



SENATE

NOTICE OF MEETING

September 9, 2019

Please be advised that the next regular meeting of Senate will be held on Friday, September 13, 2019, at 2 p.m., in **Room MB 2.430, located on the 2<sup>nd</sup> Floor of the John Molson Building**, on the SGW Campus.

*Please note that Closed Session documents and discussions are confidential.*

Kindly confirm your attendance to Evelyne Loo as soon as possible at [evelyne.loo@concordia.ca](mailto:evelyne.loo@concordia.ca) or at 514-848-2424, ext. 4814.

*Members of the University community who wish to view the meeting are invited to go to the observers' room MB 3.265, located on 3<sup>rd</sup> Floor of the John Molson Building.*

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, September 13, 2019,  
following the meeting of the Closed Session  
in Room MB 2.430, 2<sup>nd</sup> Floor of the John Molson Building,  
on the SGW Campus

<b>Item</b>	<b>Presenter/s</b>	<b>Action</b>
1. Call to order	G. Carr	
1.1 Adoption of the Agenda	G. Carr	Approval
1.2 Adoption of May 17, 2019 Minutes	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update ( <i>Document US-2019-4-D2</i> )	A. Whitelaw	Information
<b>CONSENT AGENDA</b>	G. Carr	
5. Committee appointments ( <i>Document US-2019-4-D3</i> )		Approval
6. Academic Programs Committee: Report and recommendations ( <i>Document US-2019-4-D4</i> )		Approval
6.1 Undergraduate curriculum proposals – Faculty of Arts and Science		
6.1.1 Department of Education ( <i>Document US-2019-4-D5</i> )		
6.1.2 Department of Political Science ( <i>Document US-2019-4-D6</i> )		
6.1.3 Department of Sociology and Anthropology ( <i>Document US-2019-4-D7</i> )		
6.1.4 Simone de Beauvoir Institute and Women's Studies ( <i>Document US-2019-4-D8</i> )		

- 6.2 Undergraduate curriculum proposals – Faculty of Fine Arts – Department of Creative Arts Therapies (*Document US-2019-4-D9*)
- 6.3 Undergraduate curriculum proposals – John Molson School of Business – Department of Accountancy (*Document US-2019-4-D10*)
- 6.4 Graduate curriculum proposals – Faculty of Arts and Science – Department of Education (*Document US-2019-4-D11*)
- 6.5 Graduate curriculum proposals – Faculty of Fine Arts – Department of Creative Arts Therapies (*Documents US-2019-4-D12 and D13*)
- 6.6 Graduate curriculum proposals – Gina Cody School of Engineering and Computer Science –Department of Mechanical, Industrial and Aerospace Engineering (*Document US-2019-4-D14*)

## REGULAR AGENDA

- |     |   |             |             |
|-----|---|-------------|-------------|
| 7.  | Annual report of the academic hearing panel ( <i>Document US-2019-4-D15</i> )   | M. Sullivan | Information |
| 8.  | Update on Fall Reading Break  | A. Whitelaw | Information |
| 9.  | Report and recommendation of the Ad Hoc Committee to Review Senate Eligibility Requirements ( <i>Document US-2019-4-D16</i> ) | D. Morris   | Approval    |
| 10. | Question period ( <i>maximum - 15 minutes</i> )   |             |             |
| 11. | Other business  |             |             |
| 12. | Adjournment   | G. Carr     |             |

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

Held on Friday, May 17, 2019, at 2:00 p.m.  
in the Norman D. Hébert, LLD Meeting Room  
(Room EV 2.260) on the SGW Campus

**PRESENT**

Voting members: Alan Shepard (*Chair*); Sarah Abou-Bakr; Sami Al-Hanbali; Ali Akgunduz; Paul Allen; Reena Atanasiadis; Leslie Barker; Sandra Betton (*Acting for Anne-Marie Croteau*); Rory Blaisdell; Mathilde Braems; Graham Carr; Mikaela Clark-Gardner; Sally Cooke; Frank Crooks; Ricardo Dal Farra; Mourad Debbabi (*Acting for Amir Asif*); Christine DeWolf; Jill Didur; Mehdi Farashahi; Marcie Frank; Ariela Freedman; Christophe Guy; Rim Hamila; Sophie Hough-Martin; David Morris; Brad Nelson (*Acting for Paula Wood-Adams*); Eunbyul Park; Elaine Paterson (*Acting for Rebecca Duclos*); Virginia Penhune; Martin Pugh; André Roy; Daniel Salée; Safa Sheikh; Ali Sherra; Robert Soroka; Marc Steinberg; Ron Stern; Christopher Trueman; Radu Zmeureanu

Non-voting members: Philippe Beauregard; Denis Cossette; Roger Côté; Stéphanie de Celles; Isabel Dunnigan; Tom Hughes; Frederica Jacobs; Anne Whitelaw

**ABSENT**

Voting members: Shaina Ali; Guylaine Beaudry; Pascale Biron; Christopher Brett; Vince Graziano; Brigitte Jaumard; Jean-Gabriel Lacombe; Sarah Mazhero; Zenobia Pais; John Potvin; Francesca Scala; Rashmikaa Sethu Madhavan; Nafisa Tabassum Jamal; Jean-Philippe Warren

Non-voting members: Joanne Beaudoin; Paul Chesser

**1. Call to order**

The meeting was called to order at 2:36 p.m.

**1.1 Approval of Agenda**

R-2019-3-9      *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 March 15, 2019**

*R-2019-3-10 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of March 15, 2019 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**

During the course of his remarks, the President updated Senate on recent appointments, ongoing University events, initiatives, awards and research and funding grants.

He noted that a list of accomplished individuals will be receiving honorary degrees at the Convocation ceremonies held from June 10 to 12 and urged Senators to attend.

## **4. Academic update (Document US-2019-3-D5)**

As complimentary information to his written report, Dr. Carr noted the inadvertent omission on page 1 of Pippin Barr as one of the mentors for the team who won the Jury Prize at the Ubisoft Game Lab Competition. Referring to page 2 of his report, he added that between the date of the report and now, Newsha Azeri had advanced from the 3MT eastern regional final competition to the national competition.

## **5. Standing Committee reports**

### **5.1 Academic Planning and Priorities (Document US-2019-3-D6)**

There were no questions in relation to this report.

### **5.2 Finance (Document US-2019-3-D7)**

Responding to queries, Dr. Carr indicated that the new government funding policy regarding international students does not affect graduate fee remissions, since those are targeted to research Master's and PhD students who are not affected by the new policy. He also clarified that fee remissions are purely based on merit and not the origin of the students.

With respect to the comment in the report about the Finance Committee's role and mandate, Dr. Carr explained that the timing issues in relation to the process have been addressed, since the process has been changed and the issue of financial probity is now being dealt with in a more consistent fashion earlier on in the process. In other words, the costing of new programs will be submitted for review by the Finance Committee before final approval of Councils.

- 5.3 **Library** (Document US-2019-3-D8)
- 5.4 **Research** (Document US-2019-3-D9)

There were no questions in relation to these reports.

### CONSENT

- 6. **Committee appointments** (Document US-2019-3-D10)

R-2019-3-11 *That the committee appointments, outlined in Document US-2019-3-D10, be approved.*

- 7. **Academic Programs Committee: Report and recommendation** (Document US-2019-3-D11)

- 7.1 **Undergraduate curriculum proposals – Faculty of Arts and Science**

- 7.1.1 **Faculty requirements** (Document US-2019-3-D12)

- 7.1.2 **Department of Chemistry and Biochemistry** (Document US-2019-3-D14)

- 7.1.3 **Department of English** (Document US-2019-3-D16)

- 7.1.4 **Department of Geography, Planning and Environment** (Document US-2019-3-D17)

R-2019-3-12 *That the undergraduate curriculum proposals in the Faculty of Arts and Science, outlined in Documents US-2019-3-D12, D14, D16 and D17, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

- 7.2 **Undergraduate curriculum proposals – Faculty of Fine Arts – Department of Studio Arts** (Documents US-2019-3-D18 and D19)

R-2019-3-13 *That the undergraduate curriculum proposals in the Faculty of Fine Arts, outlined in Documents US-2019-3-D18 and D19, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

- 7.3 **Undergraduate curriculum proposals – Gina Cody School of Engineering and Computer Science**

- 7.3.1 **Certificate in Science and Technology** (Document US-2019-3-D20)

- 7.3.2 **Requirements and regulations** (Documents US-2019-3-D21 and D22)

- 7.3.3 **Centre for Engineering in Society** (Document US-2019-3-D23)

- 7.3.4 **Department of Computer Science and Software Engineering** (Documents US-2019-3-D24 and D26)

- 7.3.5 **Department of Electrical and Computer Engineering** (Document US-2019-3-D27)

- 7.3.6 **Department of Mechanical, Industrial and Aerospace Engineering** (Document US-2019-3-D28)

R-2019-3-14 *That the undergraduate curriculum proposals in the Gina Cody School of Engineering and Computer Science, outlined in Documents US-2019-3-D20 to D24 and D26 to D28, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**7.4 Graduate curriculum proposals – Faculty of Arts and Science – Department of Education** (Document US-2019-3-D29)

R-2019-3-15 *That the graduate curriculum proposals in the Faculty of Arts and Science, outlined in Document US-2019-3-D29, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**7.5 Graduate curriculum proposals – Gina Cody School of Engineering and Computer Science**

**7.5.1 Department of Computer Science and Software Engineering** (Document US-2019-3-D30)

**7.5.2 Department of Mechanical, Industrial and Aerospace Engineering** (Document US-2019-3-D31)

R-2019-3-16 *That the graduate curriculum proposals in the Gina Cody School of Engineering and Computer Science, outlined in Documents US-2019-3-D30 and D31, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**7.6 Graduate curriculum proposals - John Molson School of Business – Department of Investment Management** (Document US-2019-3-D32)

R-2019-3-17 *That the graduate curriculum proposals in the John Molson School of Business, outlined in Document US-2019-3-D32, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**REGULAR**

**8. New undergraduate curriculum proposals:**

**8.1 Faculty of Arts and Science – Department of Biology – BSc Honours in Systems and Information Biology and BSc Specialization in Systems and Information Biology** (Document US-2019-3-D13)

Dean Roy and the Chair of the Department of Biology, Patrick Gulick, presented the highlights of these new proposals.

R-2019-3-18 *Upon motion duly moved and seconded, it was unanimously resolved that the new undergraduate curriculum proposals in the Faculty of Arts and Science, outlined in Document US-2019-3-D13, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**8.2 Gina Cody School of Engineering and Computer Science – BcompSc in Health and Life Sciences and BCompSc Honours in Health and Life Sciences** (Document US-2019-3-D25)

Mourad Debabbi, representing Dean Asif, and the Chair of the Department of Computer Science and Software Engineering, Lata Narayanan, presented the highlights of these new proposals.



