The proposal involves revising the admission requirements to permit applications from qualified students in related disciplines; reducing, by three credits, the required course credits for students in the MA Research

Option with accelerated admission to the PhD program; introducing a new course; and updates to course descriptions and two course titles.]

- Doctor of/Doctorate in Philosophy (Psychology)
- Master of/Magisteriate in Arts (Psychology)
- Course Offerings
- Requirements

Faculty of Fine Arts

Department of Art History (For Fall 2018 Implementation) (US-2018-3-D18)

[The proposal involves introducing a new course; and revising degree requirements by updating the thesis, courses, and credit information.]

- Master of/Magisteriate in Arts (Art History)
- Course Offering
- Editorial
- Requirements

John Molson School of Business

(For Fall 2018 Implementation) (US-2018-3-D19)

[The proposal involves creating a new program.]

- Graduate Certificate in Quantitative Business Studies – **New Program**



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
4 April 2018

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Chemistry and Biochemistry
CHEM-57
New courses CHEM 427, 473; prerequisite changes CHEM 324, 325,
335

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Chemistry and Biochemistry** is converting two successful slot courses, CHEM 427 *Polymer Chemistry and Nanotechnology* and CHEM 473 *Protein-Protein Interactions*, into permanent course offerings.

The recently created CHEM 293 *Spectroscopy and Structure of Organic Compounds* is added as a prerequisite to CHEM 324, 325, 335 as it covers topics important to the theory and practice of these courses.

Thank you for your consideration of this proposal for which there are no additional resource implications. The two new courses will come from the department's existing course allotment.

Reference documents:
FCC 2017.3/U_CHEM-57
ASFC-2018-2M-B

Department of Chemistry and Biochemistry

CHEM-57

Memo from Chair, Departmental Curriculum Committee

Prerequisite and course description change

CHEM 324 *Organic Chemistry III: Organic Reactions*

CHEM 325 *Organic Chemistry IV: Organic Structure and Stereochemistry*

Prerequisite change

CHEM 335 *Biophysical Chemistry*

New Courses

CHEM 427 *Polymer Chemistry and Nanotechnology*

CHEM 473 *Protein-Protein Interactions*

INTERNAL MEMORANDUM

TO: Paul Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science

FROM: Sébastien Robidoux, Chair, Departmental Curriculum Committee

DATE: December 14, 2017

SUBJECT: Changes to the 2019-2020 undergraduate calendar, **CHEM-57**

Dear Paul,

Please find attached the dossier CHEM-57 detailing the changes to be made to the course listing in the 2019-2020 Undergraduate Calendar. These changes include:

- Addition of a permanent number to **Polymer Chemistry and Nanotechnology (CHEM 427)** and **Protein-Protein Interactions (CHEM 473)**, both previously taught as slot courses (CHEM 498). This was approved by the Curriculum committee on October 17, 2017 and by the Department on November 13, 2017. Both courses have been offered as slot courses with good enrolments and meet student demand and areas of expertise in the department.
- Prerequisite changes to CHEM 324, 325, and 335 were approved by the Curriculum committee on October 17, 2017 and by the Department on November 13, 2017. The added prerequisite, CHEM 293 *Spectroscopy and Structure of Organic Compounds*, strengthens the students' background in organic spectroscopy which is needed for these courses.

Kind regards,

Sébastien Robidoux, Head of the Curriculum Committee

COURSE CHANGE: CHEM 335 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2019/2020
Implementation Month/Year: Fall 2018**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization in Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number:31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
CHEM 335 <i>Biophysical Chemistry</i> (3 credits) Prerequisite: CHEM 234, 235, 271. This course examines the physical basis for the structures of biomolecules (energetics of protein folding), the organization and structures of bio-membranes and biologically relevant systems, and intermolecular interactions (e.g. ligand binding). Both fundamental theory and techniques used to characterize these physical properties are covered. Lectures and laboratory.	CHEM 335 <i>Biophysical Chemistry</i> (3 credits) Prerequisite: CHEM 234, 235, 271, <u>293</u> . This course examines the physical basis for the structures of biomolecules (energetics of protein folding), the organization and structures of bio-membranes and biologically relevant systems, and intermolecular interactions (e.g. ligand binding). Both fundamental theory and techniques used to characterize these physical properties are covered. Lectures and laboratory.
Rationale: For the theory portion of the course, CHEM 335 requires good knowledge of organic spectroscopy, especially nuclear magnetic resonance spectroscopy (NMR), covered in CHEM 293.	
Resource Implications: None	
Other Programs within which course is listed: None	

COURSE CHANGE: CHEM 427 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2019/2020
Implementation Month/Year: Fall 2018**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program:
Degree: BSc
Calendar Section/Graduate Page Number:31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input checked="" type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 20xx/20xx) calendar	Proposed Text																
	<p>CHEM 427 <i>Polymer Chemistry and Nanotechnology</i> (3 credits) Prerequisite: CHEM 222 or permission of the Department. This course introduces some basic aspects of polymer chemistry with an emphasis on polymer synthesis. Various methods are discussed, including classical step growth, free radical, and ring opening polymerization; and other more recent methods such as, living anionic, living cationic, and living controlled/radical polymerization. Additionally, the design and development of functional polymers as building blocks to develop nanomaterials for bio-related applications, particularly drug delivery applications, are presented. Other topics may include amphiphilic block copolymers, self-assembly, micellar nanocarriers, cellular imaging, multifunctional drug delivery, cross-linked nanogels/hydrogels, materials science, and biomedical engineering. Lectures only. <i>NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.</i></p>																
<p>Rationale: This course in an area of increasing strength in our department has been offered three times as a slot course with good enrolment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Ugrads</th> <th style="text-align: center;">Grads</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td style="text-align: center;">15</td> <td style="text-align: center;">5</td> <td style="text-align: center;">20/20</td> </tr> <tr> <td>2015-2016</td> <td style="text-align: center;">22</td> <td style="text-align: center;">9</td> <td style="text-align: center;">31/30</td> </tr> <tr> <td>2014-2015</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">15/20</td> </tr> </tbody> </table>			Ugrads	Grads	Total	2016-2017	15	5	20/20	2015-2016	22	9	31/30	2014-2015	11	4	15/20
	Ugrads	Grads	Total														
2016-2017	15	5	20/20														
2015-2016	22	9	31/30														
2014-2015	11	4	15/20														
<p>Resource Implications: There are no resource implications. This course will continue to be offered from our existing course allotment.</p>																	
<p>Other Programs within which course is listed: None</p>																	

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-36
Changes to Linguistics core and programs; new courses LING 335,
471, 477; course number changes LING 371, 435; LING 429 deleted;
prerequisite changes

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

To strengthen their linguistics offerings the **Department of Classics, Modern Languages and Linguistics** proposes adding LING 335 *Historical Linguistics* as a new course in their core program, replacing the more advanced LING 420 *Language Change*. As a consequence of this addition, LING 420 will be renumbered and retitled LING 435 *Advanced Historical Linguistics* to show more clearly that it follows LING 335 in series. Similarly, LING 320 *Semantics* in the core program will be renumbered as LING 371 to show its relationship to LING 471 *Advanced Semantics*. Advanced Semantics (LING 498) has been offered successfully as a slot course in the last two years. The addition of this course to the permanent course offerings as LING 471 strengthens the options among advanced courses in the core area of Linguistics.

In addition, LING 429 *Interfaces in Linguistic Theory* is removed from the calendar as most topics in this course are covered in more detail in other existing courses. The concomitant conversion of a slot course to LING 477 *Syntax-Semantics Interface* will ensure coverage of all areas that were touched upon in LING 429. As a consequence of these changes both the BA Major and Honours in Linguistics are updated to reflect these modifications.

Finally, a number of course prerequisites are changed as a result of the alterations indicated above and to ensure that students have a sufficient background to deal with the material. There are no new resource implications as the new courses will be offered from within the existing course allotment.

Reference documents:
FCC 2017.3/U_CMLL-36
ASFC-2018-2M-C

Department of Classics, Modern Languages and Linguistics

CMLL-36

Memo from Chair

Program changes

Core Program

Honours in Linguistics

Major in Linguistics

Prerequisite change

LING 315 *Syntax*

LING 336 *Comparative Indo-European Linguistics*

LING 373 *Phonology*

LING 415 *Advanced Syntax*

LING 446 *Comparative Grammar of Greek and Latin*

LING 447 *Mycenaean Greek*

LING 456 *Homeric Greek*

LING 457 *Archaic Latin and the Italic Dialects*

Course number, prerequisite change; Exclusion note added

LING 371 *Semantics*

New courses

LING 335 *Historical Linguistics*

LING 471 *Advanced Semantics*

LING 477 *Syntax-Semantics Interface*

Course number, title and exclusion note change

LING 435 *Advanced Historical Linguistics*

Course deletion

LING 429 *Interfaces in Linguistic Theory*

Prerequisite change; Exclusion note deleted

LING 473 *Advanced Phonology*

INTERNAL MEMORANDUM

TO: Dr. Paul Joyce, Associate Dean, Academic Programs

FROM: Dr. Mark Hale, Chair, CMLL

DATE: December 11, 2017

SUBJECT: Curriculum Proposals for Linguistics

The Curriculum Committee of CMLL reviewed and approved the following changes to the Linguistics curriculum. The changes were subsequently approved by CMLL's Department Council on September 22, 2017.

The changes cover the introduction of three new courses and the deletion of one course, changes in existing courses (numbering/title/prerequisites) in order to regularize and make clear sequences of courses and prerequisites, and revision of the Major and Honours program curricula to incorporate the just-mentioned changes.

Course Additions: LING 335 Historical Linguistics; LING 471 Advanced Semantics; LING 477 Syntax-Semantics Interface. With these courses, we will be able to offer the full complement of introductory and advanced courses in core areas of Linguistics.

Course Deletion: LING 429. This course has been deleted in favor of individual courses which cover the necessary topics and are able to have the correct prerequisites. At the moment, we only see a need for syntax-semantics, proposed this year as LING 477.

Changes to Existing Courses: Prerequisite change only for LING 315, 336, 371, 373, 415, 446, 447, 456, 457, 473. Title and/or number change for LING 320 (to 371), 420 (to 435). Prerequisite changes ensure that students have sufficient knowledge to succeed at the next higher level. The title and/or number changes make the sequence of 300 and related 400 level courses clear.

Program Curriculum Changes: Major and Honours core program replaces LING 320 and 420 with LING 335 and 371. (These are title/number changes only as indicated above.) Honours program removes LING 429 from the '9 credits chosen...' options and adds LING 435 and 471 to the set. This change incorporates the new advanced level courses into the existing set of advanced courses requirement. Major removes LING 429 from the '6 credits chosen from LING 415...' options and adds LING 471 and 477 to the set. Major adds LING 435 to the '3 credits chosen from LING 330...' set of courses. These two changes to the Major incorporate the new advanced courses into the appropriate requirement lines. Major adjusts number of historical courses required in order to keep in line (and not exceed) with the parallel Honours requirement. Specifically, this reduces the requirement of 'credits chosen from LING 330...' from six to three and adds the remaining three credits to the elective set.

PROGRAM CHANGE: Core in Linguistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Core
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>24 Core Program 24 LING 200³, 222³, 315³, 320³, 336³, 372³, 373³, 420³</p>	<p>24 Core Program 24 LING 200³, 222³, 315³, <u>335³</u>, 336³, <u>371³</u>, 372³, 373³</p>
<p>Rationale: With these program changes, we will be able to offer students a full set of introductory and advanced courses in the core areas of Linguistics.</p> <p>LING 320 is renumbered to LING 371 so as to align the course numbers of the two levels of Semantics properly. Similarly, LING 335 is taking the place of LING 420 in the core. The content, historical linguistics, will be remaining in the core but will be offered at a more introductory level. Content-wise, the core program has not changed.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Honours in Linguistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours in Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Honours in Linguistics 24 Core Program 3 Credits chosen from LING 322³, 353³, 380³ 9 LING 421³, 425³, 475³ 9 Credits chosen from LING 415³, 429³, 436³, 437³, 473³ 3 Credits chosen from LING 330³, 446³, 447³, 456³, 457³, 461³ 9 Additional LING credits 3 LING 490³</p>	<p>60 BA Honours in Linguistics 24 Core Program 3 Credits chosen from LING 322³, 353³, 380³ 9 LING 421³, 425³, 475³ 9 Credits chosen from LING 415³, <u>435³</u>, 436³, 437³, <u>471³</u>, 473³ 3* Credits chosen from LING 330³, 446³, 447³, 456³, 457³, 461³ 9 Additional LING credits 3 LING 490³</p> <p><u>* Students may substitute CLAS 201 or 203 for this requirement.</u></p>
<p>Rationale: With these program changes, we will be able to offer students a full set of introductory and advanced courses in the core areas of Linguistics.</p> <p>An asterisk added referring to CLAS 201 or 203 as substitutions to the 3 credits chosen from listing. While students can take CLAS 201 <i>Introductory Ancient Greek I</i> or CLAS 203 <i>Introductory Latin I</i> as part of this selection of courses, preference is given to the LING courses listed.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Major in Linguistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Major in Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>42 BA Major in Linguistics 24 Core Program 3 Credits chosen from LING 322³, 353³, 380³ 6 Credits chosen from LING 415³, 421³, 425³, 429³, 473³, 475³ 6 Credits chosen from LING 330³, 436³, 437³, 446³, 447³, 456³, 457³, 461³ 3 Additional LING credits</p>	<p>42 BA Major in Linguistics 24 Core Program 3 Credits chosen from LING 322³, 353³, 380³ 6 Credits chosen from LING 415³, 421³, 425³, <u>471³</u>, 473³, 475³, <u>477³</u> <u>3</u> Credits chosen from LING 330³, <u>435³</u>, 436³, 437³, 446³, 447³, 456³, 457³, 461³ <u>6</u> Additional LING credits</p>
<p>Rationale: With these program changes, we will be able to offer students a full set of introductory and advanced courses in the core areas of Linguistics.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: LING 315 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 315 <i>Syntax</i> (3 credits) Prerequisite: LING 200 or equivalent. This course introduces students to syntactic theory in the generative tradition. Topics include structure-building operations, constituency, a variety of movement phenomena, and the relationship between the lexicon and syntactic computation. The focus is on contemporary theoretical frameworks but the course also includes some discussion of how these developed from earlier theories.</p>	<p>LING 315 <i>Syntax</i> (3 credits) Prerequisite: LING 200 with a grade of C or higher. This course introduces students to syntactic theory in the generative tradition. Topics include structure-building operations, constituency, a variety of movement phenomena, and the relationship between the lexicon and syntactic computation. The focus is on contemporary theoretical frameworks but the course also includes some discussion of how these developed from earlier theories.</p>
<p>Rationale: Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 320 New Course Number: LING 371

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 320 Semantics (3 credits) Prerequisite: LING 200 or 222 or equivalent. This course introduces the basic notions required for formal analysis of meaning within a theory of language. The central objective is the development of a system for the representation of the logical structure of natural language. Contemporary works in linguistic semantics are critically examined.</p>	<p>LING 371 Semantics (3 credits) Prerequisite: LING 200 <u>with a grade of C or higher</u>. This course introduces the basic notions required for formal analysis of meaning within a theory of language. The central objective is the development of a system for the representation of the logical structure of natural language. Contemporary works in linguistic semantics are critically examined. <u><i>NOTE: Students who have received credit for LING 320 may not take this course for credit.</i></u></p>
<p>Rationale: This course has been renumbered in order to align it with the new Advanced Semantics course, LING 471. Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level. Prerequisite: The content of LING 222 is not required or relevant to successfully take LING (320)/371 and has, therefore, been removed. The "or equivalent" has been removed in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 335 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>LING 335 <i>Historical Linguistics</i> (3 credits) Prerequisite: LING 200 with a grade of C or higher. This course provides a survey of the primary tools and methods of historical linguistics. Change and mechanisms of change at the various levels of the grammar (phonological, morphological, and syntactic) are surveyed. The comparative method, including both subgrouping and reconstruction, are treated in detail.</p>
<p>Rationale: This course would be parallel to the other 300-level courses in the curriculum, introducing the topic of historical linguistics at the 300 level. LING 420 was non-parallel to the rest – at too high a level and therefore also limiting students to a single course in Historical Linguistics.</p> <p>There was no slot course that gave rise to LING 335. Instead, we had a single course (LING 420) in Historical Linguistics which was essentially an advanced-level course. We found that students needed an introductory course in order to succeed in LING 420 (as they do in Syntax, Phonology, etc.) and so created LING 335 for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 336 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 336 Comparative Indo-European Linguistics (3 credits) Prerequisite: LING 200 or equivalent. Through a comparative study of the phonology of the various branches of the Indo-European language family (e.g. Indo-Iranian, Hellenic, Italic, Germanic, Slavic, Baltic), this course familiarizes the student with the techniques used in linguistic reconstruction. Emphasis is given to the development and differentiation of languages through time.</p>	<p>LING 336 Comparative Indo-European Linguistics (3 credits) Prerequisite: LING 200 <u>with a grade of C or higher</u>. Through a comparative study of the phonology of the various branches of the Indo-European language family (e.g. Indo-Iranian, Hellenic, Italic, Germanic, Slavic, Baltic), this course familiarizes the student with the techniques used in linguistic reconstruction. Emphasis is given to the development and differentiation of languages through time.</p>
<p>Rationale: Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 373 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 373 <i>Phonology</i> (3 credits) Prerequisite: LING 200 or equivalent. This course examines the fundamentals of distinctive-feature analysis as developed by Jakobson, Chomsky, and Halle. Theoretical concepts and notational techniques are emphasized. Students receive extensive training in data analysis and rule writing.</p>	<p>LING 373 <i>Phonology</i> (3 credits) Prerequisite: LING 200 <u>with a grade of C or higher</u>. This course examines the fundamentals of distinctive-feature analysis as developed by Jakobson, Chomsky, and Halle. Theoretical concepts and notational techniques are emphasized. Students receive extensive training in data analysis and rule writing.</p>
<p>Rationale: Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level. The "or equivalent" has been removed in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 415 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 415 <i>Advanced Syntax</i> (3 credits) Prerequisite: LING 315 with a grade of C- or higher, or equivalent. This course considers current developments in the field of syntactic theory and their application to phenomena such as control, movement out of islands and binding.</p>	<p>LING 415 <i>Advanced Syntax</i> (3 credits) Prerequisite: LING 315 with a grade of C or higher. This course considers current developments in the field of syntactic theory and their application to phenomena such as control, movement out of islands and binding.</p>
<p>Rationale: Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level. The "or equivalent" has been removed in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 420 New Course Number: LING 435

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input checked="" type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Exclusion note | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 420 — Language Change (3 credits) Prerequisite: LING 315, 336, 373. This course concentrates on the nature of language change, with an investigation into the relationship between theories of linguistic structure and theories of change. The theoretical foundations of contemporary methods in the study of language change are the central focus. <i>NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.</i></p>	<p>LING 435 <u>Advanced Historical Linguistics</u> (3 credits) Prerequisite: LING <u>335</u>. This course concentrates on the nature of language change, with an investigation into the relationship between theories of linguistic structure and theories of change. The theoretical foundations of contemporary methods in the study of language change are the central focus. <i>NOTE: Students who have received credit for <u>LING 420 or for</u> this topic under a LING 398 number may not take this course for credit.</i></p>
<p>Rationale: LING 420 is changed to LING 435 in order to align this course with LING 335. Course name will be changed to Advanced Historical Linguistics. This will make the sequence consistent with all the other core advanced courses.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 429 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 429 — Interfaces in Linguistic Theory (3 credits) Prerequisite: LING 315, 373. This course presents, in considerable depth, current research on the formal relationships which hold between the modules of grammar, e.g. phonology-syntax, or syntax-semantics. The general problem of interfaces, and their relationship to assumptions such as modularity, are discussed. The particular interface covered may vary from year to year. NOTE: Students may take this course twice for credit provided the subject matter is different. Students who have received credit for a particular topic under a LING 498 number may not take this course for credit unless the subject matter is different.</p>	
<p>Rationale: Individual interface topics beyond Syntax-Semantics will now be offered through LING 398/498 special topics numbers.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 446 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 446 Comparative Grammar of Greek and Latin (3 credits) Prerequisite: LING 200 or CLAS 280 or 290 or equivalent. A study of the similarities and differences in the phonology and morphology of Ancient Greek and Latin. Some attention is also given to issues of syntax and the lexicon.</p>	<p>LING 446 Comparative Grammar of Greek and Latin (3 credits) Prerequisite: LING 336 or CLAS 383 or 391. A study of the similarities and differences in the phonology and morphology of Ancient Greek and Latin. Some attention is also given to issues of syntax and the lexicon.</p>
<p>Rationale: This 400-level advanced class and the material it requires as foundational is only presented at the 300 level. Students with only 200-level prerequisites do not have sufficient background to engage with the material in this 400-level class.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 447 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 447 <i>Mycenaean Greek</i> (3 credits) Prerequisite: LING 200 or CLAS 280 or equivalent. Dating from the 14th to the 12th century BCE, Mycenaean — the language of the Linear B tablets — is the earliest form of Greek attested. In this course, selected documents will be read, both in transliteration and in the Mycenaean syllabary, with attention both to linguistic and to cultural issues.</p>	<p>LING 447 <i>Mycenaean Greek</i> (3 credits) Prerequisite: LING <u>336</u> or CLAS <u>383</u>. Dating from the 14th to the 12th century BCE, Mycenaean — the language of the Linear B tablets — is the earliest form of Greek attested. In this course, selected documents will be read, both in transliteration and in the Mycenaean syllabary, with attention both to linguistic and to cultural issues.</p>
<p>Rationale: This 400-level advanced class and the material it requires as foundational is only presented at the 300 level. Students with only 200-level prerequisites do not have sufficient background to engage with the material in this 400-level class.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 456 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 456 <i>Homeric Greek</i> (3 credits) Prerequisite: LING 200 or CLAS 280 or equivalent. An examination of the language of Homer, an artificial mixture of dialectal and diachronic variants, a <i>Kunstsprache</i>. Against the background of a study of the comparative and historical grammar of Greek and its development from Proto-Indo-European, the focus is on diachronic aspects of Homeric grammar and diction. Readings are principally from Books One and Three of the <i>Iliad</i>.</p>	<p>LING 456 <i>Homeric Greek</i> (3 credits) Prerequisite: LING <u>336</u> or CLAS <u>383</u>. An examination of the language of Homer, an artificial mixture of dialectal and diachronic variants, a <i>Kunstsprache</i>. Against the background of a study of the comparative and historical grammar of Greek and its development from Proto-Indo-European, the focus is on diachronic aspects of Homeric grammar and diction. Readings are principally from Books One and Three of the <i>Iliad</i>.</p>
<p>Rationale: This 400-level advanced class and the material it requires as foundational is only presented at the 300 level. Students with only 200-level prerequisites do not have sufficient background to engage with the material in this 400-level class.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 457 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 457 <i>Archaic Latin and the Italic Dialects</i> (3 credits) Prerequisite: LING 200 or CLAS 200 or equivalent. A study of inscriptions in archaic Latin and the ancient Italic dialects Oscan and Umbrian. Examination of the main features of phonology, morphology, syntax and the lexicon which distinguish Osco-Umbrian from Latin, with reference to their development from Proto-Indo-European.</p>	<p>LING 457 <i>Archaic Latin and the Italic Dialects</i> (3 credits) Prerequisite: LING <u>336</u> or CLAS <u>391</u>. A study of inscriptions in archaic Latin and the ancient Italic dialects Oscan and Umbrian. Examination of the main features of phonology, morphology, syntax and the lexicon which distinguish Osco-Umbrian from Latin, with reference to their development from Proto-Indo-European.</p>
<p>Rationale: This 400-level advanced class and the material it requires as foundational is only presented at the 300 level. Students with only 200-level prerequisites do not have sufficient background to engage with the material in this 400-level class.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 471 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>LING 471 <i>Advanced Semantics</i> (3 credits) Prerequisite: LING 371 with a grade of C or higher. This course explores advanced topics in the relationship between syntactic form and linguistic meaning. The course concentrates on formal analysis of linguistic meaning in the tradition of Model Theoretic Semantics. Students are required to read original journal articles in semantics as well as other source material that cover current areas of active research. <i>NOTE: Students who have received credit for this topic under a LING 498 number may not take this course for credit.</i></p>
<p>Rationale: This addition follows logically on the recent inclusion of LING 371 (Introductory Semantics) into the core curriculum where the courses serve as foundations for higher levels in their topics. The course has already been offered under the LING 498 Special Topics rubric.</p> <p>This course has been offered twice as a slot course.</p> <p>Enrolments: Winter 2018: 27 students (capped at 25) Winter 2017:13 students</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 473 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p>LING 473 <i>Advanced Phonology</i> (3 credits) Prerequisite: LING 373 with a grade of C or higher, or equivalent. This course treats current issues in the theory of phonology, such as syllable structure, stress computation, vowel harmony and tonology. Critical readings from the current theoretical literature form the basis for discussion and study. <i>NOTE: Students who have received credit for this topic under a LING 498 number may not take this course for credit.</i></p>	<p>LING 473 <i>Advanced Phonology</i> (3 credits) Prerequisite: LING 373 with a grade of <u>C</u> or higher. This course treats current issues in the theory of phonology, such as syllable structure, stress computation, vowel harmony and tonology. Critical readings from the current theoretical literature form the basis for discussion and study.</p>
<p>Rationale: Students who do not achieve at least a 'C' in the prerequisite classes are not prepared to deal with the material at a more advanced level. The exclusion note is removed as the topics course has not been offered in 10 years.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: LING 477 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>LING 477 <i>Syntax-Semantics Interface</i> (3 credits) Prerequisite: LING 315, 371 with a grade of C or higher. This course discusses the interaction between syntactic structure and semantic interpretation. The course focuses both on identifying those aspects of structure and interpretation which are related (and on the mechanisms that mediate between the two) and on identifying the areas in which mismatches between structure and interpretation are found (and on possible accounts of these mismatches). <i>NOTE: Students who have received credit for this topic under a LING 429 number may not take this course for credit.</i></p>
<p>Rationale: This instantiates as a regular course one of the topics that was most frequently taught under the LING 429 rubric (a variable topics course now to be deleted from the curriculum). Adding this as a permanent course ensures that the course content is immediately visible to students from the calendar and allows the foundational prerequisite courses to be stipulated. This course was also offered as LING 429C (Syntax-Semantics).</p> <p>Enrolments: Winter 2008: 13/25 Fall 2009: 14/22 Winter 2011: 6/25 Fall 2012: 11/30 Fall 2013: 20/25</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-49
Changes to Classics courses

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Classics, Modern Languages and Linguistics** is regularizing titles and updating course descriptions across its classical language courses (CLAS 383, 384, 391, 392, 410, 411, 420, 421) to reflect better to students the course content and sequence.

The Department is also clarifying the prerequisites required (CLAS 321, 322, 330, 383, 384, 391, 392, 410, 411, 420, 421) and languages in which texts are read (CLAS 321, 322, 420, 421) to ensure that students have the appropriate background to get the most out of those courses.

Finally, a number of outdated exclusion notes are removed (CLAS 383, 384, 391, 392).

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

Reference documents:
FCC 2017.3/U_CMLL-49
ASFC-2018-2M-E

Department of Classics, Modern Languages and Linguistics

CMLL-49

Memo from Chair

Prerequisite and course description change

CLAS 321 *Greek Epic Poetry*

CLAS 322 *Latin Literature of the Augustan Period*

Prerequisite change

CLAS 330 *Greek Drama*

Course title, prerequisite and description change; Exclusion note removed

CLAS 383 *Intermediate Ancient Greek I: Prose*

CLAS 384 *Intermediate Ancient Greek II: Poetry*

CLAS 391 *Intermediate Latin I: Prose*

CLAS 392 *Intermediate Latin II: Poetry*

Course title, prerequisite and description change

CLAS 410 *Advanced Ancient Greek I: Prose*

CLAS 411 *Advanced Ancient Greek II: Poetry*

CLAS 420 *Advanced Latin I: Prose*

CLAS 421 *Advanced Latin II: Poetry*

INTERNAL MEMORANDUM

TO: Dr. Paul Joyce, Associate Dean, Academic Programs

FROM: Dr. Mark Hale, Chair, CMLL

DATE: December 14, 2017

SUBJECT: Curriculum Proposals for Classics

The Curriculum Committee of CMLL reviewed and approved the following changes to the Classics curriculum. The changes were subsequently approved by CMLL's Department Council on December 14, 2017.

The Classics curriculum changes are all relatively minor and fall into three categories based on the motivation for the change:

- 1) regularizing titles across classical language courses in order to make the curriculum as clear as possible to students (CLAS 383, 384, 391, 392, 410, 411, 420, 421);
- 2) adjusting prerequisites so that students have the appropriate background to get the most out of the courses (CLAS 321, 322, 330, 392, 410, 411, 421); and
- 3) adding additional detail to course descriptions for a better representation of course content (CLAS 383, 384, 410, 411, 420, 421). Exclusion notes which have expired have also been removed.

COURSE CHANGE: CLAS 322 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Classics Honours/Major in Classics, Minor in Classical Lang/Lit
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 322 <i>Latin Literature of the Augustan Period</i> (3 credits) This course provides an in-depth study of the Golden Age of Latin poetry in the period of transition from Republic to Empire. Authors studied include Virgil, Horace, Propertius, and Ovid.</p>	<p>CLAS 322 <i>Latin Literature of the Augustan Period</i> (3 credits) <u>Prerequisite: CLAS 212.</u> This course provides an in-depth study of the Golden Age of Latin poetry in the period of transition from Republic to Empire. Authors studied include Virgil, Horace, Propertius, and Ovid. <u>The texts are read in English translation.</u></p>
<p>Rationale: Students need to be better prepared and the prerequisite change has been made for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 330 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Classics Honours/Major core, Minor in Classical Languages and Literature
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 330 <i>Greek Drama</i> (3 credits) Designed as an introduction to Greek drama from the origins of tragedy in the sixth century to New Comedy, this course consists of a detailed study of selected plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander. Also considered are Aristotle's <i>Poetics</i> and production techniques of the Greek theatre. The texts are read in English translation.</p>	<p>CLAS 330 <i>Greek Drama</i> (3 credits) <u>Prerequisite: CLAS 211.</u> Designed as an introduction to Greek drama from the origins of tragedy in the sixth century to New Comedy, this course consists of a detailed study of selected plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander. Also considered are Aristotle's <i>Poetics</i> and production techniques of the Greek theatre. The texts are read in English translation.</p>
<p>Rationale: Students need to be better prepared and the prerequisite change has been made for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 383 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics, Minor in Classical Languages and Literature
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 383 <i>Intermediate Ancient Greek I</i> (3 credits) Prerequisite: CLAS 280 or 202 or equivalent. This course provides a review of Ancient Greek grammar and syntax and deals with additional features not covered in the introductory course. Practice is provided through short readings, discussions, and composition. <i>NOTE: Students who have received credit for CLAS 381 or 382, or for this topic under a CLAS 398 number, may not take this course for credit.</i></p>	<p>CLAS 383 <i>Intermediate Ancient Greek I: Prose</i> (3 credits) Prerequisite: CLAS 202 or <u>280</u>. In this course, <u>students read prose works of authors such as Herodotus, Xenophon and Plato in the original Greek texts. Special attention is given to grammatical and syntactical structures of the language.</u></p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Description: The description has been altered to give more explicit information about the content of the course. The exclusion note for CLAS 381 and 382 are removed as they last appeared in the 2009-2010 Undergraduate Calendar and are outdated.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 384 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics, Minor in Classical Languages and Literature
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 384 <i>Intermediate Ancient Greek II</i> (3 credits) Prerequisite: CLAS 383 or equivalent. This course completes the review of grammar and provides additional details not covered in Intermediate Ancient Greek I. Practice is provided through short readings, discussions, and composition. <i>NOTE: Students who have received credit for CLAS 381 or 382, or for this topic under a CLAS 398 number, may not take this course for credit.</i></p>	<p>CLAS 384 <i>Intermediate Ancient Greek II: Poetry</i> (3 credits) Prerequisite: CLAS 383. <u>In this course, students read selected works of the ancient poets in the original Greek texts, with an emphasis on Homer and Euripides. Special attention is given to grammatical and syntactical structures of the language.</u></p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Prerequisite: Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. Description: The description has been altered to give more explicit information about the content of the course. The exclusion note for CLAS 381 and 382 are removed as they last appeared in the 2009-2010 Undergraduate Calendar and are outdated.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 391 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics, Minor in Classical Languages and Literature
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 391 Reading Latin Prose (3 credits) Prerequisite: CLAS 290 or 204 or equivalent. Prose works of authors such as Caesar, Cornelius Nepos, Cicero and Pliny are read in the original Latin text. Attention is given to further study of grammatical and syntactical structures of the language. <i>NOTE: Students who have received credit for CLAS 390 may not take this course for credit.</i></p>	<p>CLAS 391 <u>Intermediate Latin I: Prose</u> (3 credits) Prerequisite: CLAS <u>204 or</u> 290. Prose works of authors such as Caesar, Cornelius Nepos, Cicero and Pliny are read in the original Latin texts. Attention is given to further study of grammatical and syntactical structures of the language.</p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Prerequisite: Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. An editorial change is made to 'texts' in the course description for calendar consistency. The exclusion note for CLAS 390 is removed as it last appeared in the 1997-1998 Undergraduate Calendar and is outdated.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 392 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics, Minor in Classical Languages and Literature
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Exclusion note removed

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 392 Reading Latin Poetry (3 credits) Prerequisite: CLAS 290 or 204 or equivalent. Selected works of the Roman poets are read in the original Latin text, with emphasis on Catullus, Ovid, Martial and Petronius. Attention is given to further study of grammatical and syntactical structures of the language. <i>NOTE: Students who have received credit for CLAS 390 may not take this course for credit.</i></p>	<p>CLAS 392 <u>Intermediate Latin II: Poetry</u> (3 credits) Prerequisite: CLAS <u>391</u>. Selected works of the Roman poets are read in the original Latin texts, with emphasis on Catullus, Ovid, Martial and Petronius. Attention is given to further study of grammatical and syntactical structures of the language.</p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Prerequisite: Students need to be better prepared and the prerequisite change has been made for that purpose. Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. An editorial change is made to 'texts' in the course description for calendar consistency. The exclusion note for CLAS 390 is removed as it last appeared in the 1997-1998 Undergraduate Calendar and is outdated.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 410 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 410 Studies in Greek Literature: Prose (3 credits) Prerequisite: CLAS 383 or equivalent; CLAS 384 or equivalent previously or concurrently. Works of the Greek historians, philosophers and orators are studied in depth. While authors read vary from year to year, the primary focus is on Herodotus, Thucydides, Plato or Demosthenes.</p>	<p>CLAS 410 <u>Advanced Ancient Greek I: Prose</u> (3 credits) Prerequisite: CLAS 384. Works of the Greek historians, philosophers and orators are studied in depth <u>in the original Greek texts</u>. While authors read vary from year to year, the primary focus is on Herodotus, Thucydides, Plato or Demosthenes. <u>Advanced issues of grammar and syntax in addition to textual constitution, as well as broader issues of historical and literary importance, are discussed.</u></p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Prerequisite: CLAS 383 is being removed as it is already a prerequisite for CLAS 384. Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. Description: The description has been altered to give more explicit information about the content of the course. Prerequisite: Students need to be better prepared and the prerequisite change has been made for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 411 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 411 Studies in Greek Literature: Poetry (3 credits) Prerequisite: CLAS 383 or equivalent; CLAS 384 or equivalent previously or concurrently. Works of Greek epic, lyric or dramatic poetry are studied in depth. While authors read vary from year to year, the primary focus is on Homer, Aeschylus, Sophocles, Euripides or Pindar.</p>	<p>CLAS 411 <u>Advanced Ancient Greek II: Poetry</u> (3 credits) Prerequisite: CLAS <u>410</u>. Works of Greek epic, lyric or dramatic poetry are studied in depth <u>in the original Greek texts</u>. While authors read vary from year to year, the primary focus is on Homer, Aeschylus, Sophocles, Euripides or Pindar. <u>Advanced issues of grammar and syntax in addition to textual constitution, as well as broader issues of historical and literary importance, are discussed.</u></p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Prerequisite: CLAS 383 and 384 are being removed as they are already prerequisites for CLAS 410. Description: The description has been altered to give more explicit information about the content of the course. Prerequisite: Students need to be better prepared and the prerequisite change has been made for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 420 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 420 <i>Advanced Latin Prose</i> (3 credits) Prerequisite: CLAS 391 and 392, or equivalent. Works of the Roman historians, philosophers and orators are studied in depth. While authors read vary from year to year, the primary focus is on Cicero, Sallust, Livy or Tacitus.</p>	<p>CLAS 420 <i>Advanced Latin <u>I</u>: Prose</i> (3 credits) Prerequisite: CLAS 392. Works of the Roman historians, philosophers and orators are studied in depth in the original Latin texts. While authors read vary from year to year, the primary focus is on Cicero, Sallust, Livy or Tacitus. Advanced issues of grammar and syntax in addition to textual constitution, as well as broader issues of historical and literary importance, are discussed.</p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Description: The description has been altered to give more explicit information about the content of the course. Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. Prerequisite: CLAS 392 subsumes CLAS 391, therefore the latter is no longer necessary.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CLAS 421 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major in Classics
Degree: BA
Calendar Section/Graduate Page Number:31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>CLAS 421 <i>Advanced Latin Poetry</i> (3 credits) Prerequisite: CLAS 391 and 392, or equivalent. Works of the Roman poets are studied in depth. While authors read vary from year to year, the primary focus is on Virgil, Ovid, Horace, Juvenal or Lucretius.</p>	<p>CLAS 421 <i>Advanced Latin II: Poetry</i> (3 credits) Prerequisite: CLAS <u>420</u>. Works of the Roman poets are studied in depth in the original Latin texts. While authors read vary from year to year, the primary focus is on Virgil, Ovid, Horace, Juvenal or Lucretius. Advanced issues of grammar and syntax in addition to textual constitution, as well as broader issues of historical and literary importance, are discussed.</p>
<p>Rationale: Title: The changes to titles are aimed at regularizing course names across Greek and Latin and making material type (prose/poetry) explicit. Description: The description has been altered to give more explicit information about the content of the course. Over the last few years, we have started to consistently remove “or equivalent” if changes to particular courses are taking place in order to shorten the prerequisite (making it more concise) and avoid any misinterpretations. Prerequisite: Students need to be better prepared and the prerequisite change has been made for that purpose.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Geography, Planning and Environment
GEOG-36
GEOG 305, 318 deleted; new courses GEOG 310, 380; description
changes to GEOG 378, 490; prerequisite change to GEOG 450

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

As part of the continuing renewal of their programs the **Department of Geography, Planning and Environment** proposes modifications to the Human Environment, Urban Planning and Urban Studies programs.

Specifically, two courses GEOG 305 *Political Ecology* and GEOG 318 *Shifting Borders of Globalization* are replaced by GEOG 380 *Ecological Economics* and GEOG 310 *Refugees and Migration in Today's World*, respectively. Both new courses have been offered successfully as slot courses reflecting student interest and their important place in modern geography. Additionally, both courses will be of interest to students from other disciplines. As these courses replace existing courses they can be covered from the department's existing course allotment.

In addition, the course description for GEOG 490 *Internship in Geography* is revised to specify the number of hours of the practicum for clarity and to ensure consistency across internship courses in the department. To increase the experiential learning component of GEOG 378 *The Climate System*, the department is adding a laboratory to this course. There are no resource implications associated with this as the labs are linked to data analysis and the TA support required is covered through the department's existing TA budget.

Finally, the Department is updating the admissions to honours statement for clarity and to reflect current practice.

Thank you for your consideration of this proposal for which there are no new resource implications.

Reference documents:
FCC 2017.3/U_GEOG-36
ASFC-2018-2M-E

Department of Geography, Planning and Environment

GEOG-36

Memo from Chair

Program Changes

Programs statement

Honours in the Human Environment

Specialization in the Human Environment

Major in the Human Environment

Honours in Urban Planning

Specialization in Urban Planning

Major in Urban Studies

Course deletion

GEOG 305 *Political Ecology*

GEOG 318 *Shifting Borders of Globalization*

New Course

GEOG 310 *Refugees and Migration in Today's World*

GEOG 380 *Ecological Economics*

Course description change

GEOG 378 *The Climate System*

GEOG 490 *Internship in Geography*

Prerequisite change

GEOG 450 *Economic Restructuring*

Concordia University

Memo

TO: Faculty of Arts and Science Curriculum Committee (FCC)
FROM: Pascale Biron, Chair, Geography Planning and Environment
DATE: 9 February 2018
RE: Minor undergraduate curriculum changes

The attached curriculum changes are minor. There is no unifying theme to these changes, which are briefly summarized below. The only resource implication is additional TA support for the labs in GEOG 378 (The Climate System), which can be covered with our existing TA budget.

These changes were examined by the appropriate academic sector within the Department of Geography, Planning and Environment, submitted to and subsequently vetted by the Departmental Curriculum Committee, before being approved at the GPE Department Meeting of 1 December 2017.

Updating the advising procedure and Honours application process

The procedure for advising students was revised to reflect the current procedure in the department. We no longer require students to have an advisor's approval before they can register for courses.

The text for Honours application was also modified as the process requires a confirmed supervisor, which is not possible at the stage of University application. This curriculum change has no impact on the Honours advising. We have also put in place in the last two years a student monitoring system to encourage students meeting the requirements for Honours (GPA greater or equal to 3.3, no grades below a C) to consider a transfer to the Honours programs.

New courses: GEOG 310 (Refugees and Migration in Today's World) and GEOG 380 (Ecological Economics)

These two courses are taught by new faculty members in the department as GEOG 398 in 2017-2018.

GEOG 310 addresses the important issue of refugees and migration from a geographic perspective whereas GEOG 380 focuses on the natural environment's role in our economies.

Removing GEOG 318 from BA Urban Studies, Urban Planning and Human Environment programs

The course GEOG 318 (Shifting Borders of Globalization) is no longer an appropriate lens to analyze and interpret urgent issues related to population movements on the planet. It will therefore be removed from BA programs in Urban Studies, Urban Planning and Human Environment, and will be replaced with the new course GEOG 310 (Refugees and Migration in Today's World). The course will be permanently removed from the calendar.

Removing GEOG 305 from BA Human Environment programs

Many of the concepts seen in the course GEOG 305 (Political Ecology) are implicitly covered in the new course GEOG 380 (Ecological Economics). The course will be permanently removed from the calendar.

Adding a lab in GEOG 378 (The Climate System)

Adding a lab will give students an opportunity to work hands-on with material on climate systems and past climate.

Modifying course description for GEOG 490 (Internship in Geography)

This change is to make sure that the description and number of hours for the internship are the same as for the cross-listed urban planning internship (URBS 483).

A handwritten signature in blue ink that reads "Rudi Biron". The signature is written in a cursive style with a large initial "R".

PROGRAM CHANGE: Programs statement

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program:
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>Programs</p> <p>The Department offers honours, specialization, and major programs leading to a BA in Human Environment, a BA in Urban Planning or Urban Studies, and a BSc in Environmental Science or Environmental Geography. Students wishing to follow a BSc must meet the entry profile for that program (see §31.002 — Programs and Admission Requirements — Profiles).</p> <p><i>It is strongly recommended that students planning graduate studies follow the appropriate honours or specialization program.</i></p> <p>Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor during stage two of their program. In addition to meeting the Faculty requirements (see §31.003 Honours Regulations), the Department requires a statement of intent which specifies the proposed topic and supervisor for the Honours Essay (GEOG 491 or URBS 491).</p> <p>All students in department programs must be advised annually to receive permission to register for courses or to replace, substitute, or be exempted from any course within their program. Urban Studies students should consult the director of Urban Studies; all other program students should consult the Geography undergraduate advisor.</p> <p><i>Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>	<p>Programs</p> <p>The Department offers honours, specialization, and major programs leading to a BA in the Human Environment, a BA in Urban Planning or Urban Studies, and a BSc in Environmental Science or Environmental Geography. Students wishing to follow a BSc must meet the entry profile for that program (see §31.002 — Programs and Admission Requirements — Profiles).</p> <p><i>It is strongly recommended that students planning graduate studies follow the appropriate honours or specialization program.</i></p> <p><i>In addition to meeting the Faculty requirements (see §31.003 Honours Programs, Honours Regulations), the Department requires a statement of intent for students seeking admission to the honours program which specifies the proposed topic and supervisor for the Honours Essay (GEOG 491 or URBS 491).</i></p> <p><i>Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.</i></p>
<p>Rationale: Editorial changes are made to the text describing advising and honours application to reflect the current procedure in the department.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Honours in the Human Environment

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours in the Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Honours in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 6 Chosen from GEOG 305³, 318³, 330³, 355³ 6 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 12 Elective credits in Geography at the 400 level 6 GEOG 491⁶</p>	<p>60 BA Honours in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 6 Chosen from GEOG <u>310³</u>, 330³, 355³, <u>380³</u> 6 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 12 Elective credits in Geography at the 400 level 6 GEOG 491⁶</p>
<p>Rationale: <i>Shifting Borders of Globalization</i> (GEOG 318) is not an appropriate lens to analyze and interpret the urgent issues related to population movements. We will therefore replace this course with GEOG 310 (<i>Refugees and Migration in Today's World</i>) which is a fundamentally important planetary problem that requires a geographic approach to understand and eventually propose policy solutions. The concepts of political ecology (GEOG 305) are covered in GEOG 380 – <i>Ecological Economics</i>, and are also seen partly in GEOG 355 (<i>Resource Analysis and Management</i>), and it was therefore felt that GEOG 305 was no longer needed.</p>	
<p>Resource Implications: None as the two new courses replace two existing courses.</p>	

PROGRAM CHANGE: Specialization in the Human Environment

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Specialization in the Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Specialization in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 6 Chosen from GEOG 305³, 318³, 330³, 355³ 6 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 12 Elective credits in Geography at the 400 level 6 Elective credits in Geography at the 300 or 400 level</p>	<p>60 BA Specialization in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 6 Chosen from GEOG <u>310³</u>, 330³, 355³, <u>380³</u> 6 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 12 Elective credits in Geography at the 400 level 6 Elective credits in Geography at the 300 or 400 level</p>
<p>Rationale: While globalization through the lens of shifting -- if not vanishing -- borders remains an interesting topic, the borders limiting human migration are becoming more entrenched resulting in human rights crises at a global scale. Thus, Shifting Borders of Globalization (GEOG 318) is not an appropriate lens to analyze and interpret the urgent issues related to population movements at the planetary scale. We will therefore replace this course with GEOG 310 (Refugees and Migration in Today's World) which is a fundamentally important planetary problem that requires a geographic approach to understand and eventually propose policy solutions. The concepts of political ecology (GEOG 305) are covered in GEOG 380 – Ecological Economics, and are also seen partly in GEOG 355 (Resource Analysis and Management), and it was therefore felt that GEOG 305 was no longer needed.</p>	
<p>Resource Implications: None as the two new courses replace two existing courses.</p>	