R-2019-3-19 *Upon motion duly moved and seconded, it was unanimously resolved that the new undergraduate curriculum proposals in the Gina Cody School of Engineering and Computer Science, outlined in Document US-2019-3-D25, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**8.3 Faculty of Arts and Science – Department of Education – Minor in Teaching English as a Second Language** (Document US-2019-3-D15)

Dean Roy and Teresa Hernandez-Gonzalez, representing the Department of English, conveyed the highlights of this new Minor.

R-2019-3-20 *Upon motion duly moved and seconded, it was unanimously resolved that the new undergraduate curriculum proposal in the Faculty of Arts and Science, outlined in Document US-2019-3-D15, be approved, as recommended by the Academic Programs Committee in Document US-2019-3-D11.*

**9. Motion regarding proposed Bill 21** (Document US-2019-3-D33)

Ms. Abou-Bakr presented the motion, which was similar to the text of the motion adopted by Senate regarding Bill 62 a few years ago.

R-2019-3-21 *Upon motion duly moved and seconded, it was unanimously resolved:*

*Whereas Concordia University represents a broad range of nationalities, cultures and faiths which cohabit peacefully;*

*Whereas this diversity is a great strength and contributes to the vitality of the University and Quebec society; and*

*Whereas members of the Concordia community have expressed concerns that the proposed Bill 21 (An Act respecting the laicity of the State) and its regulations may limit access for graduates to jobs in some fields and prevent students from completing their education in some programs at the University;*

*Be it resolved that Senate reaffirm the unifying values of Concordia University and its founding institutions as a secular university which is profoundly dedicated to freedom of expression, freedom of conscience, and access to higher education;*

*Be it further resolved that Senate object to any actions that infringe upon those values.*

The President indicated that he will forward a copy of the resolution to the government and that a copy will also be posted on the website.

**10. Fossil fuel divestment** (Document US-2019-3-D34)

Mr. Côté updated Senators on the broad spectrum of activities and initiatives undertaken by the University towards achieving sustainability. As of 2014/2015, a total of 476 initiatives and projects had been mapped. He spoke of the sustainability

accomplishments, including being ranked as the most energy efficient Quebec university for 21 consecutive years.

He also outlined the sustainability in the curriculum, in research as well as in funding and investments, which includes the issue of a \$25 million sustainable bond, noting that Concordia is the first university in Canada to do so. He also apprised Senators of the Concordia Foundation's membership in a United Nations Principles of Responsible Investment (UN PRI), its full integration with an Environmental, Social, Governance (ESG) Investment Policy as well as social impact investments included in the Investment Policy which are aligned with sustainable development goals.

Mr. Côté reviewed the University's sustainable planning timeline, which includes the development of a five-year sustainability action plan in 2019 as well as the mandate and composition of the Sustainability Steering Committee and its three permanent sub-committees which form part of the governance framework and are set-up to engage the University in a structural way by incorporating the sustainability strategies.

He explained that the definition of sustainability had been arrived at through community consultation and noted the University's policy commitment integrate sustainability as a core value. He outlined the five streams (food, waste, climate, research and curriculum) and that each stream includes goals, targets and strategies and measurement plans. Those will be integrated into the 2019/2024 Sustainability Plan which is expected to be adopted in the Fall. Mr. Côté noted that while some strategies will require funding through the operating and capital budgets, many of the initiatives will be self-funding via optimization of the use of resources.

Following Mr. Côté's presentation, Damon Matthews, Professor in the Department of Geography, Planning and Environment, and Mr. Sherra made a presentation entitled *The Case for Fossil Fuel Divestment*.

Prof. Matthews apprised Senators of Concordia's sustainability strategy in the areas of curriculum, operations and research and acknowledged its current sustainable investment initiatives. While the University is to be commended for those initiatives, he made the point that it is difficult for institutions to move quickly to achieve pressing societal changes, and that the need to respond should no longer be a process, since the situation is now urgent.

He explained that more needs to be done to achieve the target in the Paris agreement, since climate change is a real and imminent danger, that CO<sub>2</sub> emissions, which are still increasing, need to be cut by half by 2030 and to zero by 2050, which means that the vast majority of the world's fossil fuel reserves will never be burnt.

Prof. Matthews showed a graph illustrating how close we are to the 1.5°C limit and a slide showing that wildfires, draughts, and smog will contribute to killing most the world's coral reefs. He explained the effects of the trajectory of the CO<sub>2</sub> emissions and spoke about how much carbon is in the fossil fuel reserves, which is enough to cause a warming of + 4°C.

He noted that while the elimination of direct greenhouse gas emissions (such as heating of buildings) and the decrease of indirect emissions (food, transportation, etc.) are part of the University's Climate Action Plan, the decarbonizing investments, such as fossil fuel divestment, would have a powerful societal effect but is not currently being considered.

Mr. Sherra opined that the Concordia University Foundation, the University's not-for-profit corporation in charge of making its investments, should cease investing in the world's top coal, oil and gas companies and transfers its investments to companies that look into green energy. He conveyed the positive external benefits of doing so, including an enhanced public image, leading by example rather than following the market, receiving higher rankings and attracting students who are increasingly concerned about climate change.

Mr. Sherra also spoke of the internal benefits, including a better alignment with other sustainability goals, noting that Socially Responsible Investing (SRI) funds generally perform as well or better than traditional investment funds. He concluded by informing Senate of other funds, countries, cities, organizations and universities which have divested, making the point that while some Canadian universities have committed to divest, none have at this point.

A discussion ensued, during which questions of clarifications were answered. Mr. Cossette confirmed that less than 10% of Concordia's portfolio is invested in oil and gas, and that this is expected to decrease going forward.

Ms. Park asked to make a motion that Concordia divest in fossil fuels, which some other Senators supported. The President ruled it out of order, explaining that Steering Committee, mandated to approve Senate agendas, had discussed the suitability of entertaining such a motion, determined that it did not fall under in the purview of Senate and that the subject be presented to Senate solely for information. He added that it would not be appropriate for Senate to entertain a motion based on one presentation and in the absence of the full context. He suggested that the Chair of the Concordia University Foundation be invited to present to Senate in the Fall.

## **11. Question period**

In response to a query from Ms. Clark-Gardner regarding the selection of the next Chair of Senate, Prof. Shepard replied that the By-Laws provide that the President chairs Senate.

## **12. Other business**

Noting that this was his final meeting of Senate, Prof. Shepard conveyed his pride in Concordia's progress and the pleasure he had serving an institution with so much talent and momentum.

Senators thanked him for his leadership and gave him a standing ovation.

**13. Adjournment**

The meeting adjourned at 3:30 p.m.



Danielle Tessier  
Secretary of Senate

**Internal Memorandum**

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**To:** Members of Senate  
**From:** Anne Whitelaw, Interim Provost and Vice-President, Academic  
**Date:** September 5, 2019  
**Re:** Academic Update

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Welcome to the new academic year! It has been a busy summer, and this year promises to continue the trend.

In June we celebrated more than 6000 graduates at the spring convocation. Honorary degrees were conferred to exceptional individuals, from actors and artists to global industry leaders. These ceremonies also marked the last for former Concordia president Alan Shepard. The presence of the Concordia community helped to make this convocation a success – a special thank you to the Senators who joined the platform party.

For the second summer in a row, Concordia promoted activities on campus as part of its Summer@Concordia program. There were academic and non-academic activities in each Faculty, as well as the School of Continuing Education, District 3, Recreation & Athletics and more. Hundreds of students and community members tapped into a wide selection of programs and camps such as GirlSET, the All-Girls Summer Engineering and Technology Program; international graduate summer schools on topics such as Edible Environments and Health Statistics; the children's Camp YMCA-Concordia Fine Arts; or the School of Graduate Studies' Summer Institute on *Equity, Diversity and Inclusion in STEM: Achieving research excellence by adopting new perspectives*.

Concordia took a significant leap in the 2019-20 Center for World University Rankings (CWUR), released August 5, rising 144 spots to 575<sup>th</sup> of 2,000 universities ranked worldwide. It was the largest improvement among the 43 Canadian universities included. In 2018-19, Concordia placed 719<sup>th</sup> out of 1,000 ranked institutions. Concordia also moved into 22<sup>nd</sup> spot among ranked Canadian institutions, up from 24<sup>th</sup> out of 28 last year.

The Concordia University Press launched its first catalogue in May 2019. It featured two forthcoming books and news about four series, including collaborations with the Bibliographical Society of Canada and the Canadian Centre for Architecture. The Press's first book, *Ken Lum's Everything is Relevant: Writings on Art and Life, 1991—2018*, will be published in October. Richard Foltz's *Les religions de la Route de la soie*, translated by Benoit Léger, will appear in November. For more, visit the [Concordia Press website](#)

The Faculty of Fine Arts welcomed a new director to the FOFA Gallery. Eunice Bélidor looks to include diverse voices and expand connections with public audiences. An independent curator, writer, researcher and 2018 recipient of a TD Bank Group Award for Emerging Curator from the

Hnatyshyn Foundation, her practice focusses on contemporary Haitian art, fashion design, performance, post-Black studies and feminism. She completed undergraduate studies in Art History at Concordia and completed both an MA in art history and visual culture and a graduate diploma in curatorial studies at York University. She takes over from Jennifer Dorner, who served as gallery director from 2014 to 2019.

The Academy of Marketing Science honoured John Molson School of Business's Michel Laroche (Marketing), winner of the Harold W. Berkman Service Award. The award recognizes long-term service to the Academy of Marketing Science and to the marketing discipline in general, and is reserved for individuals who have demonstrated their accomplishments through their actions and statements, and have at all times acted with integrity and high ethical standards.

Last week, we celebrated nine outstanding researchers for their inquiries into a range of topics at the Research Excellence Celebration. University Research Awards were presented to Hua Ge (Centre for Zero Energy Building Studies), Angelique Wilkie (Contemporary Dance), Christopher Brett (Biology), Marc Steinberg (Mel Hoppenheim School of Cinema), Dale Stack (Psychology), John Xiupu Zhang (Electrical and Computer Engineering), and Matthew Unger (Sociology and Anthropology) - each recipient receives \$5,000 and holds the title of Concordia University Research Fellow for one year. In addition two Petro-Canada Young Innovator Awards were presented to David Kwan (Biology) and Tsz Ho Kwok (Concordia Institute of Aerospace design and Innovation) for exceptional contributions to furthering the scholarly and social impact of research at Concordia. Other honourees at the event included the new cohort of Concordia University Research Chairs and this year's Distinguished University Research Professors.

Concordia faculty members and graduate students have received national and provincial recognition for their work. Anne Lafay and Élise Olmedo are the latest Concordia recipients of the Banting Postdoctoral Fellowship. Lafay is a speech language pathologist and Horizon Postdoctoral Fellow in Education, working under Helena Osana. Dr. Lafay will be looking into the use of manipulative objects in math teaching for children, both typically developing (TD) and those with mathematics learning disabilities (MLD). Dr. Olmedo is a geographer from the universities of Aix-Marseille and Paris 1 Panthéon-Sorbonne and she will be joining Sébastien Caquard (Geography, Planning and Environment), at the Centre for Oral History and Digital Storytelling to help document the life stories of Rwandan refugees.