PROGRAM CHANGE: Major in the Human Environment

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Major in the Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>42 BA Major in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 3 Chosen from GEOG 305³, 318³, 330³, 355³ 3 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 6 Elective credits in Geography at the 400 level</p>	<p>42 BA Major in the Human Environment <i>Stage I</i> 15 GEOG 220³, 260³, 272³, 274³, 290³ 3 Chosen from GEOG 210³; GEOL 210³; URBS 230³ <i>Stage II</i> 12 GEOG 300³, 361³, 362³, 363³ 3 Chosen from GEOG <u>310³</u>, 330³, 355³, <u>380³</u> 3 Chosen from GEOG 371³, 374³, 375³, 377³, 378³ <i>Stage III</i> 6 Elective credits in Geography at the 400 level</p>
<p>Rationale: While globalization through the lens of shifting -- if not vanishing -- borders remains an interesting topic, the borders limiting human migration are becoming more entrenched resulting in human rights crises at a global scale. Thus, Shifting Borders of Globalization (GEOG 318) is not an appropriate lens to analyze and interpret the urgent issues related to population movements at the planetary scale. We will therefore replace this course with GEOG 310 (Refugees and Migration in Today's World) which is a fundamentally important planetary problem that requires a geographic approach to understand and eventually propose policy solutions. The concepts of political ecology (GEOG 305) are covered in GEOG 380 – Ecological Economics, and are also seen partly in GEOG 355 (Resource Analysis and Management), and it was therefore felt that GEOG 305 was no longer needed.</p>	
<p>Resource Implications: None as the two new courses replace two existing courses.</p>	

PROGRAM CHANGE: Honours in Urban Planning

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours in Urban Planning
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>63 BA Honours in Urban Planning <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 15 URBS 333⁶, 335³, 362³, 393³ 12 Chosen from GEOG 318³, 330³; URBS 300³, 310³, 337³, 338³, 380³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 12 URBS 433⁶, 491⁶ 12 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 486³, 488³, 490³, 495³; and up to 6 credits from GEOG 463³, 465³, 466³</p>	<p>63 BA Honours in Urban Planning <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 15 URBS 333⁶, 335³, 362³, 393³ 12 Chosen from GEOG 330³; URBS 300³, 310³, 337³, 338³, 380³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 12 URBS 433⁶, 491⁶ 12 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 486³, 488³, 490³, 495³; and up to 6 credits from GEOG 463³, 465³, 466³</p>
<p>Rationale: The course GEOG 318 <i>Shifting Borders of Globalization</i> is now considered dated in terms of content, and there is unanimous agreement that it will no longer be taught. In addition, it is also no longer necessary in the three programs which it was a part of because additional 300-level courses had been added to that list ("12 Chosen from...") over the last few years.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Specialization in Urban Planning

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Specialization in Urban Planning
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BA Specialization in Urban Planning <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 15 URBS 333⁶, 335³, 362³, 393³ 12 Chosen from GEOG 318³, 330³; URBS 300³, 310³, 337³, 338³, 380³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 6 URBS 433⁶ 15 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 483³, 486³, 488³, 490³, 495³; and up to 6 credits from GEOG 463³, 465³, 466³</p>	<p>60 BA Specialization in Urban Planning <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 15 URBS 333⁶, 335³, 362³, 393³ 12 Chosen from GEOG 330³; URBS 300³, 310³, 337³, 338³, 380³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 6 URBS 433⁶ 15 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 483³, 486³, 488³, 490³, 495³; and up to 6 credits from GEOG 463³, 465³, 466³</p>
<p>Rationale: The course GEOG 318 <i>Shifting Borders of Globalization</i> is now considered dated in terms of content, and there is unanimous agreement that it will no longer be taught. In addition, it is also no longer necessary in the three programs which it was a part of because additional 300-level courses had been added to that list ("12 Chosen from...") over the last few years.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Major in Urban Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Major in Urban Studies
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>42 BA Major in Urban Studies <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 9 URBS 300³, 335³, 362³ 12 Chosen from GEOG 318³, 330³; URBS 310³, 337³, 338³, 380³, 393³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 9 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 486³, 488³, 490³, 495³; and up to 3 credits from GEOG 463³, 465³, 466</p>	<p>42 BA Major in Urban Studies <i>Stage I</i> 12 URBS 230³, 240³, 250³, 260³ <i>Stage II</i> 9 URBS 300³, 335³, 362³ 12 Chosen from GEOG 330³; URBS 310³, 337³, 338³, 380³, 393³; and up to 3 credits from ARTH 374³, POLI 349³ <i>Stage III</i> 9 Chosen from URBS 420³, 434³, 435³, 450³, 460³, 480³, 481³, 486³, 488³, 490³, 495³; and up to 3 credits from GEOG 463³, 465³, 466</p>
<p>Rationale: The course GEOG 318 <i>Shifting Borders of Globalization</i> is now considered dated in terms of content, and there is unanimous agreement that it will no longer be taught. In addition, it is also no longer necessary in the three programs which it was a part of because additional 300-level courses had been added to that list ("12 Chosen from...") over the last few years.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: GEOG 305 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization, Major in Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>GEOG 305 — Political Ecology (3 credits) Prerequisite: GEOG 290 or permission of the Department. This course explores the politics of the environment from the perspective of critical human geography. Land degradation and transformation, environmental governance, social movements, and environmental conflicts are some of the topics that are covered. The course examines how political struggles not only rearrange the environment, but also forge new environmental meanings, identities, and spaces. NOTE: Students who have received credit for GEOG 400 may not take this course for credit.</p>	
<p>Rationale: GEOG 305 is removed from the calendar as the expertise in this area no longer exists in the department.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Minor in Human Rights (the Department of Political Science has been notified of this course removal).</p>	

COURSE CHANGE: GEOG 310 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization, Major in Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>GEOG 310 <i>Refugees and Migration in Today's World</i> (3 credits) Prerequisite: GEOG 220; or completion of 30 credits for students enrolled in a Social Science program; or permission of the Department. This course examines key issues in human displacement through refugee movements and migrations. Geographies of displacement centre around questions of human rights, nation-state and the politics of belonging, as well as exile/home. While displacement is often framed as a political or humanitarian crisis, it also raises important issues regarding citizenship and exclusion, shelter and sanctuary, movement and confinement. This course offers geographic approaches to understanding how people experience displacement, as well how displacement is managed at a policy level and/or represented in discourse.</p>
<p>Rationale: Refugees and migration in today's world is a fundamentally important planetary problem that requires a geographic approach to understand and eventually propose policy solutions. This course will replace our BA Human Environment programs course on globalization (GEOG 318 : Shifting Borders of Globalization). While globalization through the lens of shifting -- if not vanishing -- borders remains an interesting topic, the borders limiting human migration are becoming more entrenched resulting in human rights crises at a global scale. Thus, Shifting Borders of Globalization (GEOG 318) is not an appropriate lens to analyze and interpret the urgent issues related to population movements at the planetary scale.</p> <p>This course was added late to the Winter 2018 schedule but had an enrolment of 27/80.</p>	
<p>Resource Implications: None, as this course replaces GEOG 318 (Shifting Borders of Globalization).</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: GEOG 318 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Hon/Spec/Major in the Human Env't, Hon/Spec/Major in Urban Planning/Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.130

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>GEOG 318 — Shifting Borders of Globalization (3 credits) Prerequisite: GEOG 220, or completion of 30 credits for students enrolled in a Social Science program, or permission of the Department. This course critically examines how globalization processes are altering relationships between space, place and identity. Economic, political, cultural and technological change provide a framework for understanding the processes, but the focus of the course is the transformation of social and cultural worlds and identities. Using a wide variety of case studies, the course investigates how global processes are altering ethnic, national, social and gender identities and their associated geographical structures.</p>	
<p>Rationale: Shifting Borders of Globalization (GEOG 318) is not an appropriate lens to analyze and interpret the urgent issues related to population movements at the planetary scale. In addition, the expertise in this area no longer exists in the department.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Minor and Certificate in Immigration Studies (The School of Community and Public Affairs has been advised of this course removal).</p>	

COURSE CHANGE: GEOG 378 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Hon/Spec/Major in Human Env't; Hon/Spec Env'tal Sc; Minor in Env'tal Geography
Degree: BA
Calendar Section/Graduate Page Number: 31.130

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>GEOG 378 <i>The Climate System</i> (3 credits) Prerequisite: GEOG 272; GEOG 274 or GEOL 210; or permission of the Department. This course examines the interacting components of the climate system (atmosphere, ocean, ice, land and vegetation) and the key features of the present-day weather and climate systems; including a focus on how the climate system has changed in the past, and the processes, both natural and human-induced, which drive and moderate these changes. Methods used to reconstruct past climate changes, and the use of climate models to understand climate system interactions and change are discussed.</p>	<p>GEOG 378 <i>The Climate System</i> (3 credits) Prerequisite: GEOG 272; GEOG 274 or GEOL 210; or permission of the Department. This course examines the interacting components of the climate system (atmosphere, ocean, ice, land and vegetation) and the key features of the present-day weather and climate systems; including a focus on how the climate system has changed in the past, and the processes, both natural and human-induced, which drive and moderate these changes. Methods used to reconstruct past climate changes, and the use of climate models to understand climate system interactions and change are discussed. Lectures and laboratory.</p>
<p>Rationale: This course requires a lab to give the students an opportunity to work with hands-on material on climate systems and past climate. Students will have practical assignments where they will download material from various websites and learn how to analyze and interpret these datasets.</p>	
<p>Resource Implications: None – the existing TA budget is sufficient to cover the additional TA support required by this change.</p>	
<p>Other Programs within which course is listed: BSc Environmental Geography, Environmental Science</p>	

COURSE CHANGE: GEOG 380 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization, Major in Human Environment
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>GEOG 380 <i>Ecological Economics</i> (3 credits) Prerequisite: GEOG 210 or GEOG 290; or ECON 201, 203. This course provides an introduction to economic perspectives on environmental issues. It is designed to study the interplay between the economic sphere and the environment by addressing questions of economic life, such as activities of corporations and states, role of markets, energy and resource use, growth and development, population, food, international trade and financial systems. These questions are explored through alternative economic approaches, among which the tradition of ecological economics is the centerpiece.</p>
<p>Rationale: The natural environment is fundamental to the functioning of our economies, as it not only supplies raw materials for production and consumption, but it also regulates and provides livable habitats where labourers – a fundamental source of economic value — are sustained and nourished. The Department of Geography, Planning and Environment sees this as a fundamentally important field.</p> <p>This course was added late to the Winter 2018 schedule but had an enrolment of 36/60. It is also being added as an elective under programs in Economics so we anticipate that the enrolment will increase accordingly.</p>	
<p>Resource Implications: This course is taught as GEOG 398 in 2017-2018. There is no resource implication since GEOG 305 (Political Ecology) will no longer be taught (see associated program curriculum form), as the concepts of political ecology are included in this course as well as in GEOG 355 (Resource Analysis and Management).</p>	
<p>Other Programs within which course is listed:</p> <p>GEOG 380 is proposed as an elective course under ECON-23 under: BA Specialization in Economics BA Major in Economics Minor in Economics Minor in Analytical Economics</p>	

COURSE CHANGE: GEOG 450 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program:
Degree: BA
Calendar Section/Graduate Page Number:31.130

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>GEOG 450 <i>Economic Restructuring</i> (3 credits) Prerequisite: GEOG 318 or URBS 380 or permission of the Department. This course examines the nature of economic restructuring in late capitalism and the implications that industrial restructuring trends are having for the geography of industries, the structure of firms, workplace relations and workers' rights. It examines the new challenges that restructuring presents for both economic development prospects and labour market policies, as well as looking at contemporary initiatives to promote more socially and environmentally sustainable development paths. <i>NOTE: Students who have received credit for URBS 450 may not take this course for credit.</i></p>	<p>GEOG 450 <i>Economic Restructuring</i> (3 credits) Prerequisite: GEOG <u>330 or GEOG 380</u> or URBS 380 or permission of the Department. This course examines the nature of economic restructuring in late capitalism and the implications that industrial restructuring trends are having for the geography of industries, the structure of firms, workplace relations and workers' rights. It examines the new challenges that restructuring presents for both economic development prospects and labour market policies, as well as looking at contemporary initiatives to promote more socially and environmentally sustainable development paths. <i>NOTE: Students who have received credit for URBS 450 may not take this course for credit.</i></p>
<p>Rationale: GEOG 330 <i>Urban Geography</i> or GEOG 380 <i>Ecological Economics</i> are suitable replacements to the GEOG 318 prerequisite which is being removed from the calendar.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: GEOG 490 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program:
Degree: BA
Calendar Section/Graduate Page Number: 31.130

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
<p>GEOG 490 <i>Internship in Geography</i> (3 credits) Prerequisite: Permission of the Department. This course provides final-year students the opportunity to apply their geographical skills and training in a workplace environment. In consultation with the supervisor, students identify a placement related to their interests, develop and carry out a project approved by both employer and academic supervisor, and/or keep a daily log of how the tasks and duties performed relate to and build upon their academic studies. The internship involves 100 hours of unpaid work and contribution to a seminar series.</p>	<p>GEOG 490 <i>Internship in Geography</i> (3 credits) Prerequisite: Permission of the Department. <u>Through a case study or practicum of 120 hours with a private or public institution, or community interest group, students acquire experience in a professional working environment.</u></p>
<p>Rationale: The course description is modified in the interest of consistency across our 400-level internship/directed studies/practicum courses (see URBS 483 <i>Directed Studies/Practicum in Urban Planning I</i>, for example).</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Political Science
POLI-24
New course POLI 376; changes to POLI 497

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Political Science** is converting a slot course which has had good enrolments into a permanent course, POLI 376 *Politics of Northern Ireland*. This course will continue to be cross-listed with Irish Studies and will draw students from the School of Irish Studies, History and Political Science among others.

The Department is also adjusting the GPA requirement and the number of credits in Political Science required to have been completed prior to admission to its internship course (POLI 497). Together these changes will increase the number of students who can avail themselves of this experiential learning opportunity.

Thank you for your consideration of this proposal for which there are no additional resource implications as the courses will come from the department's regular allotment.

Department of Political Science

POLI-24

Memo from Chair

New Course

POLI 376 *Politics of Northern Ireland*

Course description and exclusion note change

POLI 497 *Internship*

Department of Political Science

To: Paul Joyce, Associate Dean, Academic Programs
From: Elizabeth Bloodgood, Chair, Department of Political Science
Date: December 21, 2017
Subject: Two Calendar Changes (POLI 497 and POLI 376)

The Department of Political Science is requesting two calendar changes. Both changes were discussed and approved by the Department's Undergraduate Curriculum Committee and recommended to the Department Council. The Council discussed them at its October 27, 2017, meeting, and approved of them at its November 24, 2017 meeting.

For POLI 497, changing the GPA requirement from 3.5 to 3.3 will maintain an appropriate standard of performance among the students participating in the internship program and will allow a greater number of them to take advantage of this experiential learning opportunity. The lower credits requirement (from 39 to 27) opens this course to students who are typically in their last three terms rather than restricting it to those with only 3 credits of POLI left to complete.

POLI 376 is an interdisciplinary course that addresses themes in the following disciplines: History, Irish Studies, and Political Science. It adds to the course offerings available for the Major in Irish Studies, and it addresses issues considered by several subfields within Political Science: state formation, peace-building, constitutional politics, comparative politics, and institution building. The Department of Political Science and the School of Irish Studies possess the personnel and course counts to ensure that this course is regularly offered. The course has had high enrolments (e.g., 57/60 in 2016/17) and will be taught every two years as per agreement with Irish Studies.

Please do not hesitate to contact me should you require additional information.

/mk

COURSE CHANGE: POLI 376 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: Arts and Science
Department: Political Science
Program:
Degree: BA
Calendar Section/Graduate Page Number:31.240

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>POLI 376 <i>Politics of Northern Ireland</i> (3 credits) This course focuses on the political evolution of Northern Ireland over three distinct periods: the Stormont Parliament (1921-1972); direct rule by Westminster (1972-1998); and, devolved government after the 1998 Good Friday Agreement. Topics may include constitutional politics and partition, religion and politics, political parties, sectarianism, the 'Troubles,' the Good Friday Agreement, and the post-1998 power-sharing institutions. <i>NOTE: Students who have received credit for this topic under an IRST number may not take this course for credit.</i></p>
<p>Rationale: This interdisciplinary course addresses themes in the following disciplines: History, Irish Studies, and Political Science. It adds to the course offerings available in the Major in Irish Studies, and addresses issues considered by several subfields within Political Science: state formation, peace-building, constitutional politics, comparative politics, and institution building. The Department of Political Science and the School of Irish Studies possess the personnel and course counts to ensure that this course is regularly offered. The course has had high enrolments (e.g., 57/60 in 2016/17) and will be taught every two years as per agreement with Irish Studies.</p> <p>The School of Irish Studies supports this proposed course.</p>	
<p>Resource Implications: None – This course is offered as part of our regular allotment.</p>	
<p>Other Programs within which course is listed: Irish Studies (IRST 398).</p>	

COURSE CHANGE: POLI 497 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: September 2018

Faculty/School: Arts and Science
Department: Political Science
Program:
Degree: BA
Calendar Section/Graduate Page Number:31.240

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Exclusion note | | |

Present Text (from 2018/2019) calendar	Proposed Text
<p>POLI 497 Internship (3 credits) Prerequisite: Permission of the Department. The internship is a one-term apprenticeship in some aspect of public affairs and policy analysis. Placements may be drawn from all areas of possible employment, including private sector, government and community organizations. Students are asked to submit a written report which summarizes and evaluates their work experience. <i>NOTE: Eligible students should have completed 39 credits in Political Science and must have an excellent academic record with a minimum GPA of 3.5. The undergraduate committee of the Department will determine the eligibility of the student and will approve the internship. Students should consult the Department for further information.</i></p>	<p>POLI 497 Internship (3 credits) Prerequisite: Permission of the Department. The internship is a one-term apprenticeship in some aspect of public affairs and policy analysis. Placements may be drawn from all areas of possible employment, including private sector, government and community organizations. Students are <u>required</u> to submit a written report which summarizes and evaluates their work experience. <i>NOTE: Eligible students should have completed <u>27</u> credits in Political Science and must have an excellent academic record with a minimum GPA of <u>3.3</u>. The undergraduate <u>program director</u> of the Department, <u>on behalf of the Undergraduate Curriculum Committee</u>, <u>determines</u> the eligibility of the student and <u>approves</u> the internship. Students should consult the Department for further information.</i></p>
<p>Rationale: Changing the GPA requirement from 3.5 to 3.3 will maintain an appropriate standard of performance among the students participating in the internship program and will allow a greater number of them to take advantage of this experiential learning opportunity. The lower credits requirement opens this course to students who are typically in their last three terms rather than restricting it to those with only 3 credits of POLI left to complete.</p>	
<p>Resource Implications: None – This course is offered as part of our regular allotment.</p>	
<p>Other Programs within which course is listed: None.</p>	

Nicole Freeman

From: School of Irish Studies
Sent: March-21-18 10:48 AM
To: Nicole Freeman
Subject: RE: POLI-24 POLI 376/IRST 398

Dear Nicole,

We confirm this change and will move forward to making the IRST counterpart to a permanent number.

All the best,
Matina

Matina Skalkogiannis
Adjointe de direction • Assistant to the Principal
École des études irlandaises • School of Irish Studies
Université Concordia • Concordia University
1455, boul. de Maisonneuve Ouest, H 1001.03
Montréal (Québec) H3G 1M8
(514) 848-2424 x 8711
irishstudies@concordia.ca
concordia.ca/irishstudies

Follow us:

<https://www.facebook.com/irishstudiesconcordia/>

https://twitter.com/canadian_irish

From: Nicole Freeman
Sent: March-21-18 10:01 AM
To: School of Irish Studies <irishstudies@concordia.ca>
Subject: POLI-24 POLI 376/IRST 398

Hi Matina and Michael,

As you are aware, the Department of Political Science is converting the POLI 398 course *Politics of Northern Ireland* to a permanent POLI 376 course. In their rationale they state that the School of Irish Studies supports the proposed course. Could you please confirm this so that we may include it in the file? The rationale reads:

This interdisciplinary course addresses themes in the following disciplines: History, Irish Studies, and Political Science. It adds to the course offerings available in the major in Irish Studies, and addresses issues considered by several subfields within Political Science: state formation, peace-building, constitutional politics, comparative politics, and institution building. The Department of Political Science and the School of Irish Studies possess the personnel and course counts to ensure that this course is regularly offered. The course has had high enrolments (57/60 in 2016/17) and will be taught every two years as per agreement with Irish Studies.

The School of Irish Studies supports this proposed course.

Also, will the School be moving forward with converting the IRST 398 counterpart to a permanent number? If so, we will need to add the cross-listing to both the POLI and IRST courses once they are both permanent.

Thanks in advance,

Nicole Freeman
Academic Programs Assistant
Faculty of Arts and Science, AD-224
Concordia University
514-848-2424 ext. 2088
nicole.freeman@concordia.ca

INTERNAL MEMORANDUM

TO: Dr Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: March 7, 2018

SUBJECT: 2019-20 Undergraduate Calendar Curriculum Changes
Department of Psychology
PSYC-14
Modification to Honours and Specialization in Psychology
(Behavioural Neuroscience Option)

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 2nd, 2018. We request that this proposal be considered at the next meeting of APC.

The **Department of Psychology** is expanding their science elective course options in the Honours and Specialization in Psychology (Behavioural Neuroscience Option). The new courses added reflect, in part, courses that have been developed in other departments since the last curriculum review of the Psychology programs and which would be of benefit to Behavioural Neuroscience students. These include courses in such areas as Bioinformatics (BIOL 480), Intermediary Metabolism (CHEM 375 *Biochemistry II*), Structure and Function of Biomembranes (CHEM 476), Quantitative Human Systems Physiology (PHYS 443) and Principles of Medical Imaging (PHYS 445). Also, CHEM 222 which is not a prerequisite for any Psychology courses is removed from the required Science credits and added to the elective course options.

Thank you for your consideration of this proposal for which there are no additional resource implications as the courses already are offered regularly by the other departments which support the addition of their courses to these Psychology programs.

Department of Psychology

PSYC-14

Memo from Chair and Undergraduate Curriculum Committee

Program Change

Honours in Psychology (Behavioural Neuroscience Option)

Specialization in Psychology (Behavioural Neuroscience Option)

Memorandum

To: Paul Joyce, Associate Dean – Programs (Arts and Science)

From: Virginia Penhune, Chair – Department of Psychology

Wayne Brake, Chair – Psychology Undergraduate Curriculum Committee.

Date: January 24 2018

Subject: Program Change for Psychology



Dear Dr. Joyce,

On November 30, 2017, the Psychology Undergraduate Curriculum Committee met to discuss and vote on changes to our undergraduate program. Particularly we discussed the *Honours in Psychology (Behavioural Neuroscience Option)* and the *Specialization in Psychology (Behavioural Neuroscience Option)* programs.

Students enrolled in either of these programs only have a small group of science electives from other departments from which they have to take 7 (3-credit) courses. Since the last time these programs were revised, new courses have been developed in other science departments that could benefit our students. Specifically, they could be beneficial to students in Behavioural Neuroscience. Thus, the Undergraduate Curriculum committee voted unanimously to broaden the courses that students in the Behavioural Neuroscience Option could take.

Specifically, it was voted that CHEM 222 - Introductory Organic Chemistry II (3 credits) would be made an optional elective rather than a core requirement of these programs. It was also voted that the following courses be made available as additional science electives:

CHEM 375 - Biochemistry II (3 credits)

- Prerequisite: CHEM 221, 222, 271 - Lectures and laboratory.

CHEM 472 - Chemical Toxicology (3 credits)

- Prerequisite: CHEM 222, 271 - Lectures only.

CHEM 476 - Structure and Function of Biomembranes (3 credits)

- Prerequisite: BIOL 266; CHEM 375 or permission of the Department. Lectures only.

PHYS 443 - Quantitative Human Systems Physiology (3 credits)

- Prerequisite: Open to all in-program Science and Engineering students with a minimum of 45 university credits (not including Cegep-level science prerequisites), or permission of the instructor.

PHYS 445 - Principles of Medical Imaging (3 credits)

- Prerequisite: Open to all in-program Science and Engineering students with a minimum of 45 university credits (not including Cegep-level science prerequisites), or permission of the instructor.

BIOL 480 –Bioinformatics (3 credits).