Two doctoral graduate students are among the recipients of this year's prestigious Vanier Canada Graduate Scholarships. Sasha MacNeil, a PhD candidate in clinical psychology, is studying how adolescents who have experienced adverse childhood events such as trauma or abuse can have difficulty adjusting and integrating socially. Hone Mandefro Belaye, a PhD candidate in social and cultural analysis, is examining developments in housing policy in Addis Ababa, Ethiopia.

Nura Jabagi, PhD candidate in business technology management, has been recognized as an Emerging Star by the *Fonds de recherche du Québec (FRQ)*. Jabagi, a Concordia Public Scholar alumna, received the *Paul-Gerin-Lajoie Prix Relève étoile* for her article "Gig-workers' motivation thinking beyond carrots and sticks," published in the *Journal of Managerial Psychology* in February.

Guylaine Beaudry has been elected to serve as chair of the Content Strategy Committee of CRKN (Canadian Research Knowledge Network) and will serve her first term on the CRKN Board of Directors, pending ratification at the October 17, 2019 Meeting of the members in Ottawa.

From August 21 to 23, Noah Drew (Theatre) brought politics, dance and gaming to the stage with The Riot Ballet, as the production's co-creator, sound designer and performer in the show. He noted that the original idea for the production was fuelled by artistic and scholarly questions around how riots happen.

Suong V. Hoa (Mechanical, Industrial and Aerospace Engineering) was elected a World Fellow of the International Committee on Composite Materials (ICCM). This is the highest honour accorded for outstanding achievements in research in composites.

District 3 was featured among 120 Montreal-based companies and organizations in the latest of the Innovation Hub series, announcing Montreal's impact on the global tech space. District 3's AI Fellow Sydney Swaine-Simon, was featured in *WIRED* this month about the initiative to design more secure technology for hospitals and medical facilities.

The Library's new Researcher-in-Residence, Lynne Bowker, began her appointment on June 1<sup>st</sup>. Bowker is a professor at the University of Ottawa's School of Translation and Interpretation with a cross-appointment to the School of Information Studies. She will act as researcher-in-residence until December 2019. Her project while at Concordia will focus on machine translation literacy in the context of scholarly communication. As part of her residency, she will conduct research with non-anglophone student and faculty participants from Concordia to understand how they are engaging with machine translation with respect to scholarly communication and how it can be improved. In addition, Bowker will work with Concordia librarians to develop a workshop on machine translation literacy for the university community.

As part of the Open Educational Resources (OER) Digital Strategy project, four OER grants were awarded in June to faculty members to create or customize an open textbook. The grants ranged from \$5,000-\$10,000 each, with a total of \$30,000 being awarded to faculty members in Journalism, Education, Mechanical, Industrial and Aerospace Engineering, and Health, Kinesiology and Applied Physiology. A second call for applications will be forthcoming in the fall semester, focusing on adopting existing open textbooks in Concordia courses.

Concordia received funding from *Entente Canada-Québec*, a federal-provincial funding envelope that promotes teaching in the minority language. The competition awarded a total of \$ 908 366 to Phil Abrami (\$265 000), Saul Carliner (\$68 257), the team at Concordia Continuing Education (total funding for two projects \$170 500), School of Graduate Studies (\$54 759), and Sandra Gabriele (\$349 850). The projects support activities that respond to the diverse needs of staff and students. Three CIHR Project Scheme grants totaling \$1,319,629 were awarded. Thien Thanh Dang-Vu (Health, Kinesiology and Applied Physiology) received \$585,226 for his project entitled "Combined effects of acute exercise and sleep restriction on cognition"; Karen Li (Psychology) received \$451,352 for her project "Training cognition to improve mobility and listening in older adults with hearing loss: Moving from lab to life"; and Sylvia Kairouz (Sociology and Anthropology) received \$283,051 for her project "*E-GAMES Canada : la monétisation des jeux à l'ère des technologies mobiles et du numérique*".

Three projects submitted to the FRQ-SC *Plateforme de financements de la recherche intersectorielle sur le vieillissement* competition were funded for a total of \$1,098,774. Janis Timm-Bottos (Creative Arts Therapies) will receive \$844,774 to create a living lab project that connects Concordia students and researchers with Montreal's senior community. Emily Coffey (Psychology) will receive \$127,000 to examine the relationship between sleep and memory in aging populations and Thien Thanh Dang-Vu (Health, Kinesiology and Applied Physiology) will also receive \$127,000 to study the impact of gentle rocking stimulation on the quality of sleep in older adults.

The New Seminar Series on Decolonizing and Indigenizing the Academy begins its 2<sup>nd</sup> year with monthly seminars on diverse topics related to decolonizing and indigenizing the Academy offered to faculty at the Centre for Teaching and Learning. Significant to note is the field trip to Kahnawake on September 27<sup>th</sup> titled, "Decolonizing Education – Lessons from the Land" in which faculty members will spend 6 hours on the land learning various land based experiential pedagogies and survival skills while reconnecting to the land in various contextual learning environments.

Concordia's digital strategy initiative is currently in full swing. In addition to the eight projects that are currently moving forward, we are working on the 2019-2020 speaker series as well as other initiatives centred on fostering an institutional conversation about artificial intelligence. A number of user interviews, focus groups, and co-creative workshops have been conducted to ensure that projects are aligned with the needs of the community. Plans to share some of the progress made on each project with the wider community are scheduled for the fall. Proposals for the next phases of projects as well as new projects will be developed in the early fall for funding consideration.

The Student Success Centre has opened in its new, specially-designed and expanded space in the Hall Building level 7. Learning services including the Writing Centre, career and planning services, and support for new students such as orientations and peer mentoring are now offered in one fully-renovated, bright and welcoming space that is centrally-located for students.

In ongoing efforts to foster a safe and respectful environment at Concordia launched its mandatory sexual violence awareness and prevention training. Titled "It takes all of us," the training was designed by eConcordia and Concordia's Sexual Assault Resource Centre (SARC) based on consultations with a wide cross-section of the university community as well as the Standing Committee on Sexual Misconduct and Sexual Violence. The content of the training is preventive in nature and focuses on consent, bystander intervention, supporting survivors; and information on university policies and processes.

A reminder that sexual violence awareness and prevention training is a legal requirement as outlined by Bill 151. Faculty, staff and students are all required to take the training by October 4, 2019.





**COMMITTEE APPOINTMENTS**

<b><u>Committee</u></b>	<b><u>Appointee</u></b>	<b><u>Term</u></b>
Academic Planning and Priorities	Colin Philip (CSU)	2019/2020
	Marguerite Rolland (CSU)	2019/2020
	Timir Baran Roy (GSA)	2019/2020
Academic Programs	Ariela Freedman (A&S)	2019/2022
	Colin Philip (CSU)	2019/2020
	Bayan Abu Safeieh (GSA)	2019/2020
	Victoria Videira (CSU)	2019/2020
Finance	Arshdeep Singh Bhatia (GSA)	2019/2020
	Jarrett Carty (A&S)	2019/2022
	Effrosyni Diamantoudi (A&S)	2019/2022
	Marlena Valenta (CSU)	2019/2020
Library	Jared Haas (CSU)	2019/2020
	Chris Kalafatidis (CSU)	2019/2020
	Bayan Abu Safeieh (GSA)	2019/2020
	Alexandre Champagne (A&S)	2019/2022
Research	Alisa Piekny (A&S)	2019/2022
	Bayan Abu Safeieh (GSA)	2019/2020
	Timir Baran Roy (GSA)	2019/2020
	Chris Salter (FA)	2019/2020
	Victoria Videira (CSU)	2019/2020
Special Graduation Awards	Arshdeep Singh Bhatia (GSA)	2019/2020
	Patrick Quinn (CSU)	2019/2020
Steering	Patrick Quinn (CSU)	2019/2020
	Marguerite Rolland (CSU)	2019/2020
	Timir Baran Roy (GSA)	2019/2020

**Appointments requiring  
Senate ratification**

Faculty Tribunal Pool

**Appointee**

**Term**

Rachel Berger (A&S)	2019/2020
Aaron Brauer (A&S)	2019/2021
Danica Jojich (FA)	2019/2021
Greg LeBlanc (A&S)	2019/2021
Michel Sacher (A&S)	2019/2021
Anne Wade (A&S)	2019/2021
Anya Zilberstein (A&S)	2019/2021

**Appointments requiring  
Senate ratification**

Student Tribunal Pool

**Appointee**

**Term**

Rayan Alkayal (CSU)	2019/2021
Abby Allan (CSU)	2019/2021
Reza Babazadeh (GSA)	2019/2021
Saikat Bagchi (GSA)	2019/2021
Nikhil Duggal (CSU)	2019/2021
Meeta Kalra (GSA)	2019/2021
Mehdi Kharazmi (GSA)	2019/2021
Timir Baran Roy (GSA)	2019/2021
Navdeep Singh (GSA)	2019/2021
Daly Sonesaksith (CSU)	2019/2021
Revital Titane (CSU)	2019/2021
Masoumeh Zaare (GSA)	2019/2021

*September 9, 2019*

**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
September 13, 2019**

**The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2020-21 Undergraduate Calendar:**

Following approval of Faculty Councils, on **May 23, 2019** APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science, Fine Arts, and the John Molson School of Business. 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 Education (For September 2019 Implementation) (**US-2019-4-D5**)

*[The proposal involves the addition of EDUC 360 to the Minor in Education, and the revision of prerequisites for this course.]*

- Requirements
- Courses

Department of Political Science (For September 2019 Implementation) (**US-2019-4-D6**)

*[The proposal involves the conversion of two special topics courses to permanent courses, and a change to the course number for POLI 497 Internship to POLI 397 to make the course more accessible to students.]*

- Courses

Department of Sociology and Anthropology (For May 2020 Implementation)  
(**US-2019-4-D7**)

*[The proposal involves the conversion of two special topics courses to permanent courses. Both courses are cross-listed in order to be accessible to Sociology and Anthropology students.]*

- Courses

Simone de Beauvoir Institute and Women's Studies (For May 2020 Implementation)  
(**US-2019-4-D8**)

*[The proposal involves revisions to the Minor in Interdisciplinary Studies in Sexuality to align it more closely with the new Major in Interdisciplinary Studies in Sexuality.]*

- Requirements

**Faculty of Fine Arts**

Department of Creative Arts Therapies (For September 2019 Implementation)  
(**US-2019-4-D9**)

*[The proposal involves revisions to prerequisites for courses DTHY 301 and MTHY 301 to make these courses more accessible to students from a range of disciplines.]*

- Course offerings

### **John Molson School of Business**

Department of Accountancy (For September 2019 Implementation) (US-2019-4-D10)

*[The proposal involves revisions to requirements for the Minor in Financial Reporting, the deletion of the Minor in Management Accounting, and the deletion of course ACCO 430.]*

- Deletion of Minor in Management Accounting
- Requirements
- Courses

**The Academic Programs Committee requests that Senate consider the following graduate changes for the Winter 2020 Graduate Calendar:**

Following approval of Faculty Councils and the Graduate Curriculum Committee, on **May 23, 2019** APC members reviewed the graduate curriculum submissions from the Faculty of Arts and Science, the Faculty of Fine Arts, and the Gina Cody School of Engineering and Computer Science. 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 September 2019 Implementation)

(US-2019-4-D11)

*[The proposal involves removing Options A and B from MA degrees offered through the Department of Education, instead designating options as thesis, without thesis, internship program, or directed study; and moving the language competency requirement for the MA in Educational Technology from the general requirements section to the internship section.]*

- Requirements

### **Faculty of Fine Arts**

Department of Creative Arts Therapies (For September 2019 Implementation)

(US-2019-4-D12)

*[The proposal involves two revisions to the admission requirements: replacing the requirement for a Strategies of Inquiries psychology course with a Research Methods course, and removing the specifications for applicant portfolios so they can be updated more easily.]*

- Admission Requirements

Department of Creative Arts Therapies (For September 2019 Implementation)

(US-2019-4-D13)

- Admission Requirements

*[The proposal involves removing the specifications for applicant portfolios from the admission requirements so they can be updated more easily.]*

### **Gina Cody School of Engineering and Computer Science**

Department of Mechanical, Industrial and Aerospace Engineering (For September 2019 Implementation)

(US-2019-4-D14)

*[The proposal involves the introduction of a new course, ENGR 6151 Continuum Mechanics, and the addition of this course to the Structural Mechanics list.]*

- Requirements
- Courses



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
August 20, 2019

**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:** April 26, 2019

**SUBJECT:** 2020-21 Undergraduate Calendar Curriculum Changes  
Department of Education  
**EDUC-71**  
Changes to Minor in Education

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 29, 2019. We request that this proposal be considered at the next meeting of APC.

The Department of Education is adding EDUC 360 *Introduction to Inclusive Practices*, currently offered only to students in the BA in Child Studies, to the Minor in Education. This course, which introduces students to inclusive practices in a variety of childhood settings, is entirely appropriate for students in the Minor in Education. In order to ensure the course is accessible to students in the Minor, the prerequisites are changed such that EDUC 211 *Child Development I* is removed and the statement “or Minor in Education” is added.

Based on a review of the knowledge required for EDUC 360, EDUC 211 *Child Development I* can be removed as a prerequisite for all students as EDUC 210 *Psychology of Education*, a 6-credit foundations course is retained.

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

## Department of Education

### EDUC-71

#### **Memo from Chair**

#### **Program changes**

Minor in Education

#### **Prerequisite change**

EDUC 360    *Introduction to Inclusive Practices*

**INTERNAL MEMORANDUM**

**TO:** Paul Joyce  
Associate Dean, Academic Programs

**FROM:** Sara Kennedy  
Chair, Department of Education

**DATE:** January 31, 2019

**SUBJECT:** **EDUC-71: Adding EDUC 360 to Minor in Education Curriculum Change**

---

The Department proposes for consideration the attached dossier (EDUC-71) which was approved on January 16, 2019 at Department Council. We propose the following modifications:

**Minor in Education:**

- Adding EDUC 360 *Introduction to Inclusive Practices*
- Removing the prerequisite EDUC 211 from EDUC 360

In December 2018, Senate passed a curriculum change submitted by the department (US-2018-8-D13), removing EDUC 450: *The Inclusive Classroom: Educating Exceptional Children* from the Minor (EDUC-26). The change was motivated by resource considerations and the highly specialized needs of students in Concordia University's three teacher education programs. However, the Department maintains that the topic of inclusive education is an important one for the Minor in Education and thus wishes to open EDUC 360 course on inclusive education, currently offered uniquely to students in the BA in Child Studies, to students in the Minor. EDUC 360 *Introduction to Inclusive Practices* is highly appropriate for students in the Minor, as it introduces students to inclusive practices in a variety of childhood settings (EDUC 450, in contrast, only addresses classroom teaching).

Also, in order to ensure the course is accessible to students in the Minor, and based on a review of the knowledge required for the course, we have eliminated EDUC 211 (3 credits) as a prerequisite for all students while retaining EDUC 210, a 6-credit foundations course.

**PROGRAM CHANGE:** Minor in Education

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Minor in Education  
**Degree:** Minor  
**Calendar Section/Graduate Page Number:** 31.090

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p><b>24 Minor in Education</b>                      24 Chosen from EDUC 210<sup>6</sup>, 230<sup>3</sup>, 240<sup>3</sup>, 270<sup>3</sup>, 298<sup>3</sup>, 299<sup>6</sup>, 305<sup>3</sup>, 307<sup>3</sup>, 321<sup>3</sup>, 398<sup>3</sup>, 399<sup>6</sup>, 405<sup>3</sup>, 411<sup>3</sup>, 422<sup>3</sup>, 426<sup>3</sup>, 427<sup>3</sup>, 454<sup>3</sup>, 498<sup>3</sup>, 499<sup>6</sup></p>	<p><b>24 Minor in Education</b>                      24 Chosen from EDUC 210<sup>6</sup>, 230<sup>3</sup>, 240<sup>3</sup>, 270<sup>3</sup>, 298<sup>3</sup>, 299<sup>6</sup>, 305<sup>3</sup>, 307<sup>3</sup>, 321<sup>3</sup>, <a href="#">360<sup>3</sup></a>, 398<sup>3</sup>, 399<sup>6</sup>, 405<sup>3</sup>, 411<sup>3</sup>, 422<sup>3</sup>, 426<sup>3</sup>, 427<sup>3</sup>, 454<sup>3</sup>, 498<sup>3</sup>, 499<sup>6</sup></p>
<p>Rationale:  <b>EDUC 360 Introduction to Inclusive Practices</b> is highly appropriate for students in the Minor, as it introduces students to inclusive practices in a variety of childhood settings .                      Students in this minor should have this type of course as an option.                      Note to editor: In December 2018, Senate passed a curriculum change submitted by the department, removing <b>EDUC 450 The Inclusive Classroom: Educating Exceptional Child</b> from the Minor (US-2018-8-D13), reflected in the present text.</p>	
<p>Resource Implications:                      n/a</p>	



**COURSE CHANGE:** EDUC 360      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Minor in Education  
**Degree:** Minor  
**Calendar Section/Graduate Page Number:** 31.090

**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: |                                       |  |

<b>Present Text (from 2019/2020) calendar</b>	<b>Proposed Text</b>
<p><b>EDUC 360 <i>Introduction to Inclusive Practices</i></b> (3 credits)                      Prerequisite: Enrolment in Major in Child Studies; EDUC 210 <del>and 211</del>. This course is an introduction to inclusive practices for children with special needs in childhood settings. Topics include the evolution of special education; laws and policies; current models of service delivery; identification and assessment of learning needs; advocacy; and collaboration with families.  <i>NOTE: Students who have received credit for EDUC 450 may not take this course for credit.</i></p>	<p><b>EDUC 360 <i>Introduction to Inclusive Practices</i></b> (3 credits)                      Prerequisite: Enrolment in Major in Child Studies <a href="#">or Minor in Education</a>; EDUC 210. This course is an introduction to inclusive practices for children with special needs in childhood settings. Topics include the evolution of special education; laws and policies; current models of service delivery; identification and assessment of learning needs; advocacy; and collaboration with families.  <i>NOTE: Students who have received credit for EDUC 450 may not take this course for credit.</i></p>
<p>Rationale:  <b>EDUC 360 <i>Introduction to Inclusive Practices</i></b> is highly appropriate for students in the Minor, as it introduces students to inclusive practices in a variety of childhood settings. In order to ensure the course is accessible to students in the Minor, and based on a review of the knowledge required for the course, we have eliminated EDUC 211 (3 credits) as a prerequisite for all students while retaining EDUC 210, a 6-credit foundations course.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       BA Child Studies</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:** April 26, 2019

**SUBJECT:** 2020-21 Undergraduate Calendar Curriculum Changes  
Department of Political Science  
**POLI-42**  
New courses POLI 300, 325; changes to POLI 397 *Internship*

---

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 29, 2019. We request that this proposal be considered at the next meeting of APC.

The **Department of Political Science** proposes the conversion of two special topics courses to permanent course offerings. Specifically, the two new permanent courses will be POLI 300 *Not-for-Profit Organizations and the Law* and POLI 325 *Administrative Law*. Both courses have had healthy enrolments as slot courses showing that student interest exists. The Department of History has been advised of these courses as they may be of interest to students in the Minor in Law and Society.

The department also is changing its *Internship* course from a 400-level course (POLI 497) to a 300-level course (POLI 397). Placement of this course at the 300 level will make it more accessible to students in all Political Science programs and expand their experiential learning opportunities. In addition, the department stipulates that internships must be held outside the university to place the students more firmly in all areas of possible employment to allow them to take best advantage of this opportunity.

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 current allotment.

*Reference documents:*  
FCC 2018.5\_POLI-42  
ASFC 2019-3M-C

## Department of Political Science

### POLI-42

#### Memo from Chair

#### New course

POLI 300     *Not-for-Profit Organizations and the Law*

POLI 325     *Administrative Law*

#### Course number, description and exclusion note change

POLI 397     *Internship*

Department of Political Science

**To:** Paul Joyce, Associate Dean, Academic Programs  
**From:** Elizabeth Bloodgood, Chair, Department of Political Science  
**Date:** December 19, 2018  
**Subject:** Three Calendar Changes (POLI 397, POLI 300 and POLI 325)

---

The Department of Political Science is requesting three changes to the Undergraduate Calendar. The changes were discussed and approved by the Department's Undergraduate Curriculum Committee and recommended to the Department Council. The Council discussed them at its November 2nd, 2018 meeting, and approved of them at its November 30<sup>th</sup>, 2018 meeting. The vote was unanimously approved.

For POLI 497, we propose changing the course from a 400-level to a 300-level, specifically POLI 397. This will prevent the internship course from replacing one of the only two 400-level seminars our Majors are required to take. We also propose that the internship take place outside Concordia University given its rationale as experiential learning. This preempts possible conflicts of interest such as unpaid RAships for academic credit.

We propose taking two special topic courses, *Not-for-Profit Organizations and the Law* (offered under POLI 314 *Special Topics in Canadian and Quebec Politics*) and *Administrative Law* (offered under POLI 316 *Special Topics in Public Policy and Administration*), and converting them into permanent offerings. These courses have been taught on a regular basis with excellent enrollment and makes important contributions to the Minor in Law and Society.