- Prerequisite: BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department.

On December 14, 2017, the Department of Psychology met and discussed the proposed changes. A Call to Vote was proposed and all changes were subsequently approved by Faculty members. In January, 2018, the other departments involved were contacted to seek permission for our students to take these courses as electives. Permission was granted from each of these departments, email exchanges are enclosed.

PROGRAM CHANGE: Honours in Psychology (Behavioural Neuroscience Option)**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2019/2020
Implementation Month/Year: May 2019**Faculty/School:** Arts and Science
Department: Psychology
Program: Honours in Psychology (Behavioural Neuroscience Option)
Degree: BSc
Calendar Section/Graduate Page Number:31.250**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>66 BSc Honours in Psychology (Behavioural Neuroscience Option)</p> <p>30 Core Requirements (PSYC 305³, 310³, 311³, 315³, 316³, 355³, 490³, 491³, 495⁶)</p> <p>15 Chosen from Tier 1 with at least: 6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area 6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area</p> <p>12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445³</p> <p>9 Psychology elective credits at the 300 or 400 level</p> <p>An additional 21 Science credits as specified below:</p> <p>9 CHEM 221³, 222³, 271³</p> <p>3 BIOL 225³ or 226³</p> <p>9 Chosen from BIOL 225³, 226³, 227³, 261³, 266³, 321³, 364³, 367³, 462³; CHEM 478³</p>	<p>66 BSc Honours in Psychology (Behavioural Neuroscience Option)</p> <p>30 Core Requirements (PSYC 305³, 310³, 311³, 315³, 316³, 355³, 490³, 491³, 495⁶)</p> <p>15 Chosen from Tier 1 with at least: 6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area 6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area</p> <p>12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445³</p> <p>9 Psychology elective credits at the 300 or 400 level</p> <p>An additional 21 Science credits as specified below:</p> <p><u>6</u> CHEM 221³, 271³</p> <p>3 BIOL 225³ or 226³</p> <p><u>12</u> Chosen from BIOL 225³, 226³, 227³, 261³, 266³, 321³, 364³, 367³, 462³, <u>480³</u>; CHEM <u>222³, 375³, 472³, 476³, 478³, PHYS 443³, 445³</u></p>
<p>Rationale: Students enrolled in the Honours in Psychology (Behavioural Neuroscience Option) have only a small group of science electives from other departments from which they have to take seven courses. Since the last time the curriculum for this honours was revised, new courses have been developed in other science departments that could benefit our students. Thus, we would like to broaden the courses our Behavioural Neuroscience students may take as their science electives.</p> <p>The departments of Biology, Chemistry and Biochemistry and Physics support this change.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Specialization in Psychology (Behavioural Neuroscience Option)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2019/2020
Implementation Month/Year: May 2019

Faculty/School: Arts and Science
Department: Psychology
Program: Specialization in Psychology (Behavioural Neuroscience Option)
Degree: BSc
Calendar Section/Graduate Page Number:31.250

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p>60 BSc Specialization in Psychology (Behavioural Neuroscience Option) 15 Core Requirements (PSYC 305³, 310³, 315³, 316³, 355³) 15 Chosen from Tier 1 with at least: 6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area 6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area 12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445³ 18 Psychology elective credits at the 300 or 400 level</p> <p>An additional 21 Science credits as specified below: 9 CHEM 221³, 222³, 271³ 3 BIOL 225³ or 226³ 9 Chosen from BIOL 225³, 226³, 227³, 261³, 266³, 321³, 364³, 367³, 382³, 462³; CHEM 478³</p>	<p>60 BSc Specialization in Psychology (Behavioural Neuroscience Option) 15 Core Requirements (PSYC 305³, 310³, 315³, 316³, 355³) 15 Chosen from Tier 1 with at least: 6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area 6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area 12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445³ 18 Psychology elective credits at the 300 or 400 level</p> <p>An additional 21 Science credits as specified below: 6 CHEM 221³, 271³ 3 BIOL 225³ or 226³ 12 Chosen from BIOL 225³, 226³, 227³, 261³, 266³, 321³, 364³, 367³, 382³, 462³, <u>480³</u>; CHEM <u>222³</u>, <u>375³</u>, <u>472³</u>, <u>476³</u>, 478³, <u>PHYS 443³</u>, <u>445³</u></p>
<p>Rationale: Students enrolled in the Specialization in Psychology (Behavioural Neuroscience Option) have only a small group of science electives from other departments from which they have to take seven courses. Since the last time the curriculum for this specialization was revised, new courses have been developed in other science departments that could benefit our students. Thus, we would like to broaden the courses our Behavioural Neuroscience students may take as their science electives.</p>	
<p>Resource Implications: None.</p>	

Nicole Freeman

From: Wayne Brake
Sent: February-09-18 4:09 PM
To: Nicole Freeman
Subject: Fwd: Request for BIOL 480

Begin forwarded message:

From: Wayne Brake <wayne.brake@concordia.ca>
Date: February 2, 2018 at 10:05:06 AM EST
To: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: FW: Request for BIOL 480

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology
Concordia University, Montreal, QC, Canada
Office (514) 848-2424 x5451; labs x5394 x2201

From: Selvadurai Dayanandan <daya.dayanandan@concordia.ca>
Date: Friday, 2 February, 2018 10:04 AM
To: Wayne Brake <wayne.brake@concordia.ca>
Cc: Madoka Gray-Mitsumune <madoka.gray-mitsumune@concordia.ca>, Department of Psychology Chair <Psychology.Chair@concordia.ca>
Subject: Re: Request for BIOL 480

Dear Wayne,

I am confirming that the following program students have the permission from the Biology Department to take BIOL480 as an elective. As usual, students will have to meet pre requisites and instructor approval.

Thanks

-daya

To: Selvadurai Dayanandan
Cc: Madoka Gray-Mitsumune; Department of Psychology Chair
Subject: Request for BIOL 480

Dear Daya,

In December the department of Psychology voted to allow students in our Specialization in Behavioural Neuroscience to take addition science credit electives. One of those courses was BIOL 480.

We were wondering if we could have permission from the department of biology for those students have the option to take that course as a science elective.

Thank you for your time.

Wayne

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology
Concordia University, Montreal, QC, Canada
Office (514) 848-2424 x5451; labs x5394 x2201

Nicole Freeman

From: Wayne Brake
Sent: February-02-18 12:09 PM
To: Nicole Freeman
Subject: FW: Permission for taking courses

Categories: ASFC/FCC follow ups

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology
Concordia University, Montreal, QC, Canada
Office (514) 848-2424 x5451; labs x5394 x2201

From: Pat Forgione <Pat.Forgione@concordia.ca>
Date: Friday, 2 February, 2018 12:08 PM
To: Wayne Brake <wayne.brake@concordia.ca>
Cc: Christine DeWolf <Christine.Dewolf@concordia.ca>, Department of Psychology Chair <Psychology.Chair@concordia.ca>
Subject: Re: Permission for taking courses

Hi Wayne,

I apologize for the delay. Psychology students can certainly take these courses if they have the pre-requisites. In some cases, they would also be able to take them with special permission of the instructor if they do not have the pre-requisites. I hope this helps, let us know if you require more information.

Cheers,
Pat

On Jan 24, 2018, at 12:24 PM, Wayne Brake <Wayne.Brake@concordia.ca> wrote:

Dear Christine and Pat,

In December the department of Psychology voted to allow students in our Specialization in Behavioural Neuroscience to take additional electives in science credits. We would like to expand the optional science credits to include CHEM375, CHEM 472, and CHEM 476.

I was wondering if we could get permission from the department of chemistry and biochemistry to allow our students the option to take these courses as electives?

Thank you for your time,

Wayne

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology

Nicole Freeman

From: Wayne Brake
Sent: January-24-18 2:59 PM
To: Nicole Freeman
Subject: FW: Request for PHYS 443 and PHYS 445

Follow Up Flag: Follow up
Flag Status: Flagged

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology
Concordia University, Montreal, QC, Canada
Office (514) 848-2424 x5451; labs x5394 x2201

From: Laszlo Kalman <Laszlo.Kalman@concordia.ca>
Date: Wednesday, January 24, 2018 at 2:15 PM
To: Wayne Brake <Wayne.Brake@concordia.ca>
Subject: Re: Request for PHYS 443 and PHYS 445

Dear Wayne,
Sure, your students may take these courses. The current prerequisites automatically allow your students to register of their own, provided they took 45 university credits.
Best wishes,
Laszlo

Laszlo Kalman
Associate Professor
Department of Physics
Concordia University
7141. Sherbrooke Street West,
Montreal, QC, Canada, H4B 1R6
Office: SP.365.10; Phone:5051
Lab: SP.365.11; Phone:3273

From: Wayne Brake
Sent: Wednesday, January 24, 2018 12:12 PM
To: Laszlo Kalman
Cc: Department of Psychology Chair
Subject: Request for PHYS 443 and PHYS 445

Dear Lazlo,

In December the department of Psychology voted to allow students in our Specialization in Behavioural Neuroscience to take additional electives in science credits. Two of these include PHYS 443 and PHYS 445.

I was wondering if we could get permission from the physics department to allow our students the option to take these courses as electives?

Thank you for your time,

Wayne

Wayne Brake Ph.D.
Professor, Dept. Psychology
Centre for Studies in Behavioural Neurobiology
Concordia University, Montreal, QC, Canada
Office (514) 848-2424 x5451; labs x5394 x2201

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: January 5, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (DART-17)
(CALENDAR – 2018/2019)
DEPARTMENT OF DESIGN AND COMPUTATION ARTS
FACULTY OF FINE ARTS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Council of the Faculty of Fine Arts a first time on September 18, 2018. The Department of Design and Computation Arts wished to introduce four new courses and two non-course components to make the new Master of Design program more appealing. GCC had requested that resource implications be made clearer.

Reviewed a second time on November 27, 2018 because of additional changes to course prerequisites, the GCC approved the proposed curriculum with small modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: M. Sussman, Associate Dean, Academic and Student Affairs, Faculty of Fine Arts
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



FACULTY OF FINE ARTS

Internal Memorandum

To: Dr. Bradley Nelson, Chair, Graduate Curriculum Committee
School of Graduate Studies

From: Dr. Rebecca Duclos, Dean
Faculty of Fine Arts

A handwritten signature in cursive script, appearing to read "Rebecca Duclos".

cc: Ms. Frédérica Martin, Manager, Academic Programs and Development, School of Graduate Studies
Dr. Mark Sussman, Associate Dean, Academic Affairs, Faculty of Fine Arts

Date: March 20, 2017

Re: Curriculum Dossier for the Department of Design and Computation Arts, DART-17

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in DART-17. These were reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on March 17, 2017.

There are no resource implications.

Rebecca Duclos
Dean, Faculty of Fine Arts
Rebecca.Duclos@concordia.ca
848-2424 ext. 4602



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Mark Sussman, Associate Dean, Academic Affairs
Date: March 13, 2017
Re: Curriculum dossier, Department of Design and Computation Arts, DART-17

The Faculty of Fine Arts Curriculum Committee has reviewed and unanimously approved the DART-17 curriculum dossier from the Department of Design and Computation Arts. We hereby submit this dossier for review at Faculty Council on March 17, 2017.

This curriculum change is for the Master of Design, opened in Fall 2017. The dossier adds new courses to account for directed studies, professional internships, special topics in Indigenous art and design, and in design research.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in black ink, appearing to read "Mark Sussman".

Mark Sussman, PhD
Associate Dean, Academic Affairs
Faculty of Fine Arts
mark.sussman@concordia.ca

INTERNAL MEMORANDUM

TO: **Mark Sussman, Associate Dean**
Faculty of Fine Arts

CC: **Erica Howse**, Academic and Student Affairs Facilitator

FROM: **pk langshaw**, Chair
Martin Racine, Graduate Program Director
Department of Design and Computation Arts

DATE: February 6, 2017

SUBJECT: Curriculum Changes for the Master of Design (DART #17)

Please accept the following curriculum changes from the Department of Design and Computation Arts with regards to the Master of Design program. These changes were approved at Department Council on October 21, 2016.

The underlying rationale for the changes are a direct outcome of the recent Departmental Appraisal process as well as ongoing dialogue with students and faculty.

These changes will have no additional resource implications.

The department is requesting permission to make four curriculum changes in our new Master of Design program. The M.Des is a new program (introduced in September 2016) and the department realizes the need to add special courses in our curriculum to accommodate specific objectives: 1) Directed Study I and II, 2) Professional Internship I and II, 3) Special Topics in Indigenous Design and Art, and 4) Special Topics in Design Research.

1) Directed Study I and II

A number of students need to do specific research activities concerning their research creation project, such as directed readings or prototyping and testing. The current curriculum does not allow this.

2) Professional Internship I and II

Students may have great opportunities to integrate their research activities while doing a professional internship in a design service bureau, a not for profit organization (NGO) or have the occasion to do an artist residency. Allowing collaborations and outreach initiatives will be to the benefit of our students and our program.

3) Special Topics in Contemporary Indigenous Art and Design

The Department has a keen interest in sensitizing students to Indigenous Studies. Professor Jason Lewis is a University Research Chair in Computational Media and the Indigenous Future Imaginary. This seminar would be a great contribution in attracting and accommodating the growing number of students in first nations, indigenous studies and research creation at Concordia University.

4) Special Topics in Design Research

The Department would like to have the option of offering a class that can accommodate special circumstances such as special events and conferences or invited lecturers. The department also needs the flexibility to integrate topics that are relevant to the evolution of design research, for example design and health, service design, gender issues in design.

Thank you for considering these curriculum additions.

Kind regards,



pk Langshaw



Martin Racine

PROGRAM CHANGE: Degree Program Requirements for M.Des

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Requirements for the Degree</p> <ol style="list-style-type: none"> Credits. A fully-qualified candidate is required to complete 45 credits. Courses. All students are required to take the following core courses (with a 3-credit value, unless otherwise specified): DART 600 Design Theory/Practice I, DART 601 Research Methods in Design, DART 610 Design Theory/Practice II, DART 611 Interdisciplinary Practices in Design, DART 620 Graduate Colloquium, DART 690 Master’s Research and Thesis (24 credits). Six additional elective credits are required of all candidates, to be chosen in consultation with the thesis director, Elective credits are to be taken from a small pool of special topics courses offered by the Department, or by special permission, outside the Department. Thesis Project. In addition to the required course work, students will undertake a Master’s Research and Thesis, which will combine a body of work or practice-led research with a written thesis document of 40-55 pages that contextualizes the practice historically and theoretically and reflects critically on the process and production. A formal oral defense and a final public exhibition of the work or practice-led research are required. Language Requirements. While there are no formal language requirements, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. 	<p>Requirements for the Degree</p> <ol style="list-style-type: none"> Credits. A fully-qualified candidate is required to complete 45 credits. Courses. All students are required to take the following core courses (with a 3-credit value, unless otherwise specified): DART 600 Design Theory/Practice I, DART 601 Research Methods in Design, DART 610 Design Theory/Practice II, DART 611 Interdisciplinary Practices in Design, DART 620 Graduate Colloquium, DART 690 Master’s Research and Thesis (24 credits). Elective credits are to be taken from the special topics courses offered by the Department. Students with a cumulative GPA of 3.7 or higher may apply for a Directed Study or Professional Internship. Thesis Project. In addition to the required course work, students will undertake a Master’s Research and Thesis, which will combine a body of work or practice-led research with a written thesis document of 40-55 pages that contextualizes the practice historically and theoretically and reflects critically on the process and production. A formal oral defense and a final public exhibition of the work or practice-led research are required. Language Requirements. While there are no formal language requirements, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French.

Rationale:
 The Master of Design is a new program - implemented in September 2016. The department is introducing two Directed Study courses to allow students to focus on a specific topic. The Department is introducing two Professional Internship courses to allow students to work on their research-creation projects in industry or to complete a residency. The Directed Study and Professional Internship courses require a great deal of autonomy, and the applicants have to demonstrate their capacity to handle challenging objectives, therefore, a minimum cumulative GPA of 3.7 is required. This is a minor change intended to include the new course offerings in the program.

Resource Implications:

None

COURSE CHANGE: DART 634 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 634 <i>Special Topics in Contemporary Indigenous Art and Design</i> (3 credits) Topics may address a range of critical perspectives on contemporary Indigenous art and design in terms of the aesthetic, political, and cultural issues such work illuminates. The course focuses on digital media but may encompass other forms of Indigenous creative practice, including visual arts, performance, and writing.</p>
<p>Rationale: The Master of Design is a new program - implemented in September 2016. The course allows for the broadening of the scope of the curriculum to include contemporary indigenous design topics.</p>	
<p>Resource Implications: The course will be part of a faculty member's teaching load and drawn from our current course allotment.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: DART 635 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 635 <i>Special Topics in Design Research</i> (3 credits) Topics may address a range of critical perspectives relevant to the evolution of design research.</p>
<p>Rationale: The Master of Design is a new program - implemented in September 2016. A special topics course gives the department the flexibility to integrate topics that are relevant to the evolution of design research to accomodate participation in special faculty-wide initiatives and to welcome visiting artists and scholars.</p>	
<p>Resource Implications: The course will be part of a faculty member's teaching load and drawn from our current course allotment.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: DART 651 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 651 Directed Study I (3 credits) Prerequisites: Nine credits completed in the Master of Design program; written permission of any faculty member of the Thesis Advisory Committee and the Graduate Program Director; a cumulative GPA of 3.7 or higher. Students may enrol in a directed study under faculty supervision in order to undertake a specialized study of theoretical or research-creation related topics.</p>
<p>Rationale: The Master of Design is a new program - implemented in September 2016. The department is adding a Directed Study course to allow students to focus on a specific topic for their research-creation projects. The Directed Study course requires a great deal of autonomy, including the possibility of doing research work off campus, and the applicants have to demonstrate their capacity to handle challenging objectives, therefore, a minimum cumulative GPA of 3.7 is required.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: DART 652 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 652 Directed Study II (3 credits) Prerequisites: DART 651; written permission of any faculty member of the Thesis Advisory Committee and the Graduate Program Director; a cumulative GPA of 3.7 or higher. Students may enrol in a directed study under faculty supervision in order to undertake a specialized study of theoretical or research-creation related topics.</p>
<p>Rationale: The Master of Design is a new program - implemented in September 2016. The department is adding a Directed Study course to allow students to focus on a specific topic for their research-creation projects. The Directed Study course requires a great deal of autonomy, including the possibility of doing research work off campus, and the applicants have to demonstrate their capacity to handle challenging objectives, therefore, a minimum cumulative GPA of 3.7 is required.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: DART 671 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 671 Professional Internship I (3 credits) Prerequisites: Nine credits completed in the Master of Design program; a cumulative GPA of 3.7 or higher; a clearly defined written agreement between the student intern and the employer; written permission of any faculty member of the Thesis Advisory Committee and the Graduate Program Director. This course provides an opportunity for students to further develop their design research in a design firm, cultural organization or residency.</p>
<p>Rationale: The Master of Design program was implemented in September 2016. The department would like to accommodate students who have the opportunity to work on their research-creation project while doing a professional internship or a residency in a cultural organization. The applicants have to demonstrate their capacity to handle challenging objectives, therefore, a minimum cumulative GPA of 3.7 is required. It is the responsibility of the student to find and secure the internship which can be remunerated or not.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: DART 672 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>DART 672 Professional Internship II (3 credits) Prerequisites: DART 671; a cumulative GPA of 3.7 or higher; a clearly defined written agreement between the student intern and the employer; written permission of any faculty member of the Thesis Advisory Committee and the Graduate Program Director. This course provides an opportunity for students to further develop their design research in a design firm, cultural organization or residency.</p>
<p>Rationale: The Master of Design program was implemented in September 2016. The department would like to accommodate students who have the opportunity to work on their research-creation project while doing a professional internship or a residency in a cultural organization. The applicants have to demonstrate their capacity to handle challenging objectives, therefore, a minimum cumulative GPA of 3.7 is required. It is the responsibility of the student to find and secure the internship which can be remunerated or not.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: None</p>	

DIRECTED STUDY AGREEMENT FORM

Date: _____

- DART 651- Directed Study I (3 credits)
 DART 652- Directed Study II (3 credits)

Prerequisite: Students must have completed nine credits in the Master of Design program; written permission of any faculty member of the Thesis Advisory Committee and Graduate Program Director; a cumulative GPA of 3.7 or higher.

The undersigned Professor/Thesis Advisor has agreed to supervise the undersigned student for a Directed Study under his/her supervision of a **theoretical** or **research-creation** related topic.

Study Proposal Agreement

The student must attach a proposal, which must include:

Type of Directed Studies: theoretical (eg. directed reading) or research-creation

Purpose and objectives

Research Methodology

Planned Schedule

References and Bibliography

Scheduling regular meetings with the supervisor is the responsibility of the student.

With the exception of prior agreements or approval a Directed Study will be graded as follows:

- Time management (15%)
- In-progress reports/ meetings (15%)
- Research-creation project: Project Documentation (35%) + Final Production (35%)
or
- Theoretical research: Final report (70%)

Student Name (print)

Student (signature)

Faculty, Thesis Advisory Committee (print)

Faculty, Thesis Advisory Committee (signature)

Graduate Program Director (print)

Graduate Program Director (signature)

PROFESSIONAL INTERNSHIP AGREEMENT FORM

Date: _____

- DART 671- Professional Internship I (3 credits)
 DART 672- Professional Internship II (3 credits)

Prerequisite: Students must have completed nine credits in the Master of Design program; a cumulative GPA of 3.7 or higher; a clearly defined written agreement between the student intern and the employer; written permission of any faculty member of the Thesis Advisory Committee and the Graduate Program Director.

The undersigned Professor/Thesis Advisor has agreed to supervise the undersigned student for a Professional Internship under his/her supervision. This is an opportunity for the student to experience industry employment in a professional setting concurrent to the last year of study in the Master in Design program. It is the responsibility of the student to find and secure the internship which can be remunerated or not.

The internship is highly individualized therefore, the Thesis Advisor will rely heavily on the students reporting should there be a problem at the workplace otherwise the responsibility is on the student to request a meeting to update any changes made to the original proposal.

The student and Thesis Advisor will meet in person:

- During the approval stage of the internship proposal
- Midterm reporting of intern progress (via email or in person)
- At the completion of the internship for assessing the value of the experience

The final submission includes:

- A minimum ten page final report (including the job profile, documentation of the work produced, hours completed) and a reflective narrative assessment of the experience
- A letter from the employer, which has to include the number of hours, the work schedule and an appreciation of the quality of the work accomplished by the student.

With the exception of prior agreements or approval all internships will be graded as follows:

- Quality of proposal (10%)
- Mid-term report/check in/meeting (10%)
- Final report (50%)
- Employer evaluation (30%)

Student Name (print)

Student (signature)

Faculty, Thesis Advisory Committee (print)

Faculty, Thesis Advisory Committee (signature)

Graduate Program Director (print)

Graduate Program Director (signature)

MEMORANDUM OF UNDERSTANDING

Master of Design Program, Department of Design and Computation Arts, Concordia University AND [NAME OF ORGANIZATION]

Purpose:

This document will act as an informal agreement between the **Master of Design Program** and **[NAME OF ORGANIZATION]**

The MOU is intended to set out expectations between the **Department of Design and Computation Arts** and **[NAME OF ORGANIZATION]** in the planning and conduct of an internship to be overseen by the **Department of Design and Computation Arts** but managed jointly with **[NAME OF ORGANIZATION]**, hereinafter known as the host organization.

The Master of Design Program

The two-year Master of Design program provides an opportunity for students to broaden their theoretical knowledge of design and focus on innovative research in the areas of visual communication, the built environment, interaction design and design studies. The M.Des program offers a stimulating and creative environment in which students are encouraged to explore conceptual and theoretical issues through a project-based or academic research.

Expected learning outcomes of the program are as follows:

- Develop research and professional skills in design.
- Master a wide variety of design research methods.
- Understand the challenges related to the epistemology of design research.
- Develop abilities to work for a broad range of career prospects in both profit and not for profit organizations, academia, research centres, and design/creative industries.

The Internship Project: General Expectations for Completion

Prerequisite: Students must have completed nine credits in the Master of Design program; written permission of the Faculty Thesis Advisor and Graduate Program Director.

The purpose of the internship is to provide students with hands-on learning regarding the application of theoretical learning from the following areas:

- **Visual Communication** (graphic design, information design)
- **Built Environment** (architectural design, industrial design, urban design),
- **Interaction Design** (game design, web design, physical computing, installations)

The following outlines the deliverables that the student must complete as part of the internship with the host organization:

- Participate in the development of a coherent design project and/or design research project.
- Submit a minimum ten page final report (including the job profile, documentation of the work produced, hours completed) and a reflective narrative assessment of the experience.

The Faculty Supervisor will provide a final grade for the internship will be assessed in the following ways:

- Quality of proposal (10%)
- Mid-term report/check in/meeting (10%)
- Final report (50%)
- Employer evaluation (30%)

Employer's Role

The employer is responsible for writing a letter indicating the responsibilities of the intern, an assessment of the quality of the work and a confirmation of the number of hours of the internship.

General Expectations of the Host Participating in the Internship:

The following provides some general guidelines and conditions for host organizations wishing to host an intern.

The host organization is responsible for supporting the intern in the following ways:

- Provide information required by the student to satisfy learning outcomes for the internship
- Ensure a staff member of the organization is available to supervise the intern and provide feedback on their work to support successful completion of deliverables
- Cover any reasonable expenses related to the student's conduct of the internship (which may include cost of printing materials for use by the host organization, telephone, postage fees, etc.)

Department of Design and Computation Arts Obligations to the Host Organization:

1. Faculty will assist to resolve issues related to student research and internship activities (Note that these are students, and that mistakes WILL be made). The responsibility of the program will be to minimize these effects as much as possible, but this is a learning program;
2. The Department of Design and Computation Arts and the host organization will approve the scope of the internship activities jointly.
3. As required, confidentiality of host organization information will be maintained as best as practicable. Students will be instructed on how to deal with confidential information. It is understood, however, that all reasonable ways of maintaining confidentiality will be sought throughout the course of the project.

The Host Organization

This project is intended to operate as a partnership of two organizations: Concordia University and [Host Organization]

About the Host Organization

The host organization can provide a short statement about their work here.

Host Organization Contacts:

List the contact information of at least one person at the host organization responsible for supporting the intern.

Department of Design and Computation Arts Program Contacts:

Should the host organization have any concerns about the progress of the internship, or wish to have any concerns alleviated, they may contact the following:

Provide the appropriate contact information here

We the undersigned agree with the conditions of participation indicated in this MOU.

Name and Title of Host Organization Representative

Date

Name of Faculty Member
Internship Supervisor

Date

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 5, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (EDUC-34)
(CALENDAR – 2018/2019)
DEPARTMENT OF EDUCATION
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The Applied Linguistics program is providing specific titles to course clusters and updating its course descriptions.

The GCC approved the proposed curriculum changes with no modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: P. Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



INTERNAL MEMORANDUM

TO: Dr Bradley Nelson
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: January 29, 2018

SUBJECT: Graduate Calendar Curriculum Changes
Department of Education
EDUC-34
Title change to APLI clusters; APLI 613 deleted; changes to APLI 625,
646

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of January 26th, 2018. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

The **Department of Education** is modifying their Applied Linguistics (APLI) program to provide a clearer description of their existing program components. They are introducing more specific titles to course clusters A and C, and updating the courses in each cluster. Specifically, APLI 625 is being removed from Cluster A (Focus of Theory) and being renamed and updated in Cluster C (Focus on Pedagogy). APLI 636 *Language Awareness* is being removed from Cluster C, but remains in Cluster B: Focus on Language, where it belongs. APLI 646 *Literacy* has had a detailed course description added and been moved from the electives list to Cluster C (Focus on Pedagogy), where it is more appropriate. Finally, APLI 613 *History of the English Language*, which has not been offered in years and which is no longer integral to the MA program is being deleted.

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

Reference documents:
FCC 2017.2/G_EDUC-34
ASFC 2018-1M-E

EDUC-34

Memo from Interim Chair

Program Change

Applied Linguistics MA

Course Deleted

APLI 613 History of the English Language

Course Title and Description Change; Note Removed

APLI 625 Second Language Speaking and Listening

Course Description Added

APLI 646 Literacy

INTERNAL MEMORANDUM

TO: Paul Joyce
Associate Dean, Academic Programs

FROM: Saul Carliner
Interim Chair, Department of Education

DATE: November 13, 2017

SUBJECT: **EDUC-34: APLI Cluster and Course Curriculum Changes**

Would you please consider the attached dossier, which was approved at the November 8, 2017 Department of Education Council meeting, with the following modifications to the Applied Linguistics (APLI) Program:

- a. Changing the titles to APLI clusters A and C.
- b. Removing APLI 625 from Cluster A and APLI 636 from Cluster C.
- c. Moving APLI 646 from Elective Courses to Cluster C and adding a course description to it.
- d. Removing APLI 613 from the elective courses in the MA in Applied Linguistics and from the calendar.
- e. Changing the title and course description and removing note from APLI 625 under Cluster C.

These changes serve to provide a clearer description of the existing program components (description of the three clusters of courses students take, distribution of courses across the clusters, updating of elective options).

PROGRAM CHANGE: MA Applied Linguistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Education
Program: Applied Linguistics
Degree: MA
Calendar Section/Graduate Page Number: Fall 2017

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Master of/Magisteriate in Arts (Applied Linguistics)</p> <p>Admission Requirements. ...</p> <p>Proficiency in English. ...</p> <p>Requirements for the Degree ...</p> <p>Academic Regulations ...</p> <p>Master of/Magisteriate in Arts with Thesis (Option A) ...</p> <p>Master of/Magisteriate in Arts without Thesis (Option B) ...</p> <p>Core Courses ...</p> <p>Cluster A: Theoretical Perspectives on Second Language Acquisition</p> <p>APLI 623 Sociolinguistic Aspects of Bilingualism and Multilingualism This course is an introduction to educational and sociolinguistic issues affecting the promotion and maintenance of individual and societal bilingualism, multilingualism, and</p>	<p>Master of/Magisteriate in Arts (Applied Linguistics)</p> <p>Admission Requirements. ...</p> <p>Proficiency in English. ...</p> <p>Requirements for the Degree ...</p> <p>Academic Regulations ...</p> <p>Master of/Magisteriate in Arts with Thesis (Option A) ...</p> <p>Master of/Magisteriate in Arts without Thesis (Option B) ...</p> <p>Core Courses ...</p> <p>Cluster A: Focus on Theory</p> <p>APLI 623 Sociolinguistic Aspects of Bilingualism and Multilingualism This course is an introduction to educational and sociolinguistic issues affecting the promotion and maintenance of individual and societal bilingualism, multilingualism, and</p>

multiculturalism. The societal consequences of being multilingual and multicultural and the perspectives of both students and educators in multilingual/multicultural language classrooms will be examined.

Note: Students who have received credit for APLI 642 may not take this course for credit.

APLI 624 Psycholinguistic Aspects of Second Language Acquisition

Prerequisite: APLI 660 (previously or concurrently).

This course examines issues in second language acquisition and bilingualism/multilingualism from a cognitive (psycholinguistic) perspective. The aim of the course is to familiarize students with basic psycholinguistic concepts of language representation and use, focusing on the learning of different aspects of language, the role of attention and memory in language acquisition, the development of language comprehension and production skills, and the cognitive consequences of bilingualism/multilingualism. Throughout the course, emphasis is given to understanding research methodologies used in psycholinguistic investigations.

Note: Students who have received credit for APLI 642 may not take this course for credit.

~~APLI 625 Second Language Acquisition as Skills Learning~~

~~The course provides an overview of several approaches to second language learning including topics ranging from fluency, formulaic language, frequency effects, and automatization. The course also provides a research-informed approach to the study of these topics in second language learning contexts, exploring trends in second language acquisition research and pedagogy that are relevant to the understanding of skill development.~~

~~**Note:** Students who have received credit for this topic under an APLI 651 number may not take this course for credit.~~

APLI 626 Variationist Second Language Acquisition

The acquisition of a second language is a process that is inherently variable due to factors such as the influence of the learner's first language, the target language, extralinguistic variables, and other factors. This course examines the interplay of these variables, focusing on current research in variable second language acquisition and on the pedagogical implications and applications of this knowledge for second language teaching.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 627 Individual Differences in Second Language Acquisition

The course provides an overview of learners' individual differences in cognitive, social, affective, and motivational variables and the role of those differences in second language teaching and learning. Course topics may include language aptitude, motivation, learning and cognitive styles, personality, and language learning strategies. The course offers a research-based framework for understanding how individual differences impact language learning for different learners in various learning contexts.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 634 Cross-Linguistic Influence

Prerequisite: APLI 604.

This course provides an overview of different perspectives that have been taken on the ways previously learned languages affect the learning of subsequent languages. Topics include: the contrastive analysis and error analysis approaches; avoidance; markedness;

multiculturalism. The societal consequences of being multilingual and multicultural and the perspectives of both students and educators in multilingual/multicultural language classrooms will be examined.

Note: Students who have received credit for APLI 642 may not take this course for credit.

APLI 624 Psycholinguistic Aspects of Second Language Acquisition

Prerequisite: APLI 660 (previously or concurrently).

This course examines issues in second language acquisition and bilingualism/multilingualism from a cognitive (psycholinguistic) perspective. The aim of the course is to familiarize students with basic psycholinguistic concepts of language representation and use, focusing on the learning of different aspects of language, the role of attention and memory in language acquisition, the development of language comprehension and production skills, and the cognitive consequences of bilingualism/multilingualism. Throughout the course, emphasis is given to understanding research methodologies used in psycholinguistic investigations.

Note: Students who have received credit for APLI 642 may not take this course for credit.

APLI 626 Variationist Second Language Acquisition

The acquisition of a second language is a process that is inherently variable due to factors such as the influence of the learner's first language, the target language, extralinguistic variables, and other factors. This course examines the interplay of these variables, focusing on current research in variable second language acquisition and on the pedagogical implications and applications of this knowledge for second language teaching.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 627 Individual Differences in Second Language Acquisition

The course provides an overview of learners' individual differences in cognitive, social, affective, and motivational variables and the role of those differences in second language teaching and learning. Course topics may include language aptitude, motivation, learning and cognitive styles, personality, and language learning strategies. The course offers a research-based framework for understanding how individual differences impact language learning for different learners in various learning contexts.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 634 Cross-Linguistic Influence

Prerequisite: APLI 604.

This course provides an overview of different perspectives that have been taken on the ways previously learned languages affect the learning of subsequent languages. Topics include: the contrastive analysis and error analysis approaches; avoidance; markedness;

selective, bidirectional, and conceptual transfer; and factors affecting cross-linguistic influence among trilingual and multilingual speakers. Throughout the course, the implications for language teaching of the theoretical perspectives and empirical findings are considered.

Cluster B: Focus on Language

APLI 601 Phonological Aspects of Second Language Acquisition

Prerequisite: APLI 604 (previously or concurrently).

This course is an introduction to second language phonology, with emphasis on how theoretical knowledge and research can be applied to the teaching of pronunciation in traditional and computer-based environments. This course familiarizes students with the English sound system and associated phonetic phenomena, research in the development of second language phonology, and key concepts in phonemic representation, production and perception.

APLI 610 Teaching and Learning Second Language Vocabulary

Prerequisite: APLI 604 (previously or concurrently).

The course provides an overview of research perspectives on second language vocabulary acquisition. Topics include the characteristics of lexis, the structure of the mental lexicon, implicit and explicit learning, and issues in assessment. The course also outlines a research-informed approach to instruction: in addition to examining both old and new techniques for teaching vocabulary, it explores developments in corpus linguistics that are relevant to vocabulary instruction and materials design.

APLI 616 Pedagogical Grammar

Prerequisite: APLI 604 (previously or concurrently).

This course surveys the theoretical and empirical literature related to the teaching and learning of grammar in second language classrooms. Topics include the nature of pedagogical rules, the use of metalinguistic terminology, teachers' knowledge and beliefs, learner characteristics, task types, and sequencing. Students also study a grammar structure in depth for which they subsequently develop, pilot, and critically evaluate a set of instructional materials.

APLI 636 Language Awareness

This course focuses on current research and practice in language awareness relating to language teaching and learning for a variety of learners in different contexts. Topics may include the learning of first, second and additional languages, language teaching methodology, language teacher education, attitudes towards language, cross-linguistic and cross-cultural awareness, and critical language awareness. Throughout the course, emphasis is placed on both the theoretical and practical implications of language awareness.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 643 Pragmatics and Second Language Acquisition

The course provides an overview of pragmatics, which includes topics ranging from reference, implicature, presupposition, speech acts, information structure, and conversational structure. The course also provides a research-informed approach to the study of these topics in second language learning contexts, exploring developments in second language research that are relevant to the understanding of pragmatics.

selective, bidirectional, and conceptual transfer; and factors affecting cross-linguistic influence among trilingual and multilingual speakers. Throughout the course, the implications for language teaching of the theoretical perspectives and empirical findings are considered.

Cluster B: Focus on Language

APLI 601 Phonological Aspects of Second Language Acquisition

Prerequisite: APLI 604 (previously or concurrently).

This course is an introduction to second language phonology, with emphasis on how theoretical knowledge and research can be applied to the teaching of pronunciation in traditional and computer-based environments. This course familiarizes students with the English sound system and associated phonetic phenomena, research in the development of second language phonology, and key concepts in phonemic representation, production and perception.

APLI 610 Teaching and Learning Second Language Vocabulary

Prerequisite: APLI 604 (previously or concurrently).

The course provides an overview of research perspectives on second language vocabulary acquisition. Topics include the characteristics of lexis, the structure of the mental lexicon, implicit and explicit learning, and issues in assessment. The course also outlines a research-informed approach to instruction: in addition to examining both old and new techniques for teaching vocabulary, it explores developments in corpus linguistics that are relevant to vocabulary instruction and materials design.

APLI 616 Pedagogical Grammar

Prerequisite: APLI 604 (previously or concurrently).

This course surveys the theoretical and empirical literature related to the teaching and learning of grammar in second language classrooms. Topics include the nature of pedagogical rules, the use of metalinguistic terminology, teachers' knowledge and beliefs, learner characteristics, task types, and sequencing. Students also study a grammar structure in depth for which they subsequently develop, pilot, and critically evaluate a set of instructional materials.

APLI 636 Language Awareness

This course focuses on current research and practice in language awareness relating to language teaching and learning for a variety of learners in different contexts. Topics may include the learning of first, second and additional languages, language teaching methodology, language teacher education, attitudes towards language, cross-linguistic and cross-cultural awareness, and critical language awareness. Throughout the course, emphasis is placed on both the theoretical and practical implications of language awareness.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 643 Pragmatics and Second Language Acquisition

The course provides an overview of pragmatics, which includes topics ranging from reference, implicature, presupposition, speech acts, information structure, and conversational structure. The course also provides a research-informed approach to the study of these topics in second language learning contexts, exploring developments in second language research that are relevant to the understanding of pragmatics.

Cluster C: Focus on ~~the Classroom~~

APLI 625 Second Language ~~Acquisition as Skills Learning~~

The course provides an overview of several ~~approaches to~~ second language ~~learning including topics ranging from~~ fluency, formulaic language, frequency effects, and automatization. The course ~~also~~ provides a research-informed approach to ~~the study of these topics in~~ second language ~~learning contexts~~, exploring trends in second language acquisition research and pedagogy that are relevant to the understanding of skill development.

~~Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.~~

APLI 630 Second Language Syllabus Design and Curriculum Planning

The aims of the course are to examine the evolution of the syllabus in second language teaching and to consider issues related to the development, planning and implementation of language programs in a range of educational settings. Topics include the history of second language teaching; current issues in pedagogical practice; assessment of student needs; and the design, sequencing, and evaluation of language teaching materials.

Note: Students who have received credit for APLI 638 may not take this course for credit.

APLI 635 Language Assessment

The course provides an overview of theory and research that informs language testing. Students explore historical developments in language assessment as well as current trends. The course enables them to critically evaluate a range of test types including standardized placement instruments, diagnostic tests, progress/achievement measures, and non-traditional assessment techniques. Students are guided in designing sample tests; they are also familiarized with established methods for analyzing test items and interpreting results.

APLI 636 Language Awareness

~~This course focuses on current research and practice in language awareness relating to language teaching and learning for a variety of learners in different contexts. Topics may include the learning of first, second and additional languages, language teaching methodology, language teacher education, attitudes towards language, cross-linguistic and cross-cultural awareness, and critical language awareness. Throughout the course, emphasis is placed on both the theoretical and practical implications of language awareness.~~

~~Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.~~

APLI 644 Technology in Language Learning

This course explores theoretical and applied issues related to the use of technology in second language learning and teaching. The principal aims of the course are to enable students to critically evaluate existing instructional uses of technology and to design methodologically sound technology-based materials for second language teaching. Emphasis is placed on developing skills needed for the integration of instructional technology into second language instruction.

Cluster C: Focus on Pedagogy

APLI 625 Second Language Speaking and Listening

The course provides an overview of several topics in second language listening and speaking such as fluency, formulaic language, strategies, and inferencing. The course provides a research-informed approach to second language listening and speaking, exploring trends in second language acquisition research and pedagogy that are relevant to the understanding of skill development.

APLI 630 Second Language Syllabus Design and Curriculum Planning

The aims of the course are to examine the evolution of the syllabus in second language teaching and to consider issues related to the development, planning and implementation of language programs in a range of educational settings. Topics include the history of second language teaching; current issues in pedagogical practice; assessment of student needs; and the design, sequencing, and evaluation of language teaching materials.

Note: Students who have received credit for APLI 638 may not take this course for credit.

APLI 635 Language Assessment

The course provides an overview of theory and research that informs language testing. Students explore historical developments in language assessment as well as current trends. The course enables them to critically evaluate a range of test types including standardized placement instruments, diagnostic tests, progress/achievement measures, and non-traditional assessment techniques. Students are guided in designing sample tests; they are also familiarized with established methods for analyzing test items and interpreting results.

APLI 644 Technology in Language Learning

This course explores theoretical and applied issues related to the use of technology in second language learning and teaching. The principal aims of the course are to enable students to critically evaluate existing instructional uses of technology and to design methodologically sound technology-based materials for second language teaching. Emphasis is placed on developing skills needed for the integration of instructional technology into second language instruction.

APLI 646 Literacy

APLI 647 Supervision of Practice Teaching

This course is designed for students who have some ESL teaching experience and a particular interest in working in the field of teacher training. The course has both a practical and a theoretical component. In the practical component, students observe and assist novice ESL teachers; in the theoretical component, students meet weekly in an academic seminar.

Elective Courses

Each year the department offers a selection of courses from those listed below. All courses are worth 3 credits unless otherwise noted.

APLI 613 History of the English Language**APLI 641 Research Methods II**

Prerequisite: APLI 660.

The principal aims of the course are to enable students to evaluate the statistical information provided in reports of empirical research in the social sciences and use statistics in small scale studies. Emphasis is placed upon the logic of statistical tests, the assumptions underlying their use, and the interpretation of the results. The course also includes basic elements of data analysis and synthesis in research employing qualitative methodologies.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 646 Literacy**APLI 651 Special Topics in Applied Linguistics**

This course provides an advanced treatment of specialized literature in an area of Applied Linguistics.

APLI 671 Reading Course in Applied Linguistics I**APLI 672 Reading Course in Applied Linguistics II****APLI 673 Reading Course in Applied Linguistics III****APLI 674 Reading Course in Applied Linguistics IV****APLI 675 Reading Course in Applied Linguistics V (6 credits)****Thesis**

APLI 690 Thesis Proposal (3 credits)

APLI 691 Thesis (18 credits)

APLI 696 Research Paper (12 credits)

[This course examines the development of reading and writing abilities in a second language, including the connections between the two. It discusses literacy issues pertaining to different age groups and proficiency levels, including university students acquiring advanced academic writing skills. Throughout the course, the implications for language teaching of the different theoretical and empirical findings will be considered.](#)

APLI 647 Supervision of Practice Teaching

This course is designed for students who have some ESL teaching experience and a particular interest in working in the field of teacher training. The course has both a practical and a theoretical component. In the practical component, students observe and assist novice ESL teachers; in the theoretical component, students meet weekly in an academic seminar.

Elective Courses

Each year the department offers a selection of courses from those listed below. All courses are worth 3 credits unless otherwise noted.

APLI 641 Research Methods II

Prerequisite: APLI 660.

The principal aims of the course are to enable students to evaluate the statistical information provided in reports of empirical research in the social sciences and use statistics in small scale studies. Emphasis is placed upon the logic of statistical tests, the assumptions underlying their use, and the interpretation of the results. The course also includes basic elements of data analysis and synthesis in research employing qualitative methodologies.

Note: Students who have received credit for this topic under an APLI 651 number may not take this course for credit.

APLI 651 Special Topics in Applied Linguistics

This course provides an advanced treatment of specialized literature in an area of Applied Linguistics.

APLI 671 Reading Course in Applied Linguistics I**APLI 672 Reading Course in Applied Linguistics II****APLI 673 Reading Course in Applied Linguistics III****APLI 674 Reading Course in Applied Linguistics IV****APLI 675 Reading Course in Applied Linguistics V (6 credits)****Thesis**

APLI 690 Thesis Proposal (3 credits)

APLI 691 Thesis (18 credits)

APLI 696 Research Paper (12 credits)

Rationale:

Change in the cluster titles: To make the language parallel across the descriptions of the three clusters.

Removal of courses from clusters: APLI 625 has pedagogy as its primary focus; APLI 636 has language as its primary focus. This change has the further benefit of providing a more balanced number of course offerings across each cluster.

Addition of courses to clusters: APLI 646 will be offered on a regular basis as part of Cluster C: Focus on Pedagogy. The focus on the teaching and learning of reading and writing makes this course a natural fit with this cluster, and a complement to the existing APLI 625 Second Language Speaking and Listening.

Resource Implications:

None.

COURSE CHANGE: APLI 646 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Education
Program: Applied Linguistics
Degree: MA
Calendar Section/Graduate Page Number:Fall 2017

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>APLI 646 Literacy</p>	<p>APLI 646 Literacy <u>This course examines the development of reading and writing abilities in a second language, including the connections between the two. It discusses literacy issues pertaining to different age groups and proficiency levels, including university students acquiring advanced academic writing skills. Throughout the course, the implications for language teaching of the different theoretical and empirical findings will be considered.</u></p>
<p>Rationale: APLI 646 was previously listed under course electives, but as it has been added to Cluster C, it now requires a course description to remain consistent with all other cluster courses.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 5, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (GEOG-42)
(CALENDAR – 2018/2019)
DEPARTMENT OF GEOGRAPHY, PLANNING AND ENVIRONMENT
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The department of Geography, Planning and Environment have added an advanced research methods course to its MEnv and Diploma programs, and changed the title of an existing course.

The GCC approved the proposed curriculum changes with no modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: P. Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



INTERNAL MEMORANDUM

TO: Dr Bradley Nelson
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: January 29, 2018

SUBJECT: Graduate Calendar Curriculum Changes
Department of Geography, Planning and Environment
GEOG-42
HENV 610 added to elective courses under MENV and Diploma in
Assessment; HENV 660 title and description change

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of January 26th, 2018. We request that this proposal be considered at the next meeting of the Graduate Curriculum Committee.

The **Department of Geography, Planning and Environment** is adding a methods course, HENV 610 *Advanced Quantitative Research Methods*, to the Master of/Magisteriate in Environment (Environmental Assessment) and Diploma in Environmental Assessment to ensure that all students have an opportunity to master an appropriate level of statistical knowledge.