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

/cn

**COURSE CHANGE:** POLI 300          New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**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><b>POLI 300    <i>Not-for-Profit Organizations and the Law</i></b> (3 credits)                      Prerequisite: POLI 204 or permission of the Department. This course introduces students to the legal regimes affecting not-for-profit organizations (NPO). The course covers the legal structures, rules and procedures that govern NPOs, the vast diversity of NPOs, and practical questions such as how to set up an NPO.  <i>NOTE: Students who have received credit for this topic under a POLI 316 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The course has been taught on a regular basis with excellent enrolments (Winter 2017-18= 52/60, Winter 2016-17=54/60, Fall 2014-15=56/60, Winter 2011-12=97/100). It fills an important area in the curriculum that connects to other courses the department offers on NPOs and fits well into the Minor in Law and Society.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered as part of the Department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** POLI 325      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**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><b>POLI 325 <i>Administrative Law</i></b> (3 credits)                      Prerequisite: POLI 204 or permission of the Department. This course covers the purpose and nature of administrative law in the Canadian context. It examines how administrative law regulates the activities of government agencies, boards, commissions, and other departments or offices. It also covers the role of appeals processes and judicial review of administrative action.  <i>NOTE: Students who have received credit for this topic under a POLI 314 may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      The course has been taught on a regular basis with excellent enrolments (Fall 2017-18=55/60 students; Fall 2016-17=42/60 students; Winter 2015-16=50/60 students; Winter 2011-12=52/60). It fills an important area in the curriculum that connects with and makes an especially important contribution to the Minor in Law and Society.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered as part of the Department's regular course allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**COURSE CHANGE:** POLI 497      New Course Number: POLI 397

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

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

**Type of Change:**

- |  |   |                                       |                                       |
|--|---|---------------------------------------|---------------------------------------|
| <input checked="" 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 2019/2020) calendar	Proposed Text
<p><b>POLI <del>497</del> Internship</b> (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 required to submit a written report which summarizes and evaluates their work experience.  <i>NOTE: Eligible students should have completed 27 credits in Political Science and must have an excellent academic record with a minimum GPA of 3.3. The undergraduate program director of the Department, on behalf of the Undergraduate Curriculum Committee, determines the eligibility of the student and approves the internship. Students should consult the Department for further information.</i></p>	<p><b>POLI <u>397</u> Internship</b> (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 <u>outside the university</u>, including private sector, government and community organizations. Students are required to submit a written report which summarizes and evaluates their work experience.  <i>NOTE: Eligible students should have completed 27 credits in Political Science and must have an excellent academic record with a minimum GPA of 3.3. The undergraduate program director of the Department, <u>acting</u> on behalf of the Undergraduate Curriculum Committee, determines the eligibility of the student and approves the internship. Students should consult the Department for further information.</i>  <u><i>NOTE: Students who have received credit for POLI 497 may not take this course for credit.</i></u></p>
<p><b>Rationale:</b>                      Changing this course from a 400-level to a 300-level prevents the internship course from replacing one of the only two 400-level seminars our Majors are required to take (this was less of a concern until last year, as the course had effectively been restricted to Honours students with a 3.5 GPA who must take 5 400-levels). Requiring internships to take place outside the university underlines the rationale for the course—that this experiential learning is different from what students encounter in an academic setting—while preempting possible conflicts of interest such as unpaid RAships for academic credit.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      Section 31.003 In Progress course listing.</p>	



## Nicole Freeman

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**From:** Elizabeth Bloodgood  
**Sent:** Monday, February 18, 2019 4:40 PM  
**To:** Peter Gossage; Eric Reiter  
**Cc:** Nicole Freeman; PoliSci UPD; Political Science Department Administrator  
**Subject:** Curriculum changes that may impact the Law and Society Minor  
**Attachments:** Poli-42 Calendar Changes (POLI 397, POLI 300, POLI 325).pdf

Dear Peter and Eric,

My apologies that this comes late in the process, but Paul Joyce reminded me that we needed to alert you to a small change that might still require a quick curriculum reform for the Law and Society minor. We've converted two courses, Administrative Law and Non-profit Organization Law from special topics courses (initially offered as POLI 398 and now offered as POLI 314 and 316) into permanent courses (POLI 300 and POLI 325). I've included the Provotrack document that includes the details in case this helps with any curriculum change that you might need to make for the Minor in Law and Society.

Thanks!

Beth



FACULTY OF ARTS AND SCIENCE  
POLITICAL SCIENCE DEPARTMENT

**ADMINISTRATIVE LAW**

*Administrative Judge Jean-Claude Danis*

2018-08-14

POLITICAL SCIENCE 314 2/AA  
FALL SESSION 2018  
Monday, 18h00-20h15  
ROOM: H-535  
Email: [admlaw.poli@outlook.com](mailto:admlaw.poli@outlook.com)

**Outline**

ADMINISTRATIVE LAW is one of the 3 basic areas of public law dealing with the relationship between government and its citizens, the other 2 being CONSTITUTIONAL LAW and CRIMINAL LAW. We will see that the major purpose of administrative law is to ensure that the activities of government are authorized by Parliament or by provincial legislatures, and that laws are implemented and administered in a fair and reasonable manner. Administrative law is based on the principle that government action, whatever form it takes, must (strictly speaking) be legal, and that citizens who are affected by unlawful acts of government officials must have effective remedies if the Canadian system of public administration is to be accepted and maintained.

In this course, we discuss the nature, mandate and procedure of government agencies, boards, commissions, other departments or offices and tribunals. In order to do that, we will study the statutes, regulations or common law principles those institutions have jurisdiction to interpret and the administrative law principles they invoke to change or annul a decision. "Appeals" and "judicial reviews" and their standards are therefore examined.

Instructions and rules concerning the midterm test or presentations, the final exam, the grading system and the office hours can be found at the end of the syllabus.

Changes may be made to the course contents in accordance with students' requests and other circumstances or developments.

- I. Introduction to Law
- II. Administrative Law – Introduction and Overview
- III. Constitutional Aspects of Canadian Administrative Law
- IV. Basic Principles of Administrative Law
- V. Federal Administrative Institutions
- VI. Practice Before Administrative Tribunals (Federal and Provincial)
- VII. Provincial Administrative Institutions (Quebec)
- VIII. Review of administrative law
- IX. Conclusion

...

# CONCORDIA UNIVERSITY

FACULTY OF ARTS AND SCIENCE  
POLITICAL SCIENCE DEPARTMENT

**Law and Not for Profit Organizations**  
POLITICAL SCIENCE 316/4 B

**WINTER SESSION 2019**

**Fridays 10:15-13:00**

**This course is an introduction to the world of not for profit organizations. At the end of the course students will have the knowledge of the various types of not for profit organizations, their function, their roles in our society and will be able to start their own organization in the province of Quebec.**

**The class will consist mainly of lectures for the first two parts of the course and a combination of lectures and guest lecturers from different types of not for profits for the third part of the course.**

**TEXT: Companies, Corporations, and business corporations 2018-2019, Wilson Lafleur (bilingual, around \$45) (also available online)**

**Legislation from the textbook can be found at [www.canlii.org](http://www.canlii.org)**

**READINGS: All course readings will be available on the course website (Moodle)**

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## **INTRODUCTION**

### **Week 1: January 11**

Introduction to laws in Quebec; How to research legislation in Quebec ?;  
Introduction to not for profit organizations (NPO), legislative regimes affecting an NPO;

## **PART I: THE START OF A NPO**

### **Week 2: January 18**

Structure of NPO (Quebec jurisdiction) (Quebec companies act part 3)

Incorporation of a NPO and the registraire des enterprises: Rules regarding the name of a NPO.

**DNE AND ADD DEADLINE: January 21**

**Week 3: January 25 (Deadline to submit groups)**

An act regarding the legal publicity of enterprises, R.S.Q., c. P-44.1;

Corporate organization of an NPO (General Assemblies, Board of Directors, Officers);

Decision making on a corporate body (corporate resolutions);

General By-Laws;

## **PART II: INTERNAL MANAGEMENT OF A NPO**

**Week 4: February 1 (Deadline to submit topics for class presentation and assignment of oral presentation dates)**

The role of the director of a NPO, requirements, eligibility and election

Rights and responsibilities of directors

**Week 5: February 8**

Financial Statements

The end of the NPO (voluntary dissolution, bankruptcy, liquidation)

## **PART III: Federal NPOs and Cooperatives**

**Week 6: February 15**

Structure of NPO (Federal Jurisdiction) (Canada not for profit corporations act)

Charity organizations

**Week 7: February 22 (Assignment part I due)**

Cooperatives

## **PART IV: NPO CASE STUDIES\*\***

### **Week 8: March 8 (Oral group 1 and 2)**

Chantier de l'économie Sociale

### **Week 9: March 15 (Oral group 3 and 4)**

Political parties

### **DISC DEADLINE: March 18**

### **Week 10: March 22 (Oral group 5 and 6)**

Educational Institutions (Concordia University)

### **Week 11: March 29 (Oral group 7 and 8) (Assignment part II due)**

Charitable Organization (MIRA Foundation)

### **Week 12: April 5 (Oral group 9 and 10)**

TBA

### **Week 13: April 12 (Oral group 11 and 12)**

Take Home final exam

\*\*Schedule of topics and speakers might be modified depending on their availability.

**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:** April 26, 2019

**SUBJECT:** 2020-21 Undergraduate Calendar Curriculum Changes  
Department of Sociology and Anthropology  
**SOAN-35**  
New courses ANTH/SOCI 405, ANTH/SOCI 464

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 29, 2019. We request that this proposal be considered at the next meeting of APC.

The **Department of Sociology and Anthropology** is adding two cross-listed courses to the Sociology and Anthropology sections of the Calendar. Both courses, ANTH/SOCI 405 *Cultural Imperialism* and ANTH/SOCI 464 *Advanced Studies in Law and Society*, have been offered as slot courses with good enrolments over the last few years, highlighting student interest.

The Department of History has been advised of the addition of ANTH/SOCI 464 *Advanced Studies in Law and Society* as it may be of interest to students enrolled in the Minor in Law and Society.

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 current allotment.

*Reference documents:*  
FCC 2018.5\_SOAN-35  
ASFC 2019-3M-D

## Department of Sociology and Anthropology

### SOAN-35

#### Memo from Chair

#### New course

ANTH 405 *(also listed as SOCI 405) Cultural Imperialism*

ANTH 464 *(also listed as SOCI 464) Advanced Studies in Law and Society*

SOCI 405 *(also listed as ANTH 405) Cultural Imperialism*

SOCI 464 *(also listed as ANTH 464) Advanced Studies in Law and Society*



## INTERNAL MEMORANDUM

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

FROM: Aaron Brauer, Undergraduate Programs Director, Department of  
Sociology and Anthropology

DATE: January 18, 2019

SUBJECT: Minor undergraduate curriculum changes for the Sociology and  
Anthropology programs - 2020-2021

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The Department of Sociology and Anthropology is requesting minor curriculum changes to its undergraduate programs. These changes were recommended by the Department Curriculum Committee on September 25, 2018 and were then unanimously approved at the October 15, 2018 Department Assembly. We are submitting these curriculum changes for your and the Faculty Curriculum Committee's consideration. There are no resources implications for any of the proposed changes; the new courses will replace slot courses in our current course section allocation.

The proposed changes are to convert two courses that have been offered as slot courses to permanent course in the undergraduate calendar.

The first course, ANTH/SOCI 498 – **Cultural Imperialism** has been successfully offered three times. This course has been a very efficient way of encapsulating several key themes, particularly in our courses on media ethnographies, visual anthropology, political anthropology, and the newer course on Imperialism and Globalism. The course sits at the intersection of these areas and also ties in with a graduate course in **New Directions in Anthropological Research** that we offer. We now propose to make this course permanent and we will continue to cross-list it in Anthropology and Sociology under ANTH/SOCI 405.