They also are changing the title of HENV 660 *Climate Change and Sustainability* to reflect changes in the area and current course content.

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

Reference documents:
FCC 2017.2/G-GEOG-42
ASFC 2018-1M-F

Department of Geography, Planning and Environment

GEOG-42

Memo from Chair

Program change

Master of/Magisteriate in Environment (Environmental Assessment)

Diploma in Environmental Assessment

Course Title and Description Change

HENV 660 Climate Change and Sustainability

Concordia University

Memo

TO: Faculty of Arts and Science Curriculum Committee (FCC)
FROM: Pascale Biron, Chair, Geography Planning and Environment
DATE: 1 December 2017
RE: Minor graduate curriculum changes

The attached curriculum changes are minor and there is no resource implication.

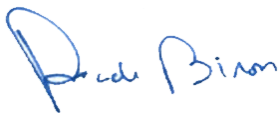
These changes were examined by the appropriate academic sector within the Department of Geography, Planning and Environment, submitted to and subsequently vetted by the Departmental Curriculum Committee, before being approved at the GPE Department Meeting of 1 December 2017.

Adding HENV 610 (Advanced Quantitative Research Methods) to the list of elective courses in the MEnv and Diploma in Environmental Assessment

Adding this course will help students in Environmental Assessment programs to improve their statistical knowledge.

Changing the course title and description of HENV 660 (Climate Change and Sustainable Development)

These changes are made to better reflect how the course has been taught in the last few years.



PROGRAM CHANGE: MEnv

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Environmental Assessment
Degree: MEnv
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Master of/Magisteriate in Environment (Environmental Assessment)</p> <p>Admissions Requirements. ...</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> 1. Courses. All students must take the following: <ol style="list-style-type: none"> 1. Compulsory Courses. All students must take 21 credits: ENVS 601, ENVS 608, ENVS 652, ENVS 653, ENVS 664, ENVS 667. 2. Elective Courses. All students must take 6 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, GEOG 607, GEOG 620, HENV 625, HENV 660, HENV 655, HENV 670, HENV 675, HENV 680. 2. To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host. Students who are ineligible to enter the internship, but have successfully completed all course work, may transfer to the Diploma in Environmental Assessment. <p>...</p>	<p>Master of/Magisteriate in Environment (Environmental Assessment)</p> <p>Admissions Requirements. ...</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> 1. Courses. All students must take the following: <ol style="list-style-type: none"> 1. Compulsory Courses. All students must take 21 credits: ENVS 601, ENVS 608, ENVS 652, ENVS 653, ENVS 664, ENVS 667. 2. Elective Courses. All students must take 6 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, GEOG 607, GEOG 620, HENV 610, HENV 625, HENV 660, HENV 655, HENV 670, HENV 675, HENV 680. 2. Internship and Report. ENVS 696 (18 credits) To enter the internship students must have completed the prescribed 27 credits of course work, must have achieved an overall GPA of 3.30 or higher, and must have demonstrated language proficiency as required by the internship host. Students who are ineligible to enter the internship, but have successfully completed all course work, may transfer to the Diploma in Environmental Assessment. <p>...</p>

Rationale:

The course HENV 610 Advanced Quantitative Research Methods (3 credits) is offered in the Department of Geography, Planning and Environment on a yearly basis as it is part of the requirements for the MSc in Geography, Urban and Environmental Studies and is also an elective in the PhD in Geography, Urban and Environmental Studies. Some students in the MENV program would strongly benefit from improving their statistical knowledge (in addition to the required course ENVS 652 Data Collection and Analysis for EA), since the statistical knowledge of many incoming students is rather weak.

Resource Implications:

None.

PROGRAM CHANGE: Diploma

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Environmental Assessment
Degree: Diploma
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p style="text-align: center;">Diploma in Environmental Assessment</p> <p>Admissions Requirements. ...</p> <p>Requirements for the Diploma</p> <p>Credits. A fully qualified candidate is required to complete a minimum of 30 credits as follows:</p> <ol style="list-style-type: none"> 1. Compulsory Courses. All students must take 15 credits: ENVS 601, ENVS 652, ENVS 653, ENVS 667. 2. Elective Courses. All students must take 15 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, ENVS 664, GEOG 607, GEOG 620, HENV 625, HENV 660, HENV 655, HENV 670, HENV 675, HENV 680. <p>Academic Regulations ...</p>	<p style="text-align: center;">Diploma in Environmental Assessment</p> <p>Admissions Requirements. ...</p> <p>Requirements for the Diploma</p> <p>Credits. A fully qualified candidate is required to complete a minimum of 30 credits as follows:</p> <ol style="list-style-type: none"> 1. Compulsory Courses. All students must take 15 credits: ENVS 601, ENVS 652, ENVS 653, ENVS 667. 2. Elective Courses. All students must take 15 credits from: BIOL 618, ECON 659, ENVS 604, ENVS 605, ENVS 620, ENVS 664, GEOG 607, GEOG 620, HENV 610, HENV 625, HENV 660, HENV 655, HENV 670, HENV 675, HENV 680. <p>Academic Regulations ...</p>
<p>Rationale: The course HENV 610 Advanced Quantitative Research Methods (3 credits) is offered in the Department of Geography, Planning and Environment on a yearly basis as it is part of the requirements for the MSc in Geography, Urban and Environmental Studies and is also an elective in the PhD in Geography, Urban and Environmental Studies. Some students in the Diploma program would strongly benefit from improving their statistical knowledge (in addition to the required course ENVS 652 Data Collection and Analysis for EA), since the statistical knowledge of many incoming students is rather weak.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: HENV 660 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: PhD Geography, Urban and Env't Studies, MEnv/Diploma Env Assessment
Degree: PhD, MSc, Diploma
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>HENV 660 Climate Change and Sustainable Development (3 credits) This seminar examines the interface between human-driven global-climate change, and the demands and challenges of developing sustainable human societies. Class discussions cover topics such as how the potential impacts of climate change affect sustainable development efforts, as well as the need to develop sustainable energy sources that do not further degrade the global climate system. The course also includes an overview of current literature in the fields of climate science and environmental sustainability.</p>	<p>HENV 660 Climate Change and <u>Sustainability</u> (3 credits) This seminar examines the interface between climate <u>science</u>, and the demands and challenges of developing sustainable human societies. Class discussions <u>are oriented around current literature on</u> topics such as the potential impacts of climate change <u>on vulnerable communities, strategies to enhance resilience and increase global equity in climate mitigation efforts, and opportunities</u> to develop sustainable energy <u>systems</u>. The course also includes <u>quantitative analysis and visualization of spatial change datasets</u>.</p>
<p>Rationale: The revised description and title are required to better align the calendar course description with the content of the course as it has been taught in recent years.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 5, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (PSYC-10)
(CALENDAR – 2018/2019)
DEPARTMENT OF PSYCHOLOGY
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council. The Department of Psychology proposes to increase admissions to its PhD program by including qualified applications from closely-related disciplines, a practice that is common in other universities. Second, MA students transferring to the PhD will be able to take three less credits of course work. Lastly, the department wishes to add a new 1.5 credit course on defined topics of interest.

The GCC approved the proposed curriculum changes with the addition of examples of 1.5 credit courses. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: P. Joyce, Associate Dean, Academic Programs, Faculty of Arts and Science
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs

INTERNAL MEMORANDUM

TO: Dr Bradley Nelson
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: January 29, 2018

SUBJECT: Graduate Calendar Curriculum Changes
Department of Psychology
PSYC-10

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of January 26th, 2018. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

The **Department of Psychology** proposes updating and improving their MA (Research Option) and PhD programs.

First, they are broadening the admission requirements of these programs to include qualified students from closely-related disciplines. Students with backgrounds in areas such as Neuroscience, Biology, Chemistry, Computer Science or Linguistics often have appropriate skill sets and training to continue in Psychology.

Second, to streamline the program for students who transfer from the MA (Research Option) to the PhD program they are reducing the number of required course credits from 15 to 12. Students will still have to complete 30 credits of course work to complete the PhD. Removing this one course will lighten the student's course load and should lead to improved times to completion.

Third, the department proposes adding a new course, *PSYC 722 Focused Topic Seminar*. This 1.5 credit course will both allow students to take intensive shorter duration courses on defined topics of interest and allow the department to increase the flexibility of the courses they offer to meet student demand.

Finally, a number of course titles and descriptions have been updated to reflect current practice and changes to how course numbers are now maintained.

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

Department of Psychology

PSYC-10

Memo from Chair and Graduate Program Directors

Program change

Specific Information about all Programs

Doctor of/Doctorate in Philosophy (Psychology)

Master of/Magisteriate in Arts (Psychology)

Course description change

PSYC 721 Special Topics Seminar

PSYC 724 Special Topics in Clinical and Health Psychology

PSYC 725 Special Topics in Cognitive Science

PSYC 726 Special Topics in Human Development

PSYC 727 Special Topics in Behavioural Neuroscience

PSYC 734 Multivariate Statistics

New course

PSYC 722 Focused Topic Seminar

Course title and description change

PSYC 850 Practicum in Research Techniques (3 or 6 credits)

PSYC 851 Teaching of Research Laboratory Techniques

TO: Dr. Paul Joyce, Associate Dean Academic Programs, Faculty of Arts and Science

FROM: Dr. Virginia Penhune, Chair, Department of Psychology
Dr. Karen Li, GPD for PhD in Psychology
Dr. Andrew Chapman, GPD for MA in Psychology

DATE: December 1, 2017; revised February 6, 2018

SUBJECT: Changes to the Graduate Calendar for Psychology

The Department of Psychology is proposing a number of changes to the MA and PhD programs in Psychology. These policy changes were distributed to Psychology faculty members on October 2, 2017, feedback was obtained, and revised policies were edited and approved at a meeting of the Department of Psychology Graduate Committee, which includes all Psychology Faculty that supervise graduate students, on November 23, 2017.

The following is a summary of the rationale provided for each of these changes, which involve no resource implications. The Department wishes to implement the changes as soon as possible, particularly for changes in admission requirements for the MA Research Option in Fall 2018.

1. Altering the admission requirements for the MA Research Option in order to consider appropriate students with non-psychology undergraduate degrees

We propose to change the admission requirements for the MA Research Option. No changes will be made to the criteria for the MA and PhD in Research and Clinical Training. The new criteria will require that applicants have an undergraduate degree in Psychology *or a closely related discipline*, rather than to require a degree in Psychology alone. The change is intended to attract a larger pool of highly qualified applicants. The proposed change to the Calendar also clarifies that admission to the PhD degree requires an MA degree in Psychology, or its equivalent in a closely related discipline as has been defined in the departmental Graduate Program Policies and Procedures Manual.

Although the MA Research and Clinical Training Option in our Department draws a large number of applications each year (143 in 2017), the number of applicants to the Research Option is relatively low (27 in 2017). The proposed change to the admissions requirements for the Research Option is expected to increase the number of qualified applicants to that Option. Many faculty in the department are interested in supervising students with backgrounds in domains such as Neuroscience, Biology, Chemistry, Computer Science or Linguistics. An informal survey of other leading universities in Canada has indicated that many excellent psychology programs admit qualified students with degrees in related disciplines outside psychology.

To ensure that students admitted from non-psychology programs to the Research Option are adequately prepared for graduate studies in psychology, the student must have taken an appropriate breadth of courses as an undergraduate student to make them prepared for conducting research in psychology at the graduate level. An amendment to our departmental Graduate Program Policies and Procedures Manual describes the details of these requirements.

2. Eliminating the MA elective requirement for Research Option students who obtain Accelerated Admission to the PhD

Our Research Option program is in general “course heavy” with 15 course credits (and 30 thesis credits) at the MA level, and 30 course credits (and 60 thesis credits) at the PhD level.

Currently, in the case of MA students who obtain accelerated admission to the PhD after one year, the Calendar requires that they finish all MA level coursework in addition to PhD coursework. They would therefore need to have taken an elective course in the first year of their MA, or they would have to take the MA elective during their PhD program in addition to their 30 credits of doctoral courses.

We believe that the course load of these students could be lightened by eliminating this elective because a substantial number of courses are already required during the first year of the MA (12 credits), and because the courses taken at the PhD level provide sufficient additional breadth of training (30 credits). This would avoid having the accelerated admission students complete an MA elective course during their PhD program, in order to complete coursework for an MA degree they were not awarded.

The effect of the proposed change would be to reduce the MA coursework for accelerated admission students from 15 to 12 credits. The 30 credits taken towards the PhD degree would remain unchanged.

This change would only affect students in our Research Option, because courses taken by students in the Research and Clinical Training Option are determined by the requirements of the Order of Psychologists of Quebec.

3. Adding the 1.5-credit course PSYC 722 Focused Topic Seminar

This course is to be offered multiple times with different content, and it would complement the existing 3-credit Special Topic Courses PSYC 721, 724-727 that are relevant to different areas of psychology, and which are taken multiple times by MA and PhD students.

The department has identified a need to increase the breadth of the topics that are covered in the Special Topics courses, and to increase the flexibility in the content and timing of the courses. Introducing a 1.5 credit course “PSYC 722 Focused Topic Seminar” will allow the department to offer a larger number of courses so that students may better choose topics of interest to them, without additional teaching resources.

A few proposed short courses for PSYC 722 (1.5 credits) include:

Person-centred Analyses

This short course will focus on person-centred analyses (aiming to identify distinct “profiles”, “subpopulations”, “prototypes”, or “categories” of individuals) estimated via the generalized structural equation modelling framework (i.e. mixture modelling) and the Mplus statistical package. As such, we will cover: Latent profile analyses, latent class analyses, factor mixture analyses, multiple groups’ models and tests of profile similarity, mixture regression analyses, and growth mixture analyses. We will also consider the incorporation of predictors, correlates, and outcomes to these models. This option specifically targets students with a basic understanding of Structural Equation Modelling and, ideally, working knowledge of the Mplus statistical package (although this second element is not necessary).

Advanced longitudinal latent variable modelling

This short course covers the longitudinal analysis of latent variables based on continuous and categorical indicators estimated via the structural equation modelling framework and the Mplus statistical package. As such, we will cover: Longitudinal measurement models and tests of invariance, Autoregressive cross lagged models, Latent change models, Latent curve models, and non-linear functions. We will also consider the incorporation of time-invariant and time-varying predictors and outcomes to these models. This option specifically targets students who have not followed the PSYC 734, or who followed it prior to 2017 (as this content is now covered in PSYC 734 starting in Winter 2017). This option specifically targets students with a basic understanding of Structural Equation Modelling and, ideally, working knowledge of the Mplus statistical package (although this second element is not necessary).

Introduction to R

R is a free, open-source, cutting-edge program for statistical computations and visualizations. This course is intended to teach the basics of working with data in R: how to import, tidy, transform, visualize, and analyze data using R. This course is not intended to teach any specific statistical technique, but will provide the skills in R to implement the most analytic technique.

As to the format of these short courses, these courses could be offered during the duration of the fall, winter, or summer terms, and could also be offered in an intensive format over a shorter period (e.g., weekly meetings for half a term, or as a two-week-long workshop). We would defer to the instructor to pace the course according to the nature of the course. We are unlikely to offer courses on weekends.

4. Updating the wording of course descriptions

The course description for PSYC 734 Multivariate Statistics is outdated, and lists techniques that are no longer covered in the class. The new course description is up to date, and eliminates mention of similar classes that no longer exist, that if taken would prevent a student from getting credit for taking PSYC 734.

The titles and course descriptions of PSYC 850 Practicum in Experimental Techniques, and PSYC 851 Teaching of Laboratory Techniques are outdated. Changes in the titles to PSYC 850 Practicum in *Research* Techniques, and PSYC 851 Teaching of *Research* Techniques are needed. This reflects the use of correlational methods in addition to “experimental” techniques in the department, and also emphasizes that acceptable practica include techniques that are useful in research, rather than only techniques to be found in a conventional “laboratory”. The course descriptions for both courses have been updated, with simplified wording that refers to the principles of the course rather than to outdated examples.

Minor changes to the wording of course descriptions are needed for PSYC 721, 724, 725, 726, 727 (PSYC 721 Special Topics Seminar, PSYC 724 Special Topics in Clinical and Health Psychology, PSYC 725 Special Topics in Cognitive Science, PSYC 726 Special Topics in Human Development or PSYC 727 Special Topics in Behavioural Neuroscience). The revised description eliminates mention of similar classes that no longer exist, that if taken would prevent a student from getting credit for these courses. It also eliminates mention of the use of letters following the course numbers to distinguish course content in different years (which is no longer the case). The revised description also removes awkward mention of a limit on taking the course “up to 5 times”; something a student would not do for graduation credit.

Please contact us should you have any questions.

Best wishes,

Virginia Penhune, Ph.D.
Chair, Department of Psychology

Karen Li, Ph.D.
Graduate Program Director for Ph.D. in Psychology
Chair, Psychology Graduate Committee

C. Andrew Chapman, Ph.D.
Graduate Program Director for M.A in Psychology

PROGRAM CHANGE: Admission to PhD and MA

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Specific Information about all Programs</p> <p>Admission Requirements. Admission to the PhD degree requires a master's degree in psychology from a recognized university. Admission to the MA degree requires an honours degree in psychology or its equivalent.</p> <p>Enrolment in these programs is limited in part by the availability of research supervisors and, for the Research and Clinical Training Option, by space in that option.</p> <p>Applicants are selected on the basis of past academic record, letters of recommendation, the results of the Graduate Record Examination (optional, but highly recommended), and the relevance of their proposed research to the research expertise of the faculty. Students successfully completing their master's program in psychology at Concordia University need submit only an application form and letters of recommendation when applying for the doctoral degree. Psychology graduate courses are not open to graduate-level independent students, except in specific circumstances as defined by the department.</p>	<p>Specific Information about all Programs</p> <p>Admission Requirements. Admission to the PhD degree requires a master's degree in psychology <u>or its equivalent in a closely related discipline</u>. Admission to the PhD degree (Research and Clinical Training Option) requires that applicants have completed specific Psychology undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent, as well as <u>master's-level courses in Psychology specified by the program</u>.</p> <p><u>Admission to the MA (Research Option) requires an undergraduate degree in psychology or a closely related discipline. Applications from students with non-psychology degrees are evaluated to assess whether they are sufficiently prepared for graduate studies in Psychology. Admission to the MA (Research and Clinical Training Option) requires an honours undergraduate degree in psychology or its equivalent. In addition, applicants must also have completed specific undergraduate courses required by federal and provincial licensing bodies, including an empirically based undergraduate thesis or its equivalent. Students who are lacking up to three of these courses may obtain the equivalency for the missing credits by taking appropriate undergraduate and/or graduate courses during their degree.</u></p> <p>Enrolment in these programs is limited in part by the availability of research supervisors and, for the Research and Clinical Training Option, by space in that option.</p> <p>Applicants are selected on the basis of past academic record, letters of recommendation, the results of the Graduate Record Examination (optional, but highly recommended), and the relevance of their proposed research to the research expertise of the faculty. Students successfully completing their master's program in psychology at Concordia University need submit only an application form and letters of recommendation when applying for the doctoral degree. Psychology graduate courses are not open to graduate-level independent students, except in specific circumstances as defined by the department.</p>

Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Approval for accelerated admission must be obtained from the student's thesis committee and the graduate admissions subcommittee by August 15 to allow entry into the PhD program in the Fall term. Students in the Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but may apply for accelerated admission, upon recommendation of their thesis supervisor, from MA Year II.

Undergraduate Teaching. Students are encouraged to take opportunities to assist in undergraduate teaching. The department treats such teaching as part of the student's learning experience. Discussion of aims and techniques as well as advice and criticism ~~will be involved as~~ part of the training that students obtain as teaching assistants.

Colloquia. All students are expected to attend departmental colloquia.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Order of Quebec Psychologists (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master's thesis. Approval for accelerated admission must be obtained from the student's thesis committee and the graduate admissions subcommittee by August 15 to allow entry into the PhD program in the Fall term. [Students in the Research Option who obtain accelerated admission are not required to take the elective course \(chosen from PSYC 700, 716, 721, 724, 725, 726, 727 or 734\) as part of their MA coursework.](#) Students in the Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but may apply for accelerated admission, upon recommendation of their thesis supervisor, from MA Year II.

Undergraduate Teaching. Students are encouraged to take opportunities to assist in undergraduate teaching. The department treats such teaching as part of the student's learning experience. Discussion of aims and techniques as well as advice and criticism [are](#) part of the training that students obtain as teaching assistants.

Colloquia. All students are expected to attend departmental colloquia.

Language Requirements. Although no formal language courses or examinations are required, students intending to work in Quebec are strongly encouraged to develop a working knowledge of French. Students who plan to seek admission to the Order of Quebec Psychologists (OPQ) are advised that Article 46 of the professional code of the Province of Quebec states that a working knowledge of French is required for professional certification.

Rationale:

To increase the pool of highly qualified personnel applying to our department we are broadening the admission requirements for the PhD and MA (Research Option) to include closely-related disciplines.

We also have included a statement to reflect clearly that the requirements for admission to the Research and Clinical Training Option, at both the MA and PhD levels, are specified by the Ordre de psychologues du Quebec (OPQ), and so applicants for entry into the Research and Clinical Training Option, at both the MA and PhD levels, must meet these additional requirements .

A statement is also added for students with accelerated admission. Currently, in the case of MA students who obtain accelerated admission to the PhD after one year, the Calendar requires that they finish all MA level coursework in addition to the PhD coursework. Because these students all have finished a minimum of 12 credits (of the 15 required) at the MA level we believe that the courses taken at the PhD level provide sufficient additional breadth of training (30 credits) such that they should not need to complete the remaining course for an MA degree they were not awarded. Removing this one course will lighten the course load and lead to improved times to completion.

Resource Implications:

None.

PROGRAM CHANGE: PhD

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD in Psychology
Degree: PhD
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Doctor of/Doctorate in Philosophy (Psychology)</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> Residence. The minimum residence requirement is two years (6 terms) of full-time study beyond the MA degree, or the equivalent in part-time study. Credits. A fully-qualified candidate is required to complete a minimum of 90 credits, including Core courses and elective Options. Core Courses: <ol style="list-style-type: none"> Students are required to complete 72 credits of core courses as follows: PSYC 801, 802 (6 credits); PSYC 880 (0 credit); PSYC 890 (60 credits); PSYC 721, 724, 725, 726 or 727 (6 credits). Comprehensive Examination. Students are required to write a comprehensive examination (PSYC 880) within 12 months of being admitted for the degree. The examination will be in two parts, one dealing with general issues and the other with the candidate's area of specialization. Thesis. The research will be undertaken within one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) under the supervision of a faculty member. The thesis is expected to make a significant contribution to the advancement of knowledge. The content and form of the thesis must be approved by a 	<p>Doctor of/Doctorate in Philosophy (Psychology)</p> <p>Requirements for the Degree</p> <ol style="list-style-type: none"> Residence. The minimum residence requirement is two years (6 terms) of full-time study beyond the MA degree, or the equivalent in part-time study. Credits. A fully-qualified candidate is required to complete a minimum of 90 credits, including Core courses and elective Options. Core Courses: <ol style="list-style-type: none"> Students are required to complete PSYC 801 (<u>3 credits</u>), PSYC 802 (<u>3 credits</u>), PSYC 880 (0 credits), PSYC 890 (60 credits), <u>and 6 credits chosen from</u> PSYC 721, <u>722</u>, 724, 725, 726 or 727. Comprehensive Examination. Students are required to write a comprehensive examination (PSYC 880) within 12 months of being admitted for the degree. The examination <u>is</u> in two parts, one dealing with general issues and the other with the candidate's area of specialization. Thesis. The research <u>is</u> undertaken within one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) under the supervision of a faculty member. The thesis is expected to make a significant contribution to the advancement of knowledge. <u>The</u> content and form of the thesis must be approved by a departmental committee prior to

departmental committee prior to submission to the School of Graduate Studies. For purposes of registration, this work ~~will be~~ designated as PSYC 890: Research and Thesis (60 credits).