The second course ANTH/SOCI 498 – **Legal Systems** has been successfully offered for several years. This course has become an important and vital part of our curriculum and we now have a critical mass of faculty members who are actively engaged in this area of research, including a recent hire. As a permanent course, we propose to rename it to **Advanced Studies in Law and Society** and we will continue to cross-list it in Anthropology and Sociology under ANTH/SOCI 464. This course could also be added as an elective in the Law and Society Minor and would provide those students with an opportunity to engage in this area of research at an advanced level.

The details for the aforementioned proposed changes are documented in the attached Provostrack forms.

**COURSE CHANGE:** ANTH 405      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Sociology and Anthropology  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.310

**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><b>ANTH 405 (also listed as SOCI 405)</b>  <b>Cultural Imperialism</b> (3 credits)                      Prerequisite: See N.B. numbers (2) and (3). This course offers a critical investigation of theoretical work of cultural imperialism and is useful for exploring some prominent cultural and media theories in both sociology and anthropology. The course focuses particularly on the intersections of culture, media, and international relations. Students examine the role of propaganda in foreign policy; ownership and control over media production and distribution; questions of assimilation, acculturation, and resistance; theories of technological determinism and the critiques they have provoked; cargo cults. A broad range of case studies dealing with the arts, news reporting, consumption, and knowledge production in academia is also considered.  <i>NOTE: Students who have received credit for SOCI 405 or for this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      This course has been successfully offered three times. The course encapsulates several key themes, particularly in our courses on media ethnographies, visual anthropology, political anthropology, and in our newer course on Imperialism and Globalism.</p> <p>Enrolment;                      Fall 2015      26/25                      Winter 2017    22/25                      Winter 2018    24/25</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation from the department's regular allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                       None</p>	

**COURSE CHANGE:** ANTH 464      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Sociology and Anthropology  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.310

**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: |  |                                       |

<b>Present Text (from 20xx/20xx) calendar</b>	<b>Proposed Text</b>									
	<p><b>ANTH 464 (also listed as SOCI 464)</b>  <b><i>Advanced Studies in Law and Society</i></b> (3 credits)                      Prerequisite: See N.B. numbers (2) and (3). Law and society studies is an interdisciplinary field that seeks to understand the meaning of law and its role/effects in society. It draws variously on legal scholarship, sociological and anthropological theory, as well as empirical research in the social sciences. This course covers material from each of these domains, with a focus on issues such as the use of violence, the management of diversity, and the use of law as a tool for social change.  <i>NOTE: Students who have received credit for SOCI 464 or this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.</i></p>									
<p><b>Rationale:</b>                      This course has been successfully offered nine times and has become an important and relevant part of our curriculum. We now have a number of faculty members who are actively engaged in this area of research. The course could also potentially be added as an elective for students in the Law and Society Minor.</p> <p><b>Enrolment:</b></p> <table border="0"> <tr> <td>Fall 2016</td> <td>-</td> <td>18/25</td> </tr> <tr> <td>Winter 2018</td> <td>-</td> <td>13/25</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>13/25</td> </tr> </table>		Fall 2016	-	18/25	Winter 2018	-	13/25	Fall 2019	-	13/25
Fall 2016	-	18/25								
Winter 2018	-	13/25								
Fall 2019	-	13/25								
<p><b>Resource Implications:</b>                      None. This course will be offered as part of the department's regular allotment.</p>										
<p><b>Other Programs within which course is listed:</b>                       None.</p>										

**COURSE CHANGE:** SOCI 405      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Sociology and Anthropology  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.310

**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><b>SOCI 405 (also listed as ANTH 405)</b>  <b>Cultural Imperialism</b> (3 credits)                      Prerequisite: See N.B. numbers (2) and (3). This course offers a critical investigation of theoretical work of cultural imperialism and is useful for exploring some prominent cultural and media theories in both sociology and anthropology. The course focuses particularly on the intersections of culture, media, and international relations. Students examine the role of propaganda in foreign policy; ownership and control over media production and distribution; questions of assimilation, acculturation, and resistance; theories of technological determinism and the critiques they have provoked; cargo cults. A broad range of case studies dealing with the arts, news reporting, consumption, and knowledge production in academia is also considered.  <i>NOTE: Students who have received credit for ANTH 405 or for this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      This course has been successfully offered three times. The course encapsulates several key themes, particularly in our courses on media ethnographies, visual anthropology, political anthropology, and in our newer course on Imperialism and Globalism.</p> <p>Enrolment;                      Fall 2015      26/25                      Winter 2017    22/25                      Winter 2018    24/25</p> <p>SOCI 405 has not been used since the Summer of 1973</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation from the department's regular allotment.</p>	
<p>Other Programs within which course is listed:</p>	

None

**COURSE CHANGE:** SOCI 464      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** January 2020

**Faculty/School:** Arts and Science  
**Department:** Sociology and Anthropology  
**Program:**  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.310

**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><b>SOCI 464 (also listed as ANTH 464)</b>  <b>Advanced Studies in Law and Society</b> (3 credits)                      Prerequisite: See N.B. numbers (2) and (3). Law and society studies is an interdisciplinary field that seeks to understand the meaning of law and its role/effects in society. It draws variously on legal scholarship, sociological and anthropological theory, as well as empirical research in the social sciences. This course covers material from each of these domains, with a focus on issues such as the use of violence, the management of diversity, and the use of law as a tool for social change.  <i>NOTE: Students who have received credit for ANTH 464 or this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.</i></p>									
<p><b>Rationale:</b>                      This course has been successfully offered nine times and has become an important and relevant part of our curriculum. We now have a number of faculty members who are actively engaged in this area of research. The course could also potentially be added as an elective for students in the Law and Society Minor.</p> <p><b>Enrolment:</b></p> <table border="0"> <tr> <td>Fall 2016</td> <td>-</td> <td>18/25</td> </tr> <tr> <td>Winter 2018</td> <td>-</td> <td>13/25</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>13/25</td> </tr> </table> <p>SOCI 407 has not been used since the Fall/Winter Term of 74/75</p>		Fall 2016	-	18/25	Winter 2018	-	13/25	Fall 2019	-	13/25
Fall 2016	-	18/25								
Winter 2018	-	13/25								
Fall 2019	-	13/25								
<p><b>Resource Implications:</b>                      None. This course will be offered as part of the department's regular allotment.</p>										
<p><b>Other Programs within which course is listed:</b>                       None.</p>										

## Nicole Freeman

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**From:** Nicole Freeman  
**Sent:** Thursday, May 9, 2019 2:13 PM  
**To:** Charles Acland  
**Subject:** Sociology course  
**Attachments:** SOAN-35\_extract\_syllabus.pdf

Dr. Acland,

The Department of Sociology and Anthropology is proposing a new course, **SOCI 405 (also listed as ANTH 405) Cultural Imperialism** (3 credits) (*syllabus attached*), that may be of interest to Communication Studies. The proposed course will be going to the Academic Programs Committee next month. Once approved at Senate, it will be placed in the 2020-21 Undergraduate Calendar and will be offered effective May 2020.

Kind regards,

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

## Nicole Freeman

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**From:** Nicole Freeman  
**Sent:** Friday, April 26, 2019 4:28 PM  
**To:** Peter Gossage  
**Subject:** SOCI/ANTH 464  
**Attachments:** SOCI-35\_SOCI-ANTH 464.pdf

Dr. Gossage,

The Department of Sociology and Anthropology is proposing a new course, SOCI/ANTH 464 *Advanced Studies Law and Society*, that may be of interest to the Department of History. The proposed course will be going to the Academic Programs Committee next month. Once approved at Senate, it will be placed in the 2020-21 Undergraduate Calendar and will be offered effective May 2020.

Kind regards,

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





## ANTH 498B/SOCI 498G, 2018

Course Coordinator:  
 Dr. Maximilian C. Forte  
 Dept. of Sociology & Anthropology  
 Concordia University  
 Office: H-1125-11  
 Office Hours:  
 Wednesdays & Fridays, 1:15pm—2:45pm  
 Contact: [maximilian.forte@concordia.ca](mailto:maximilian.forte@concordia.ca)

Winter Semester, 2018  
 03 credits  
 January 12 – April 13, 2018  
 Meeting days and times:  
 Fridays: 10:15am–1:00pm  
 Campus: SGW, H-529  
 Course Website:  
<https://culturalimperialism.wordpress.com/>

“The ideas of the ruling class are in every epoch the ruling ideas: i.e., the class which is the ruling material force of society is at the same time its ruling intellectual force”. ~ Karl Marx, *The German Ideology* (1845).

“Cultural imperialism rests on the power to universalize particularisms linked to a singular historical tradition by causing them to be misrecognized as such”. ~ Pierre Bourdieu & Lois Wacquant (1999, p. 41).

“What, after all, distinguishes an empire? It is a major actor in the international system based on the subordination of diverse national elites who—whether under compulsion or from shared convictions—accept the values of those who govern the dominant center or metropole. The inequality of power, resources, and influence is what distinguishes an empire from an alliance....Empires function by virtue of the prestige they radiate as well as by might, and indeed collapse if they rely on force alone. Artistic styles, the language of the rulers, and consumer preferences flow outward along with power and investment capital—sometimes diffused consciously by cultural diplomacy and student exchanges, sometimes just by popular taste for the intriguing products of the metropole, whether Coca Cola or Big Mac”. ~ Charles S. Maier, Harvard historian (2002, p. 28).

“For the United States, a central objective of an Information Age foreign policy must be to win the battle of the world’s information flows, dominating the airwaves as Great Britain once ruled the seas”. ~ David Rothkopf (1997, p. 39), US Department of Commerce, first administration of US President Bill Clinton.

“America stands supreme in the four decisive domains of global power....culturally...it enjoys an appeal that is unrivalled, especially among the world’s youth—all of which gives the United States a political clout that no other state comes close to matching. It is the combination of all four that makes America the only comprehensive global superpower”. ~ Zbigniew Brzezinski, National Security Adviser to US President Jimmy Carter, *The Grand Chessboard: American Primacy and its Geostrategic Imperatives* (1997, p. 14).

## Introduction

Hamburgers, Coca-Cola, Hollywood, English, pop music, blue jeans, chewing gum, and the dollar. Harvard, Columbia, and Stanford. Rockefeller, Carnegie, Kellogg, and Fulbright. Bank of America, Sheraton Hotels, and AT&T. NBC, General Electric. NATO, neoliberalism. Add to these “McDomination,” “Coca-colonization,” and various ideas about the “Disneyization” of the world, or the “McDonaldization” of society, or “Wal-Martization,” and one begins to get a sense of the compass of critical theories of “cultural imperialism”. Such theories, once prevalent in the 1960s and 1970s, have received new life in the early 21<sup>st</sup>-century as it became clearer that “globalization” was not an amorphous, multidirectional free flow of culture between equals, but rather a new phase of dominance and inequality, of the production of a hierarchy of values on a global scale. But what does “imperialism” have to do with this?

As the opening quotes suggest, this course is about the combination of culture, knowledge, ideology and power, on a large international scale, as shaped by a powerful state in alliance with, or at the service of, a transnational capitalist class. We begin by focusing on a theoretical approach in the social sciences concerning what theorists call “cultural imperialism”—an approach that is arguably among social science’s most prominent and influential theories, internationally and especially in formerly colonized nations, and one that is still controversial. We shall thus consider the many limitations and criticisms of these theories, while ending the course with an examination of how cultural imperialism has been resuscitated in practice, if not vindicated in theory. While answers to the many questions raised by this course (see section 3 below for a sample) will often be fragmentary, inconclusive, and open to considerable debate, the real value of the course lies in developing the most productive questions about matters which are often removed from question about contemporary political and cultural problems and conflicts.

Theories of cultural imperialism, which arose from sociology and communication studies in the late 1960s and then especially the 1970s, often explained the phenomenon as one that involved the domination of other cultures by products of the US culture industries primarily, as these theories often focused their attention on the US as the leading producer and global distributor of movies, music, news, and commercial advertising. One of the leading theorists, Herbert I. Schiller, defined cultural imperialism more broadly as, “the sum of the processes by which a society is brought into the modern world system and how its dominating stratum is attracted, pressured, forced, and sometimes even bribed into shaping social institutions to correspond to, or even promote, the values and structures of the dominating ‘centre of the system’” (Schiller, 1976, p. 9). However, from the 1980s onward, cultural imperialism began to be used interchangeably with “media imperialism,” “ideological imperialism,” and “electronic colonialism”. Media imperialism focused on the dominance of US-originated media and media content, a dominance that grew from the end of World War II through the Cold War. The media were seen as functioning as systemic mechanisms to propagate capitalism through cultural homogenization. Studies of US-dominated media literacy, US media conventions, and US market domination in media, found the cultural imperialism thesis to still be useful, especially as Hollywood and “the seven majors” continued to dominate the audio-visual landscape of most countries. While acknowledging the significance of “media imperialism” as a phenomenon that is still important, critics within the field felt that it featured too prominently, and they began looking at other ways some cultures attempt to dominate others, i.e., through science, religion, the arts, education, language, and so forth. Indeed, some of the earliest references to “cultural imperialism” in academic journals date back to the 1930s, with reference to the role of Christian missionaries in China.

While heavily focused on the role of mass media and advertising of consumer products, cultural imperialism has commonly been associated with the cultural ways in which capitalism has been spread, and is often associated with the leading imperial power of the present times, the United States, such that this field often bleeds into an exposé and critique of cultural “Americanization”. However, even while acknowledging the key role played by the US, many newer critical theories of cultural imperialism link with studies of neoliberalism and structural adjustment policies that have paved the way for Western media, governance, education, arts, self-interpretation, etc. Thus the scope of study of cultural imperialism now factors in the role of liberalized markets, US-style politics, the influence of US elites on local oligarchies, and the formation of a global network of economic, political, and military leaders.

Critics of the theory of “cultural imperialism” argued that what the proponents of the theory were discussing was not actually imperialism; anthropologists demonstrated that there has been no homogenization of cultures; in the same vein, ethnographers showed active selection, not passive audiences that merely absorbed and internalized whatever came from abroad; while others balked at the slogan-like simplifications and accusations present in writings about cultural imperialism. Others note that the spread of Western cultural products requires that infrastructures, rules, and technical specialists be put in place, and that markets exist for such products, both of which are two very serious contradictions/limitations to cultural imperialism. In response, those defending the theory of cultural imperialism partially revised their work and responded to some of the criticisms: that we cannot isolate the production of meaning from its political economic context, and that coercion still happens; that selective diffusion/reception do happen means that the cultural imperialism thesis needs to be modified, but not necessarily rejected.

Unfortunately, often pushed into the background (if not further), are older anthropological theories of relevance, such as theories of nativism, revitalization, cargo cults, and creolization. This course also inserts anthropological work on “technological determinism,” as a long-neglected approach of possible relevance to cultural imperialism.

The main literature used for this course—both the course text, and many of the journal articles listed as optional reading—examine how political and economic forces shape the content and distribution of ideas, with the end result being ideological hegemony, or the “preponderant influence” of a particular way of thinking about self and the world. In other words, a large part of cultural imperialism has to do with the exertion of power in telling us *what to think* (e.g. media effects), what to think *about* (e.g. agenda setting), and even *how* to think (e.g. technological determinism), in order that we may *do* certain things (e.g. become loyal consumers and obedient citizens). Currently, cultural imperialism encompasses issues of consumption, governance, education, language, media ownership, media messaging, and the exporting of “culture” via the Western-dominated film industry. More recently, cultural imperialism has grown to include the practice of the US military-industrial complex in producing misinformation, which has led to renewed interest in cultural imperialism in contemporary debates about soft power, Hollywood’s collaboration with the US military, cultural diplomacy, and the dominance of cyberspace.

# SOCI/ANTH 498: ADVANCED TOPICS: LEGAL SYSTEMS

## LAW AND SOCIAL THEORY

### 3 Credits

**Instructor:** Matthew Unger, PhD

**Email:** matthew.unger@concordia.ca

**Date and Time:** Thursday, 18:00-20:15

**Room:** H 437 SGW

**Office:** H-1125-23; (514-848-2424 ext: 5245)

**Office Hours:** Thursdays 12am-2pm (Please email for appointment)

This class will examine how various social thinkers have understood the origins, nature, and function of law. With a specific focus on the sociological and social theoretical interpretations of law, we will critically query how law has variously been constituted by different social orders and rationalities. We will examine how various thinkers have understood the status of law in relation to nature, the divine, the state, and the sovereign. We will query the relationship between law and justice, law and morality, law and violence, law and gender, law and race. We will examine the different logics of legal reasoning and the indelible contours of power that law refracts. This course examines the manner in which law acts as a powerful, yet contested social discourse that renders certain aspects of the social world visible or invisible. Through significant primary and secondary texts, this class will critique this visibility as a vital component for law and the criminal justice system by predisposing certain groups of people, certain forms of life as subject to the constraining power of law.

### Course Objectives:

I will make use of various pedagogical techniques such as lectures, discussion, close reading, presentations, model seminars, writing, research, and online media to help the student engage critically and thoughtfully in a sociological approach to the study of law. This class aims to:

1. Develop students' knowledge and sensitivity to theorists, themes, and important concepts in the field of law and society.
2. Develop students' conceptual and theoretical skills in sociological concepts and theories.
3. Develop students' ability to discuss, communicate, rethink, and analyze in both oral and written forms.

### Evaluation Structure

ASSIGNMENT	DUE DATE	WEIGHT
Weekly Reflection and Questions	Weekly (8 total)	15%
Group-led seminar discussion	Sign-up Sheet	15%
Final Paper outline and Presentation	March 1	15%
Final Paper	April 13	25%
Participation		10%
Take home exam	April 19	20%
<b>TOTAL</b>		<b>100%</b>

### Required Texts:

Pavlich, George. 2011. *Law and Society Redefined*, Toronto: Oxford University Press.

Foucault, Michel. 2012. *Discipline and Punish: The Birth of the Prison*. New York: Pantheon

**Supplementary readings will be posted online in the class website**

**Course Schedule** (Schedule and readings subject to change depending on class progress):

**Week 1 (January 11): Course Introduction – Law and Society**

Class Introduction

**Week 2 (January 18): Natural Law and Divine Law**

Pavlich, Chapters 1, and 2

**Supplementary Reading:**

- Bauman, Zygmunt “Social Issues of Law and Order” 20:3 *British Journal of Criminology*. 205-21 (2000).

**Week 3 (January 25): Legal Positivism, Rationalism, and Sociological Jurisprudence**

Pavlich, Chapter 3 and 4.

**Supplementary Reading:**

- Ketchen, James C. 2003. "Revisiting Fuller's Critique of Hart-Manergerial Control and The Pathology Of Legal Systems: The Hart-Weber Nexus." *University of Toronto Law Journal* 53, no. 1: 1.

**Week 4 (February 1): The ‘Social’ Foundations of Law: Marx, Durkheim and Weber on Law**

Pavlich, George, Chapter 5, 6, 7.

**Supplementary Reading:**

- H Mandel, Michael. "Marxism and the Rule of Law." *UNBLJ* 35 (1986): 7.

**Week 5 (February 8): Critical Confrontations with Law: Class, Gender and Race**

Pavlich Chapter 8

**Supplementary Readings:**

- Valverde, Mariana. "The Rescaling of Feminist Analyses of Law and State Power: From (Domestic) Subjectivity to (Transnational) Governance Networks." *4.1 UC Irvine L. Rev.* 325, 352 (2014)
- Razak, Sherene. Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George. *15 Can. J.L. & Soc.* 91 (2000)

**Week 6 (February 15): Modernity and Colonial Criminal Law**

Marchetti, E. & Ransley, J. (2005) “Unconscious Racism: Scrutinizing Judicial Reasoning in “Stolen Generation” Cases. *Social & Legal Studies*. 14 (4), pg. 533-552.

**Supplementary Readings:**

- Conradi, Alexa. Uprising at Oka: A Place of Non-identification. *Canadian Journal of Communication*, Vol 34 (2009) 547-566.

**Film: Kanehsatake: 270 Years of Resistance by Alanis Obomsawin**

**Week 7 (February 22): Reading Week**

**Week 8 (March 1): Final Essay Outline Presentations and Discussions**

**Week 9 (March 8): Legal Case Workshop: Habeas Corpus**

Mission Institution vs Khela.:

- <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/13562/index.do?r=AAAAAQANaGFZiZWZzIGNvenB1cwE>

**Week 10 (March 15): Anthropology’s Critique of the Legitimacy of Legal Decisions**

Bourdieu, Pierre. “The Force of Law: Toward a Sociology of the Juridical Field.” *Hastings Law Journal* 38 (7): 805–53.

**Supplementary Readings:**

- Saunders, D. (2015) ‘From the Conseil d’État to Gaia: Bruno Latour on Law, Surfaces and Depth’, in McGee, K. (ed.) *Latour and the Passage of Law*: Edinburgh University Press, pp. 17–37.

**Week 11 (March 22): Foucault’s Discipline and Punish**

Pavlich Chapter 9

Foucault, Michel. *Discipline and Punish*. Part 1; 3-72

**Week 12 (March 29): Foucault's Discipline and Punish (Continued)**

Foucault, Michel. *Discipline and Punish*. "Panopticism" 195-230; 293-308.

**Supplementary Readings:**

- Alan Hunt and Gary Wickham, *Foucault and Law: Towards a Sociology of Law as Governance* (London: Pluto Press) pp. 3 -36.