Research Option (18 credits):

In addition to the core courses, students select from the following sets of courses for a maximum of 18 credits:

- a. PSYC 844, 845, 846 or 847 (3 to 12 credits). Each 3-credit seminar may be taken up to 4 times as an elective option provided the topic differs.
- b. PSYC 700, 701, 714, 716, 721, 724, 725, 726, 727, 734, 850, or 851 (6-15 credits). Special Topics seminars PSYC 721, 724, 725, 726, and 727 may be taken ~~up to 5~~ times as an elective option provided the ~~topic differs~~.

Research and Clinical Training Option (18 credits):

In addition to the core courses, students select from the following sets of courses for a maximum of 18 credits:

- a. PSYC 823, 824, or 825 (3 credits); PSYC 834 (3 credits); PSYC 835, 836, or 837 (3 credits); PSYC 841, 842, or 843 (3 credits); PSYC 838, 839, or 840 (3 credits); and PSYC 885 (3 credits).
- b. At least one adult and one child client must be seen in the required practicum courses (APC Practicum II or III, Extramural Practicum I). All students following the Research and Clinical Training Option are expected to attend case conferences at the Applied Psychology Centre training clinic.

submission to the School of Graduate Studies. For purposes of registration, this work is designated as PSYC 890 Research and Thesis (60 credits).

Research Option (18 credits):

In addition to the core courses, students select from the following sets of courses for a maximum of 18 credits:

- a. PSYC 844, 845, 846 or 847 (3 to 12 credits). Each 3-credit seminar may be taken up to 4 times as an elective option provided the topic differs.
- b. PSYC 700, 701, 714, 716, 721, 722, 724, 725, 726, 727, 734, 850, or 851 (6-15 credits). Special Topics seminars PSYC 721, 722, 724, 725, 726, and 727 may be taken multiple times as an elective option provided that the course content has changed.

Research and Clinical Training Option (18 credits):

In addition to the core courses, students select from the following sets of courses for a maximum of 18 credits:

- a. PSYC 823, 824, or 825 (3 credits); PSYC 834 (3 credits); PSYC 835, 836, or 837 (3 credits); PSYC 841, 842, or 843 (3 credits); PSYC 838, 839, or 840 (3 credits); and PSYC 885 (3 credits).
- b. At least one adult and one child client must be seen in the required practicum courses (APC Practicum II or III, Extramural Practicum I). All students following the Research and Clinical Training Option are expected to attend case conferences at the Applied Psychology Centre training clinic.

Rationale:

The listing of the core courses is arranged differently to make it clearer and to avoid confusion.

PSYC 722 Focused Topic Seminar (1.5 credits) has been added as a special topics course to increase the flexibility in the content and timing of the topics courses. Offering a 1.5 credit course will allow the department to offer a larger number of courses and these courses could be offered through an intensive format that may attract students from other departments and universities.

Minor editorial changes to present tense and phrasing for calendar consistency.

Resource Implications:

None.

PROGRAM CHANGE: MA

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: MA in Psychology
Degree: MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2017/2018) calendar	Proposed Text
<p>Master of/Magisteriate in Arts (Psychology)</p> <p>Requirements for the Degree (Research Option)</p> <ol style="list-style-type: none"> Residence. The minimum period of residence is one year (3 terms) of full-time study, or the equivalent in part-time study. Credits. A fully-qualified candidate is required to complete a minimum of 45 credits consisting of course work and thesis as follows: PSYC 601 (3 credits); PSYC 644, 645, 646, or 647 (3 credits); PSYC 714 (6 credits); 3 credits selected in consultation with the thesis supervisor from among PSYC 700, 716, 721, 724, 725, 726, 727 or 734; and PSYC 690 (30 credits). Thesis. The student must submit a thesis on a topic relating to one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) chosen in consultation with his or her thesis supervisor. Topics must be approved by a committee of the department. The thesis shall be read and graded by the student's thesis director and by at least two other scholars, one of whom may be an outside examiner. For purposes of registration, this work will be designated as PSYC 690: Research and Thesis (30 credits). Thesis Examination. The student must defend the thesis and demonstrate knowledge of the field in which the thesis falls in an oral examination before a committee of the department. 	<p>Master of/Magisteriate in Arts (Psychology)</p> <p>Requirements for the Degree (Research Option)</p> <ol style="list-style-type: none"> Residence. The minimum period of residence is one year (3 terms) of full-time study, or the equivalent in part-time study. Credits. A fully-qualified candidate is required to complete a minimum of 45 credits consisting of course work and thesis as follows: PSYC 601 (3 credits); PSYC 644, 645, 646, or 647 (3 credits); PSYC 714 (6 credits); 3 credits selected in consultation with the thesis supervisor from among PSYC 700, 716, 721, 722, 724, 725, 726, 727 or 734; and PSYC 690 (30 credits). Thesis. The student must submit a thesis on a topic relating to one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) chosen in consultation with his or her thesis supervisor. Topics must be approved by a committee of the department. The thesis shall be read and graded by the student's thesis director and by at least two other scholars, one of whom may be an outside examiner. For purposes of registration, this work is designated as PSYC 690 Research and Thesis (30 credits). Thesis Examination. The student must defend the thesis and demonstrate knowledge of the field in which the thesis falls in an oral examination before a committee of the department.

Requirements for the Degree (Research and Clinical Training Option)

1. **Residence.** The minimum period of residence is one year (3 terms) of full-time study, or the equivalent in part-time study.
2. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits consisting of course work and thesis as follows: PSYC 601 (3 credits); PSYC 644, 645, 646, or 647 (0 credits); PSYC 700 (3 credits); PSYC 714 (6 credits); PSYC 734 (3 credits); and PSYC 690 (30 credits). ~~Students in this option will~~ concurrently complete the courses indicated under Diploma in Clinical Psychology.
3. **Thesis.** The student must submit a thesis on a topic relating to one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) chosen in consultation with his or her thesis supervisor. Topics must be approved by a committee of the department. The thesis shall be read and graded by the student's thesis director and by at least two other scholars, one of whom may be an outside examiner. For purposes of registration, this work ~~will be~~ designated as PSYC 690: Research and Thesis (30 credits).
4. **Thesis Examination.** The student must defend the thesis and demonstrate knowledge of the field in which the thesis falls in an oral examination before a committee of the department.

Requirements for the Degree (Research and Clinical Training Option)

1. **Residence.** The minimum period of residence is one year (3 terms) of full-time study, or the equivalent in part-time study.
2. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits consisting of course work and thesis as follows: PSYC 601 (3 credits); PSYC 644, 645, 646, or 647 (0 credits); PSYC 700 (3 credits); PSYC 714 (6 credits); PSYC 734 (3 credits); and PSYC 690 (30 credits). Students in this option concurrently complete the courses indicated under Diploma in Clinical Psychology.
3. **Thesis.** The student must submit a thesis on a topic relating to one or more of the areas of research specialization of the department (Behavioural Neuroscience, Clinical and Health Research, Human Development and Developmental Processes, and Cognitive Science) chosen in consultation with his or her thesis supervisor. Topics must be approved by a committee of the department. The thesis shall be read and graded by the student's thesis director and by at least two other scholars, one of whom may be an outside examiner. For purposes of registration, this work is designated as PSYC 690 Research and Thesis (30 credits).
4. **Thesis Examination.** The student must defend the thesis and demonstrate knowledge of the field in which the thesis falls in an oral examination before a committee of the department.

Rationale:

Providing 1.5 credit seminars will increase the diversity and flexibility of course offerings, without altering the total number of course credits offered each year. For example, instead of offering a particular 3-credit Special Topic Seminar, two 1.5 credit Seminars on different topics could be offered.

Minor editorial changes to present tense for calendar consistency.

Resource Implications:

None.

COURSE CHANGE: PSYC 721 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>PSYC 721 Special Topics Seminar This seminar provides an advanced treatment of specialized research literature in an integrative or selected area of psychology outside the department's major areas of specialization. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. Subject matter varies from term to term and from year to year. Students may register for this course up to 5 times provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PSYC 721A, PSYC 721B. Students with credit for PSYC 603 or 803 may take this course for credit only if the subject matter is different.</p>	<p>PSYC 721 Special Topics Seminar This seminar provides an advanced treatment of specialized research literature in an integrative or selected area of psychology outside the department's major areas of specialization. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. Subject matter varies from term to term and from year to year. Students may register for this course <u>multiple</u> times provided that the course content has changed.</p>
<p>Rationale: The current course descriptions refer to other courses, that if taken previously would mean that they could not take the offered course for credit, but these courses have not been in the calendar for many years. In addition, the description indicates that letters following the course numbers are used to distinguish course content in different years, but this is now done using Topic titles that appear on the transcript. The currently stated limit of taking this course "up to 5 times" is awkward: students would not take the course more than five times because the credits would not be required for graduation.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PSYC 722 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>PSYC 722 Focused Topic Seminar (1.5 credits) This seminar provides an advanced treatment of specialized research literature in a selected area of psychology. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. 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.</p>
<p>Rationale: Adding 1.5-credit Focused Topic Seminars to increase flexibility in content offered.</p>	
<p>Resource Implications: None. This course will be offered under the department's regular allotment.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PSYC 725 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>PSYC 725 Special Topics in Cognitive Science This course provides an advanced treatment of specialized research literature in an area of cognitive science. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. Subject matter varies from term to term and from year to year. Students may register for this course up to 5 times provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PSYC 725A, PSYC 725B. Students with credit for PSYC 603, 721, 803, or 805 may take this course for credit only if the subject matter is different.</p>	<p>PSYC 725 Special Topics in Cognitive Science This course provides an advanced treatment of specialized research literature in an area of cognitive science. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. Subject matter varies from term to term and from year to year. Students may register for this course <u>multiple</u> times provided that the course content has changed.</p>
<p>Rationale: The current course descriptions refer to other courses, that if taken previously would mean that they could not take the offered course for credit, but these courses have not been in the calendar for many years. In addition, the description indicates that letters following the course numbers are used to distinguish course content in different years, but this is now done using Topic titles that appear on the transcript. The currently stated limit of taking this course “up to 5 times” is awkward: students would not take the course more than five times because the credits would not be required for graduation.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PSYC 726 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>PSYC 726 Special Topics in Human Development This course provides an advanced treatment of specialized research literature in an area of human development and developmental processes. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. Subject matter varies from term to term and from year to year. Students may register for this course up to 5 times provided that the course content has changed. Changes in content are indicated by the letter following the course number, e.g. PSYC 726A, PSYC 726B. Students with credit for PSYC 603, 721, 803, or 805 may take this course for credit only if the subject matter is different.</p>	<p>PSYC 726 Special Topics in Human Development This course provides an advanced treatment of specialized research literature in an area of human development and developmental processes. It may be offered as a seminar, tutorial or directed reading course, or in any other format, subject to approval of the program director. 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.</p>
<p>Rationale: The current course descriptions refer to other courses, that if taken previously would mean that they could not take the offered course for credit, but these courses have not been in the calendar for many years. In addition, the description indicates that letters following the course numbers are used to distinguish course content in different years, but this is now done using Topic titles that appear on the transcript. The currently stated limit of taking this course "up to 5 times" is awkward: students would not take the course more than five times because the credits would not be required for graduation.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: PSYC 734 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: Fall 2018

Faculty/School: Arts and Science
Department: Psychology
Program: PhD, MA in Psychology
Degree: PhD, MA
Calendar Section/Graduate Page Number: Winter 2018

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note removed | | |

Present Text (from 2017/2018) calendar	Proposed Text
<p>PSYC 734 Multivariate Statistics <i>Prerequisite:</i> PSYC 601. Building upon material presented in PSYC 601, this course covers multivariate procedures, includes MANOVA, cluster analysis, canonical correlation, factor analysis, structural equation modelling, and multilevel modelling. Note: Students who have received credit for PSYC 730 or PSYC 732 may not take this course for credit.</p>	<p>PSYC 734 Multivariate Statistics <i>Prerequisite:</i> PSYC 601. Building upon material presented in PSYC 601, this course covers latent variable analyses and multivariate procedures, including factor analysis, structural equation modelling, multiple group models, and multilevel modelling.</p>
<p>Rationale: The course description is outdated, and lists techniques that are no longer covered in the class. Departmental discussions of the content of this class have resulted in a new consensus on the material that should be covered by this class. The new description brings the course description up to date, and removes old course exclusions. PSYC 730 and 732 have not been offered in over 10 years, and so mention of them as courses that could not also be taken for credit has been removed.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 5, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (ARTH-12)
(CALENDAR – 2018/2019)
DEPARTMENT OF ART HISTORY
FACULTY OF FINE ARTS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Council of the Faculty of Fine Arts. The MA in Art History program wishes to add a supervised internship to its list of courses (ARTH 650), provide corrective changes to the stated word-length of the thesis, and clarify the wording in the calendar regarding the distribution of credits between the different program requirements.

The GCC approved the proposed curriculum with modifications to the proposed text of ARTH 650. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: M. Sussman, Associate Dean, Academic and Student Affairs, Faculty of Fine Arts
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

TO: Dr. Bradley Nelson, Chair, Graduate Curriculum Committee

FROM: Dr. Rebecca Duclos, Dean, Faculty of Fine Arts

CC: Frédérica Martin, Manager, Academic Programs and Development
Dr. Mark Sussman, Associate Dean, Academic Affairs, Faculty of Fine Arts

DATE: January 20, 2018

RE: Curriculum Dossier for the Department of Art History, ARTH-12

A handwritten signature in cursive script, reading "Rebecca Duclos".

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in ARTH-12. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on December 15, 2017.

There are no resource implications.

Rebecca Duclos
Dean, Faculty of Fine Arts
Rebecca.Duclos@concordia.ca
848-2424 ext. 4602



FACULTY OF FINE ARTS

Internal Memorandum

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Mark Sussman, Associate Dean, Academic Affairs
Date: December 7, 2017
Re: Curriculum dossier, Department of Art History, ARTH-12

The Faculty of Fine Arts Curriculum Committee has reviewed and unanimously approved the ARTH-12 curriculum dossier from the Department of Art History. We hereby submit this dossier for review at Faculty Council on December 15, 2017.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in black ink, appearing to read "Mark Sussman".

Mark Sussman, PhD
Associate Dean, Academic Affairs
Faculty of Fine Arts
mark.sussman@concordia.ca

INTERNAL MEMORANDUM

TO: Dr Mark Sussman, Associate Dean, Academic and Student Affairs

FROM: Dr Elaine C. Paterson, Chair, Department of Art History

DATE: October 12, 2017

SUBJECT: Art History Graduate Curriculum Changes: ARTH-12

Dear Associate Dean Sussman (Mark),

I am pleased to propose three changes to the MA in Art History program. These changes have been fully discussed and formally approved by the department's graduate program committee at its meeting on September 23rd. The committee consists of all full-time tenured and tenure-track faculty, who are also the only faculty teaching in the program. The aims of the changes are, variously: to respond to recommendations in our most recent program evaluation, which emphasized the importance of participatory learning; to keep Concordia's MA program competitive within the Canadian context; and to more clearly and accurately convey the program requirements to students. There are no additional resources required towards the implementation of these proposed changes.

These changes are summarized as follows:

- 1) The addition of a supervised internship
- 2) A correction of the stated thesis word-length and clarification of its relation to the scholarly apparatus
- 3) A clarification to the wording of degree requirements and their credit weighting

Here is the full explanation of each change:

- 1) **Addition of a new individualized course *ARTH 650: Supervised Internship*, with a value of 3 credits.**

In keeping with increasing demand by students as well as the community-engagement aspect of Concordia's strategic directions, we have decided to formalize a 3-credit MA internship course option. This decision creates a framework for practice that we have, until now, been informally implementing through our Independent Study course number (ARTH 647). ARTH 647 has been used for many years to credit student work in our longstanding partnership with the Leonard and Bina Ellen Gallery. More recently, students and institutions have been proposing other internships to the department – inspired, in some cases, by their experiences with our existing undergraduate internship option. Our recent experiences with these ad-hoc graduate internships have been positive. Formalizing a for-credit supervised internship option will increase transparency and makes all students equally aware of this possibility.

Internships enable students to gain valuable workplace training and to develop their professional networks. Properly structured and supervised, they can be a valuable component of a student's education. The GPD, in consultation with the GPC, has created a framework document to ensure that the pedagogical aims of internships are met, that the lines of communication between department, student and participating institution are clear, and that the responsibilities of each party are outlined. Internships must be approved by the GPD and will have a faculty supervisor as well as a work-place supervisor. Each internship entails 150 hours of placement experience as well as the production of a written component.

The decision to implement this option for practical workplace learning is in keeping with the recommendations for career-related training and experiential learning within our most recent program evaluation.

2) Alteration of the stated word length for the MA thesis from to current 10,000 - 12,000 words to 13,000 – 15,000 words, and also to clarify that this is exclusive of notes.

Despite appearances, the department's ideal thesis length remains unaltered. In 2015 we modified the calendar description of our thesis from a page count to a word count, in order to give students more precise guidance in view of changes to the formatting described in the SGS thesis preparation manual (which had switched from double spacing to 1.5 spacing). Our intent was not to change the length of the thesis, but merely to describe it in a way that would be valid across formats. Unfortunately, an error of numerical calculation occurred, based on the use of the old standard of 250 typewritten words per page. That standard does not reflect contemporary norms of word processing with proportional font. As a result, the current calendar entry of 10,000 to 12,000 words is too short to accurately describe existing expectations and practice within the department. In calculating the revised word length we have used an average of 330 words per page. This figure has been confirmed by tests conducted by three different members of the Curriculum Committee and come closest to meeting our ongoing expectations for 40-45 pages of double-spaced text, exclusive of notes.

3) Clarification of the division of credits between coursework and thesis, as well as students' options for coursework outside the standard seminar offerings of the program.

The existing distribution of credits between coursework and thesis remains unaltered; the proposed revision simply makes the relative weighting readily apparent.

The revised wording around independent studies, internships, and courses in other departments or Quebec universities, clarifies to students that they may only take one 3-credit course outside the regular seminar offerings of the program, and that all such arrangements are dependent on the approval of the GPD. This is in keeping with the recommendations of our last program





Concordia University

Fine Arts

evaluation to maximize student enrollment in our offered seminars, while maintaining the flexible and personalized degree structure that students increasingly look for when choosing their graduate program.

Sincerely,

Elaine C. Paterson
Chair, Department of Art History



SUPERVISED INTERNSHIP PROPOSAL – MA in Art History, Concordia University

INSTRUCTIONS:

After consultation with your academic supervisor and a proposed workplace supervisor, please submit the following to the Graduate Program Director:

1. Supervised internship proposal form
2. Project description
3. Copy of your student record

STUDENT INFORMATION:

FAMILY NAME: _____ **FIRST NAME:** _____ **STUDENT ID#:** _____

ADDRESS: _____
(Civic Number) (Street) (Apt No.) (City) (Postal Code)

TELEPHONE (HOME): _____ **EMAIL ADDRESS:** _____

COURSE INFORMATION:

Term _____ Year _____

PROJECT DESCRIPTION Please attach a 1-2 page project description using the following general headings:

1. Title of the project
2. Start and end dates and total number of hours. (Note: a 3-credit course normally requires 150 hours of work including reading, preparation, assignments, and contact hours. If the duration of the project extends over 2 terms, students register in the semester when the work will be completed.)
3. Detailed description of the project
4. Workplace objectives and student's learning goals
5. Description of the written component and any other assignments
6. Meeting times & due dates

SIGNATURES:

I have planned this proposal with input from my thesis supervisor and my workplace supervisor, making sure to articulate clear pedagogical objectives and to understand both workplace and academic expectations. I understand that all work is unpaid and for credit only, must be completed by the agreed-upon date, and that no IP grades will be granted.

Student's signature

Date

I have reviewed this proposal and agree to supervise the workplace aspects of the internship, meeting with the student on a regular basis. I have indicated my expectations to the student, and I understand that I will be asked to complete and return a short report form at the mid-point and end of the internship.

Workplace supervisor's signature:

Date

I have reviewed this proposal and support my student's application. I will liaise with both the student and the workplace supervisor at the mid-point of the internship, following up if necessary. I will assess the student's written component and assign a final grade for the course within 5 days of the end of the examination period.

Thesis supervisor's signature

Date

DOSSIER TITLE: ARTH-12

COURSE NUMBER:

NEW COURSE NUMBER: ARTH 650

COURSE CHANGE - CALENDAR UPDATE FORM – A (please fill in all the appropriate information)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2018/2019

Implementation Month/Year: Fall 2018

Faculty: Fine Arts

Department: (if applicable) Art History

Program: (if applicable) Master of/Magisteriate in Arts (Art History)

Degree: (if applicable) MA

Section Title: (if applicable)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

Course Number

Course Title

Credit Value

Prerequisite

Course Description

Editorial

Other - Specify: _____

New Course

Course Deletion

Present Text (Text from 20__ – 20__ Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike-out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
	<p><u>ARTH 650 Supervised Internship (3 credits)</u></p> <p><u>Students undertake an internship at an arts organization and perform concrete tasks designed to enhance their learning through practical experience (e.g. curating an exhibition, writing a catalogue essay, editing a publication, organizing a speakers' series) and also reflect on that experience. Students have an academic supervisor as well as on-site supervision. The internship involves 150 hours of work and is approved by the academic supervisor and the graduate program director, who ensure that the tasks, learning objectives and assessments are consistent with the objectives of the MA program.</u></p>
<p>Rationale: In keeping with increasing demand by students as well as the community-engagement aspect of Concordia's strategic directions, we have decided to formalize an unpaid 3-credit MA internship course option. The decision to implement this option for practical workplace learning is in keeping with the recommendations for career-related training and experiential learning within our most recent program evaluation. This option does not conflict with the Faculty's and the Department's interest in developing paid internship possibilities. Students may undertake a paid, uncredited internship in addition to or instead of a for-credit internship. Internships enable students to gain valuable workplace training and to develop their professional networks. Properly structured and supervised, they can be a valuable component of a student's education.</p> <p>Resource Implications: None.</p> <p>Other Programs within which course is listed:</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTH-12

DESCRIPTION OF CHANGE: Requirements for the Degree (Thesis)

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2018/2019

Implementation Month/Year: Fall 2018

Faculty: Fine Arts

Department: (if applicable) Art History

Program: (if applicable) Master of/Magisteriate in Arts (Art History)

Degree: (if applicable) MA

Section Title: (if applicable)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

- Editorial Requirements Regulations
 New Program Program Deletion

Present Text (Text from 20__ – 20__ Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
<p>Thesis. Each student must submit a thesis (10000 to 12000 words) prepared under the supervision of a full-time professor who will examine the thesis along with two other scholars.</p>	<p>Thesis. Each student submits a thesis <u>of 13,000 – 15,000 words</u> (<u>excluding notes, bibliography and other supporting materials</u>), prepared under the supervision of a <u>tenured or tenure-track</u> professor <u>in the Department of Art History</u> who examines the thesis along with two other scholars.</p>
<p>Rationale: Despite appearances, the department’s ideal thesis length remains unaltered. In 2015 we modified the calendar description of our thesis from a page count to a word count, in order to give students more precise guidance in view of changes to the formatting described in the SGS thesis preparation manual (which had switched from double spacing to 1.5 spacing). Our intent was not to change the length of the thesis, but merely to describe it in a way that would be valid across formats. Unfortunately, an error of numerical calculation occurred, based on the use of the old standard of 250 typewritten words per page. That standard does not reflect contemporary norms of word processing with proportional font. As a result, the current calendar entry of 10,000 to 12,000 words is too short to accurately describe existing expectations and practice within the department. In calculating the revised word length we have used an average of 330 words per page. This figure has been confirmed by tests conducted by three different members of the Curriculum Committee and comes closest to meeting our ongoing expectations for 40-45 pages of double-spaced text, exclusive of notes.</p>	
<p>Resource Implications: None.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CS GS)

DOSSIER TITLE: ARTH-12

DESCRIPTION OF CHANGE: Requirements for the Degree (Credits)

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2018/2019

Implementation Month/Year: Fall 2018

Faculty: Fine Arts

Department: (if applicable) Art History

Program: (if applicable) Master of/Magisteriate in Arts (Art History)

Degree: (if applicable) MA

Section Title: (if applicable)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

- Editorial Requirements Regulations
 New Program Program Deletion

Present Text (Text from 20__ – 20__ Calendar)	Proposed Text
Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.	
Credits. A fully-qualified candidate is required to complete a minimum of 45 credits.	Credits. A fully-qualified candidate is required to complete a minimum of 45 credits, <u>including 21 credits of coursework and a 24-credit thesis.</u>
Rationale: The existing distribution of credits between coursework and thesis remains unaltered; the proposed revision simply makes the relative weighting readily apparent. Resource Implications: None.	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

DOSSIER TITLE: ARTH-12

DESCRIPTION OF CHANGE: Requirements for the Degree (Courses)

PROGRAM CHANGE - CALENDAR UPDATE FORM – (please fill in all the appropriate information)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for Academic Year: 2018/2019

Implementation Month/Year: Fall 2018

Faculty: Fine Arts

Department: (if applicable) Art History

Program: (if applicable) Master of/Magisteriate in Arts (Art History)

Degree: (if applicable) MA

Section Title: (if applicable)

Type of Change: (please fill in all the appropriate boxes with an "X") **A separate form is required for each change.**

- | | | |
|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Editorial | <input checked="" type="checkbox"/> Requirements | <input type="checkbox"/> Regulations |
| <input type="checkbox"/> New Program | <input type="checkbox"/> Program Deletion | |

Present Text (Text from 20__ – 20__ Calendar)	Proposed Text
<p>Paste description from current calendar in 'present text' (strike out text sections to be changed or deleted) and in 'proposed text' (<u>underline additions and changes proposed</u>). Attach a separate sheet if necessary.</p>	
<p>Courses. The program includes two required courses: ARTH 655 Thesis Seminar (3 credits, pass/fail) and ARTH 654 Annotated Review of Sources and Documents (3 credits). The remaining five seminars are to be chosen from the Department's yearly seminar offerings. Exceptionally, with the approval of the graduate program director, students can register for one seminar (3 credits) in another discipline or at another university. The graduate program director or the student's supervisor will assist the student in choosing seminars. Course scheduling is undertaken with the needs of both part-time and full-time students in mind.</p>	<p>Courses. The program includes two required courses: ARTH 655 Thesis Seminar (3 credits, pass/fail) and ARTH 654 Annotated Review of Sources and Documents (3 credits). The remaining five seminars are chosen from the Department's yearly seminar offerings. Exceptionally, <u>and</u> with the approval of the graduate program director, students <u>may</u> register for one <u>of the following options: a graduate seminar (3 credits) in another discipline or at another Quebec university; an internship; or an independent study</u>. The graduate program director or the student's supervisor <u>assists</u> the student in choosing seminars.</p>
<p>Rationale: The revised wording around independent studies, internships, and courses in other departments or Quebec universities, clarifies to students that they may only take one 3-credit course outside the regular seminar offerings of the program, and that all such arrangements are dependent on the approval of the GPD. This is in keeping with the recommendations of our last program evaluation to maximize student enrollment in our offered seminars, while maintaining the flexible and personalized degree structure that students increasingly look for when choosing their graduate program.</p> <p>Resource Implications: None.</p>	

* Please attach supporting memos (Department, Faculty, Faculty Council, GCC, CSGS)

SCHOOL OF GRADUATE STUDIES

To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

cc: Olivia Ward, University Curriculum Administrator
Brad Nelson, Associate Dean, School of Graduate Studies

From: Joanne Beaudoin, Secretary, Council of the School of Graduate Studies

Date: February 27, 2018

Re: Graduate Curriculum Changes – CSGS February 26, 2018

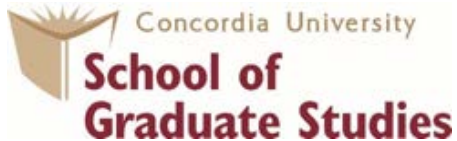
This is to confirm that at the Council of the School of Graduate Studies meeting of Monday, February 26, 2018 the following *new program* was approved:

John Molson School of Business

- Graduate Certificate in Quantitative Business Studies CSGS 1718 4 D1

The document can be forwarded to Senate for final approval.

Thank you.



MEMO TO: Paula Wood-Adams, Dean of Graduate Studies

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: February 19, 2018

**SUBJECT: GRADUATE CURRICULUM CHANGES (GCQBS-1)
(CALENDAR – 2018/2019)
JOHN MOLSON SCHOOL OF BUSINESS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the John Molson School (JMSB) of Business Faculty Council.

JMSB is proposing a new Graduate Certificate in Quantitative Business Studies.

The GCC approved this document with minor edits. I therefore recommend that the Council of the School of Graduate Studies approve and recommend to Senate the above-mentioned curriculum changes in their final form.

A handwritten signature in black ink, appearing to be "A. M.", with a long horizontal line extending to the right.

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
O. Ward, University Curriculum Administrator, Office of the Provost and Vice-President,
Academic Affairs



To: Bradley Nelson, Associate Dean, Academic Programs and Development
Chair, Graduate Curriculum Committee

Cc: Frédérica Martin, Academic Programs Analyst
Olivia Ward, University Curriculum Advisor

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: January 12th, 2018

Subject: Proposal for a new Graduate Certificate in Quantitative Business Studies

Please find attached the proposal for a new Graduate Certificate in Quantitative Business Studies. The Faculty will cover the outlined expense of \$7000 for advertisement and recruitment.

The document was unanimously approved at the JMSB Faculty Council meeting of January 12th, 2018.

I respectfully request that the proposed program be presented to the next Graduate Curriculum Committee meeting for consideration.

Thank you.



Internal Memorandum

To: Anne-Marie Croteau, Dean, John Molson School of Business

Cc: Barbara Henchey, Director, Office of the Dean, JMSB

From: Sandra Betton, Associate Dean, Professional Graduate Programs
Chair of the Faculty Academic Programs Committee, JMSB

Date: December 18, 2017

Subject: Proposal for a new Graduate Certificate in Quantitative Business Studies

Please find attached the proposal for a new Graduate Certificate in Quantitative Business Studies.

The document was unanimously approved at the JMSB Faculty Academic Programs Committee meeting of December 14th, 2017.

I respectfully request that the proposed changes be submitted to the next JMSB Faculty Council meeting for consideration.



INTERNAL MEMORANDUM

To: Dr. Sandra Betton, Associate Dean,
Professional Graduate Programs
Chair, Faculty Academic Programs Committee

From: Dr. Anne Beaudry, Director
Graduate Diploma and Certificate in Business Administration

Date: November 30, 2017

Subject: **Proposal for a new Graduate Certificate in Quantitative Business Studies**

The Graduate Diploma and Certificate in Business Administration Committee created, reviewed and unanimously approved, on October 12, 2017, the attached proposal for a 15-credit Graduate Certificate in Quantitative Business Studies.

This program is designed for graduates from any discipline who want to learn about the quantitative aspects of business administration. The Graduate Certificate in Quantitative Business Studies comprises five courses (15 credits). There are four core courses which provide students with the essentials of business data analysis, managerial and financial accounting, the fundamental concepts of finance, and the principles of economics. The fifth course is an elective chosen from the list of electives in the GDBA program.

Currently the Graduate Diploma and Certificate Program office offers the Graduate Certificate in Business Administration which comprises five courses focusing on management skills. The proposed program will appeal more to students interested in the quantitative aspects of business administration. As such, this new Graduate Certificate will fill a currently overlooked area.

Initially the proposed Graduate Certificate has no resource implications as it will comprise 5 courses already offered as part of the Graduate Diploma in Business Administration which are offered twice a year but never filled to capacity.

The GDBA committee respectfully requests that the proposal be submitted to the next meeting of the Faculty Academic Programs Committee.

Program Proposal: Graduate Certificate in Quantitative Business Studies

This document proposes a Graduate Certificate in Quantitative Business Studies. This 15-credit program is intended to start in Fall 2018. This certificate will develop students' knowledge and competencies in the quantitative aspects of business administration. While designed for non-business students, the new program will be opened to students holding a bachelor's degree from any academic discipline.

Program Overview

This program is designed for graduates from any discipline who want to learn about the quantitative aspects of business administration. As such, the Graduate Certificate comprises five courses (15 credits) which provide students with the essentials of business data analysis, managerial and financial accounting, the fundamental concepts of finance, and the principles of economics with an emphasis on the role of the decision maker who has to identify and implement profitable decisions. The program comprises four core courses and one elective all of which are offered as part of the Graduate Diploma in Business Administration.

Target Audience

The proposed Graduate Certificate is designed to provide essential business knowledge and develop required competencies for students who are more interested in the quantitative side of business. Small and medium organizations as well as large corporations need employees who understand the basic principles of accounting and finance and know how to perform statistical analyses and interpret results. As such, the new proposed program will complement the Graduate Certificate in Business Administration which focuses more on soft management skills. The new program is designed for people with a university degree in a non-business discipline, looking for a foundation in business to help them become more efficient and effective managers and administrators. It will also appeal to students who do not wish to enrol in a longer program such as the Graduate Diploma in Business Administration or the MBA.

Specific learning outcomes

The purpose of the proposed certificate is to provide students with required skills and knowledge to help them become more efficient and effective managers and administrators. By the end of the program, certificate graduates will be able to:

- Use appropriate statistical techniques to support decision making in various business functions
- Demonstrate an understanding of the basics of financial and managerial accounting
- Read a company's financial statements and evaluate its financial situation
- Calculate and evaluate the cost of capital for a project
- Explain the risk and return trade-off in making financial decisions
- Apply economic reasoning to business problems to arrive at a profitable decision.

Benefits of this program for the University and alignment with the University Strategic Directions

The Graduate Diploma in Business Administration (GDBA) is a 30-credit (10 courses) program providing students with a solid understanding of organizations' functional areas and how they interrelate. The GDBA attracts on average 120 students every year. The Graduate Certificate in Business Administration (GCBA) is a 15-credit program comprising 5 courses from the GDBA. The 5 courses in the GCBA include courses such as Professional Business Skills, Managing People in Organizations, and Marketing Management, which focus on management and soft skills. On average, enrolment in the GCBA is 55 students per year.

This new proposed Graduate Certificate in Quantitative Business Studies will comprise 5 courses from the GDBA that involve more quantitative skills and may thus appeal more to students from quantitative backgrounds (Table 4 provides a comparative overview of the GDBA, GCBA and proposed GCQBS programs).

The proposed program aligns particularly well with one of Concordia's Strategic Directions. All courses of the new proposed Graduate Certificate in Quantitative Business Studies are already offered in the GDBA program where there is room for additional students without opening more sections. Initially, by creating a new program comprising only existing courses which are currently offered each term at less than full capacity, we **Grow Smartly**. In fact, while 14% of GDBA students admitted in the last two years were engineers, only 2% of students admitted in the GCBA were from quantitative fields such as engineering and computer science. This significant difference is most likely, at least in part, due to the fact that they are more interested in quantitative courses than in soft skills. We thus expect the new Graduate Certificate to better cater to the needs and interests of students with a more quantitative educational background or who are more interested in the quantitative approaches to management.

Program Requirements, Course Descriptions, and Learning Objectives

Graduate Calendar Description

This section outlines the material that will appear in the Graduate Calendar.

Graduate Certificate in Quantitative Business Studies

Admission Requirements

Applicants must possess a Bachelor's degree with a minimum cumulative grade point average of 2.70 on a scale of 4.30, or equivalent. Applicants are also required to submit a Statement of Purpose and two letters of recommendation.

Proficiency in English or French

The Program reserves the right to require applicants to write tests of competence in English as a second language, and to take any English courses deemed necessary as a result of such tests. Please note these language courses are not counted towards the Certificate credit requirements.

Requirements for the Certificate

Credits. The program consists of a total of 15 credits.

Courses. All students are required to complete a minimum of five 3-credit courses (15 credits).

Time Limit. In accordance with university policy, all work for a certificate program must be completed within 6 terms (2 years) from the time of initial registration in the program for full-time students and within 9 terms (3 years) for part-time students.

Academic Regulations

Academic Standing. Please refer to the [Academic Standing](#) section of the Calendar for a detailed review of the Academic Regulations.

GPA Requirements. To be permitted to continue in the program, students must obtain a cumulative grade point average (GPA) of 2.70. Students whose GPA falls below 2.70 are considered to be on conditional standing during the following review period. Students who do not meet the requirements of their conditional standing are considered failed students and are withdrawn from the program. They may apply in writing to the Program Director for readmission.

Failure Regulations. Students who receive a failing grade in the course of their studies, or who do not meet the requirements of their conditional standing, are withdrawn from the program. They may apply in writing to the Program Director for re-admission.

Graduation Requirement. In order to graduate, students must have a minimum cumulative GPA of 2.70.

Curriculum Requirements

Courses for the certificate will consist of a 12-credit common core and a 3-credit elective.

Required Courses (12 credits):

GDBA 530	Business Data Analytics
GDBA 532	Accounting
GDBA 535	Finance
GDBA 537	Managerial Economics

One elective (3 credits):

To be chosen from the list of GDBA electives or another course in the GDBA program with permission of the Program Director.

Course Sequence

GDBA 530 and GDBA 532 must be taken previously or concurrently to GDBA 535.

GDBA 530 must be taken previously or concurrently to GDBA 537.

Completion Schedule

The certificate can be completed in one term on a full-time basis or within one academic year on a part-time basis.

Course Calendar Descriptions

Table 1 presents the course descriptions for the Graduate Calendar.

Table 1. Calendar Course Titles and Descriptions

Course number and title	Course Description
Business Data Analytics GDBA 530	This course provides students with the skills and knowledge needed to analyze business data. Using spreadsheet software throughout the course, students learn to summarize and describe data with charts, graphs and numbers, to visualize and measure relationships in data and acquire the ability to make inferences and predictions. Students acquire a working knowledge of the statistical tools and techniques required for better decision making. The course combines lecturing with actual business applications and class discussions aimed at encouraging critical thinking, analytical skills and ethical manipulation and reporting of data.
Accounting GDBA 532	This course surveys financial and managerial accounting from the point of view of the users of financial information. Financial accounting topics include the framework of financial accounting, the analysis of transactions, and the preparation and analysis of financial statements. Topics in management accounting are budgeting and control, costing and cost allocation, the cost-volume-profit planning model, and short-term and long-term decision making in business. The ethical dimensions of accounting are explored throughout the course. Pedagogical methods include lectures, exercises, case studies and class discussions.
Finance GDBA 535	This course provides students with a general understanding of the fundamental concepts of finance as they apply to financial management and investment analysis. Building on the objective of firm value maximization, students learn to describe and value risky financial securities and long-term capital projects as well as to manage the firm's short-term financial planning and decisions. Pedagogical methods include exercises, cases, simulations and class discussions.
Managerial Economics GDBA 537	This course introduces the principles of economics. The emphasis is on the role of the decision maker who has to identify and implement profitable decisions. The course applies economic reasoning to business problems including bargaining, adverse selection, moral hazard, and incentive alignment. Pedagogical methods include exercises, cases and class discussions.
One elective	To be chosen from the list of GDBA electives or any other GDBA course with permission of the program director.

Resource Requirements

Needs and budget of this program

The program will comprise five existing courses currently offered in the Graduate Diploma in Business Administration. In each of these courses, we have the capacity to enrol 10 to 15 additional students per term without having to open additional sections.

We foresee a very conservative enrolment number of 10 students for the first year which would generate enough FTEs to cover the promotional efforts and operational costs associated with the launch of the new program and be profitable. In fact, because no additional costs will be incurred by this new program as all courses are already offered every term as part of the GDBA, the new Graduate Certificate would be profitable with only one FTE equivalent per year. The Faculty will cover the outlined expense of \$7000 for advertisement and recruitment.

Teaching Resources

No additional resources required as all courses are already offered each term and each section can accommodate more students.

Space Requirements

No additional space is required by this new program.

Library Requirements

As all courses are currently offered as part of the GDBA, no additional resource is required.

Budget Requirements

The estimated financial costs associated with the certificate are shown in Table 2 below. Table 3 provides an overview of anticipated annual revenue for 10, 15, or 20 students in the program.

Table 2 – Annual Costs

Item	Total Annual Costs
Instructional Cost	\$0*
Advertisement & Recruitment	\$7,000
Administrative Support	\$0*
Orientation Session and Student Support	\$0*
Annual Total Costs	\$7,000**

* Expenses already included in the GDBA budget

** Expenses to be covered by the Faculty

Table 3 – Anticipated Annual Revenue

	Rates	Total for 10 students	Total for 15 students	Total for 20 students
FTE equivalent / year		5	7.5	10
Weighted FTE (2.29)		11.45	17.175	22.9
FTE funding base (per FTE)	\$3,684	\$18,420.00	\$27,630.00	\$36,840.00
Teaching Rate (per WFTE)	\$3,508	\$40,166.60	\$60,249.90	\$80,333.20
Annual Total Revenue		\$58,586.60	\$87,879.90	\$117,173.20

Table 4 – GDBA-GCBA-GCQBS Certificate Programs Compared

GDBA	GCBA	GCQBS
Core Courses:		
GDBA 530 Business Data Analytics		GDBA 530 Business Data Analytics
GDBA 531 Professional Business Skills	GDBA 531 Professional Business Skills	
GDBA 532 Accounting	GDBA 532 Accounting	GDBA 532 Accounting
GDBA 533 Managing People in Organizations	GDBA 533 Managing People in Organizations	
GDBA 534 Marketing	GDBA 534 Marketing	
GDBA 535 Finance		GDBA 535 Finance
GDBA 536 Operations Management		
GDBA 537 Managerial Economics		GDBA 537 Managerial Economics
GDBA 538 Strategic Management		
Electives:		
Entrepreneurship	Entrepreneurship	Entrepreneurship
Business Law	Business Law	Business Law
e-Marketing	e-Marketing	e-Marketing
Project Management	Project Management	Project Management

PROGRAM CHANGE: Creation of new Graduate Certificate in Quantitative Business Studies
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Graduate Certificate in Quantitative Business Studies
Degree: Graduate Certificate
Calendar Section/Graduate Page Number:
Type of Change:

Editorial Requirements Regulations Program deletion New Program

Present Text	Proposed Text
	<p><u>Graduate Certificate in Quantitative Business Studies</u></p> <p><u>Admission Requirements.</u> Applicants must possess a Bachelor's degree with a minimum cumulative grade point average of 2.70 on a scale of 4.30, or equivalent. Applicants are also required to submit a <u>Statement of Purpose</u> and two letters of recommendation.</p> <p><u>Proficiency in English.</u> 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 <u>Graduate Admission page</u> for further information on the Language Proficiency requirements and exemptions.</p> <p><u>Requirements for the Certificate</u></p> <ol style="list-style-type: none"> <u>Credits.</u> The program consists of five courses (total 15 credits). <u>Courses.</u> All students are required to complete five courses (15 credits). <p><u>Academic Regulations</u></p> <ol style="list-style-type: none"> <u>Academic Standing.</u> Please refer to the <u>Academic Standing</u> section of the Calendar for a detailed review of the <u>Academic Regulations</u>. <u>Time Limit.</u> Please refer to the Academic Regulation page for further details regarding the <u>Time Limit</u> requirements. <u>Graduation Requirement.</u> In order to graduate, students must have a minimum cumulative GPA of 2.70.

Rationale: Currently the Graduate Diploma and Certificate Program office offers the Graduate Certificate in Business Administration which comprises five courses focusing on management skills. The proposed program will appeal more to students interested in the quantitative aspects of business administration. As such, this new Graduate Certificate will fill a currently overlooked area.

Note to the Calendar Editor: The bold non-titled text "Academic Standing" and "Time Limit" represents a hyperlink.

Resource Implications: None

PROGRAM CHANGE: Creation of new Graduate Certificate in Quantitative Business Studies
Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: John Molson School of Business
Department: John Molson School of Business
Program: Graduate Certificate in Quantitative Business Studies
Degree: Graduate Certificate

Calendar Section/Graduate Page Number:

Type of Change:

Editorial Requirements Regulations Program deletion New Program

Present Text	Proposed Text								
	<p><u>Program Structure</u></p> <p><u>Courses for the certificate will consist of a 12-credit common core and a 3-credit elective.</u></p> <p><u>Required Courses (12 credits)</u></p> <table data-bbox="1024 699 1587 818"> <tr> <td><u>GDBA 530</u></td> <td><u>Business Data Analytics</u></td> </tr> <tr> <td><u>GDBA 532</u></td> <td><u>Accounting</u></td> </tr> <tr> <td><u>GDBA 535</u></td> <td><u>Finance</u></td> </tr> <tr> <td><u>GDBA 537</u></td> <td><u>Managerial Economics</u></td> </tr> </table> <p><u>One elective (3 credits)</u></p> <p><u>To be chosen from the list of GDBA electives or another course in the GDBA program with permission of the Program Director.</u></p> <p><u>Course Sequence</u></p> <p><u>GDBA 530 and 532 must be taken previously or concurrently to GDBA 535.</u></p> <p><u>GDBA 530 must be taken previously or concurrently to GDBA 537.</u></p>	<u>GDBA 530</u>	<u>Business Data Analytics</u>	<u>GDBA 532</u>	<u>Accounting</u>	<u>GDBA 535</u>	<u>Finance</u>	<u>GDBA 537</u>	<u>Managerial Economics</u>
<u>GDBA 530</u>	<u>Business Data Analytics</u>								
<u>GDBA 532</u>	<u>Accounting</u>								
<u>GDBA 535</u>	<u>Finance</u>								
<u>GDBA 537</u>	<u>Managerial Economics</u>								

Rationale: As indicated in the proposal, this new Graduate Certificate provides students with the essential skills and knowledge about the quantitative aspects of business administration. The program comprises courses that are currently offered as part of the Graduate Diploma in Business Administration. Admission and graduation requirements are the same as those for the Graduate Certificate in Business Administration.

Note to the Calendar Editor: The bold text “GDBA electives or another course in the GDBA program” represents a hyperlink.

Resource Implications: None



**SENATE
OPEN SESSION
Meeting of April 20, 2018**

AGENDA ITEM: CSU motion regarding internships

ACTION REQUIRED: For approval

SUMMARY: On recommendation of Steering Committee, Senate approval is sought to mandate the Academic Planning and Priorities Committee to review internships at the University.

BACKGROUND: Following concerns about internships, internal discussions and consultation with students via referenda, there is overwhelming student support for a review of internships. The CSU has expressed the desire to work with the University in this regard, and more specifically in collaboration with Senate.

At its meeting of April 10, 2018, Steering Committee discussed this initiative and proposed that the review be conducted by the Academic Planning and Priorities Committee in lieu of establishing an ad hoc committee, with the understanding that a part-time faculty member of Senate could be appointed to Committee's membership, as provided for in its mandate, to reflect all constituencies of Senate.

A short presentation will be given at the meeting to provide the context to this proposal.

DRAFT MOTION:

Whereas internships represent an invaluable hands-on learning experience for students;

Whereas internships exemplify Concordia University's direction towards broader engagement with students' respective fields as well as more global and experiential learning opportunities;

Whereas there exists a large disparity in the criteria, objectives, learning outcomes and evaluation methods of internships, as well as a significant imbalance in remuneration for students' labour; and

Whereas internship courses should have the same standards of learning, evaluation and support as other academic courses;

BE IT RESOLVED:

That the Academic Planning and Priorities Committee be mandated to:

1. Evaluate internships at Concordia;
2. Make recommendations to standardize internships;
3. Review internal policies; and
4. Produce semi-annual reports to Senate; and

That these objectives be met within two years and that the Committee submit regular reports to Senate on its progress.

PREPARED BY:

Name: Leyla Sutherland, Ali Sherra and Danielle Tessier

Date: April 10, 2018