**Week 13 (April 5): Law as Violence**

Pavlich, Chapter 10

**Supplementary Readings:**

- Dayan, Colin. *The Law is a White Dog: How Legal Rituals Make and Unmake Persons*. Princeton University Press, 2011. Chapters 1, 2

**Week 14 (April 12): Justice and the Force of Law**

Pavlich, Chapter 11 and Conclusion

**Supplementary Readings:**

- Derrida, Jacques. "Force of Law: The Mystical Foundation of Authority" in *Jacques Derrida: Acts of Religion* (Routledge, 2002) 230—271 (Section 1).

Take Home Final Exam Due April 19.

***Assignment descriptions:***

1. Writing Assignment: All assignments except for the Model Seminar are designed to get you involved in a research project early in the term, understand the material to a high degree, and be able to write a sophisticated academic research paper. You are to choose a theme that is reflected by the major headings in the course schedule: Greek Tragedy and theories of justice, Natural Law, Legal Positivism and Morals, Weber, Marx, Durkheim, Colonialism, Feminisms, Critical Race Theory, Bourdieu, Foucault, Violence, Punishment, Torture, and Incarceration. The final paper will be a 12-page critical research project exploring a number of *sociological* issues related to law. They will be graded according to sophistication of argument, content, writing style, grammar and the proper use of a referencing system.
2. Exercise 1: Weekly Reflections and Questions: This is a continual assignment that is meant for students to practice their summative powers by submitting online and bringing to class a 1-page critical synopsis of the weekly materials listed on the course schedule. Students should compose a thoughtful critical reflection which then concludes with several critical questions that students can use to bolster the seminar discussions. Students will be required to upload 8 reflections for consideration of full marks.
3. Essay Outline and Presentation. This is a structured research based outline to foreground the student's final paper. Each student will be required to develop their essay topic quite promptly in the term. The presentations are intended to help the student think seriously about their topic before it's too late and will be graded on the presentation itself as well as the outline handed in, its thoughtfulness, coherence, and originality. This is a structured formal outline which includes understanding how your work fits into a sociological framework, an arguable research question, a short annotated bibliography, and your anticipated argumentative structure.
4. Seminar Discussion and Presentation: Several classes will be reserved for rigorous class discussion led by students in groups of 2 or 3 of one of the supplementary texts on the course schedule. A sign-up sheet will be posted online. The purpose of this assignment is to familiarize students with the atmosphere of an upper level seminar class in which the discussion is based solely around the text being discussed. The groups will have read the articles (along with the rest of the class) assigned for the given class, give a short synopsis of the papers, help lead the class in a discussion by preparing several critical and thoughtful questions regarding the articles and chapters. Students will be graded on 4 aspects in their readings – Synopsis, Critical Reflection, Application, Discussion. These classes are required of all students to attend as vital information will be dispensed during these discussions. The grade will be divided into group work and individual synopsis in order to create an individualized grade for the presentation. Each participant will be required to submit an individual synopsis for the individual portion of the grade reflecting the 4 main components of the presentation.

## 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:** April 26, 2019

**SUBJECT:** 2020-21 Undergraduate Calendar Curriculum Changes  
Simone de Beauvoir Institute and Women's Studies  
**WSDB-11**  
Minor in Interdisciplinary Studies in Sexuality

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 29, 2019. We request that this proposal be considered at the next meeting of APC.

With the recent addition of the Major in Interdisciplinary Studies in Sexuality to their program offerings, the **Simone de Beauvoir Institute and Women's Studies** is seeking to align more closely the Minor in Interdisciplinary Studies in Sexuality with the new Major. Specifically, they are moving FMST 392 *Queer Cinema I* from the 12 credits chosen from list to the elective credit list and adding SSDB 220 *Introduction to Theories of Sexuality*, an appropriate foundational course, to the 12 credits chosen from list. In addition, they are adding eight courses (BIOL 200, FASS 293, FMST 393, HIST 346, SSDB 390, 492, 493, and WSDB 384) that are offered as part of the Major to the elective list in the Minor. The courses in the elective list now include a number that reference gender and women's studies (FASS 293 *Sexual Representation in the Fine Arts*; FMST 392 *Queer Cinema I*, FMST 393 *Queer Cinema II*; HIST 346 *Sexuality in History*; RELI 380 *Religion and Sexuality*; SSDB 390 *Sexuality Theory Before Stonewall*, SSDB 492 *Seminar in Advanced Topics in Sexuality I*, SSDB 493 *Seminar in Advanced Topics in Sexuality II*; SSDB 383 *Lesbian Issues and Realities*, SSDB 384 *Queer Feminism*) such that the specific elective credit line for those courses has been removed. Listing all electives together will give students a greater number of elective course options such that they can graduate in a timely manner. Taken together these changes will allow students in the Minor in Interdisciplinary Studies in Sexuality more course options and also will make it easier for them should they choose to move to the Major.

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

*Reference documents:*  
FCC 2018.5\_WSDB-11  
ASFC 2019-3M-E

# **Simone de Beauvoir Institute and Women's Studies**

## **WSDB-11**

**Memo from Undergraduate Program Director**

**Program change**

Minor in Interdisciplinary Studies in Sexuality



## Internal Memorandum

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

**From:** Dr. Natalie Kouri-Towe, Undergraduate Program Director, Interdisciplinary Studies in Sexuality

**Date:** January 22, 2019

**Revised:** May 13, 2019

**Subject:** Changes to the requirements for the Minor in Interdisciplinary Studies in Sexuality

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Please find attached the proposed changes to core and elective courses for the Minor in Interdisciplinary Studies in Sexuality. When planning the implementation and administration of the program this past fall, the Major Interdisciplinary Studies in Sexuality (MISS) committee found that there were inconsistencies between the minor and the major, as the minor in the calendar had not been updated since the approval of the Major in Interdisciplinary Studies in Sexuality.

1. Moving Courses from Core to Elective list: The removal of one course, *FMST 392 Representation and Sexuality: Queer Cinema I* from the Minor “Core Course” list to the Minor “Program Elective Courses” list. This aligns the core courses in the Minor and the Major, as FMST 392 is listed under the “Program Elective Courses” and not as a “Core Course” in the Major. Further, as this course is only offered in alternating years, it will help ensure students can more easily complete their Minor core course requirements.
2. Additional Courses:
  - a. There is an addition of one class, *SSDB 220 Introduction to Theories of Sexuality*, from the new Major “Core Courses” to the Minor “Core Courses” to bring the two programs’ into line with each other. This introductory course will help prepare all students in the Minor and Major for taking interdisciplinary courses in sexuality across the university and will ensure curricular consistency in the foundations of the Minor and Major programs.
  - b. There is also the addition of 8 courses from the Major “Core Courses” list to the “Program Elective Courses” for the Minor. This should help students who wish to upgrade to a Major to do so easily and in good time. The Minor would now reflect courses offered in the new Major in sexuality studies and align the two programs for consistency in curriculum.
3. Changes to the “Program Elective Courses” (from 9 credits to 15 credits) and removal of the 6 credits in “Gender and Women’s Studies Courses.” The replacement of the 6 credits of courses in “Gender and Women’s Studies Courses” with an additional 6 credits of “Program Elective Courses” reflects the new Major’s elective course list and the inclusion of gender and women’s studies courses in that list.

There are no resource implications as these courses are existing courses that will be offered under the department's regular yearly rotation.

These changes have been approved by the Curriculum and Advisory Committee of the Interdisciplinary Studies in Sexuality program on December 3, 2018, as well as by the Coordinating Committee of the Simone de Beauvoir Institute (the governing body of the SdBI) on December 12, 2018, where the program is now housed.

**PROGRAM CHANGE:** Minor in Interdisciplinary Studies in Sexuality

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** May 2020

**Faculty/School:** Arts and Science  
**Department:** Simone De Beauvoir Institute and Women's Studies  
**Program:** Minor in Interdisciplinary Studies in Sexuality  
**Degree:**  
**Calendar Section/Graduate Page Number:** 31.560

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p><b>27 Minor in Interdisciplinary Studies in Sexuality</b>                      12 Credits chosen from FASS 392<sup>3</sup>; <del>FMST 392<sup>3</sup></del>; ANTH 375/SOCI 375<sup>3</sup>; SSDB 270/FFAR 290/SOCI 290<sup>6</sup>, SSDB 275/FASS 291<sup>3</sup>  <del>9</del> Elective credits on sexuality and sexual orientation chosen from AHSC 312<sup>3</sup>; ENGL 393<sup>3</sup>; FMST 391<sup>3</sup>; RELI 380<sup>3</sup>; WSDB 383<sup>3</sup> or other appropriate courses approved by the program coordinator  <del>6</del> <del>Elective credits on gender and women's studies chosen in consultation with the program coordinator.</del></p>	<p><b>27 Minor in Interdisciplinary Studies in Sexuality</b>                      12 Credits chosen from FASS 392<sup>3</sup>; ANTH 375/SOCI 375<sup>3</sup>; <a href="#">SSDB 220<sup>3</sup></a>, SSDB 270/FFAR 290/SOCI 290<sup>6</sup>, SSDB 275/FASS 291<sup>3</sup>  <a href="#">15</a> Elective credits on sexuality and sexual orientation chosen from AHSC 312<sup>3</sup>; <a href="#">BIOL 200<sup>3</sup></a>; ENGL 393<sup>3</sup>; <a href="#">FASS 293<sup>3</sup></a>; FMST 391<sup>3</sup>, <a href="#">392<sup>3</sup></a>, <a href="#">393<sup>3</sup></a>; <a href="#">HIST 346<sup>3</sup></a>; RELI 380<sup>3</sup>; <a href="#">SSDB 390<sup>3</sup></a>, <a href="#">492<sup>3</sup></a>, <a href="#">493<sup>3</sup></a>; WSDB 383<sup>3</sup>, <a href="#">384<sup>3</sup></a> or other appropriate courses approved by the program coordinator</p>
<p>Rationale:                      Courses added to the core courses for the minor in order to bring the minor in line with the requirements for the approved Major in Interdisciplinary Studies in Sexuality.                       The addition of six credits to the program elective courses replaces the previous six credits of "gender and women's studies courses."</p>	
<p>Resource Implications:                      N/A</p>	

**From:** [Nicole Freeman](#)  
**To:** [Erica Howse](#)  
**Cc:** [Paul Joyce](#)  
**Subject:** FMST 392, 393  
**Date:** Monday, May 13, 2019 2:52:43 PM

---

Erica,

The Simone de Beauvoir Institute is making modifications to the Minor in Interdisciplinary Studies in Sexuality to mirror what is currently offered under the corresponding Major. As such, FMST 392 is moved from the 'Chosen from' entry and moved to the list of elective credits. FMST 392 and 393 are also added to the listing to reflect the same options that appear under the Major. We wanted to make you aware of these changes.

<b>Proposed Text</b>	
<b>27</b>	<b>Minor in Interdisciplinary Studies in Sexuality</b>
12	Credits chosen from FASS 392 <sup>3</sup> ; ANTH 375/SOCI 375 <sup>3</sup> ; <a href="#">SSDB 220<sup>3</sup></a> , SSDB 270/FFAR 290/SOCI 290 <sup>6</sup> , SSDB 275/FASS 291 <sup>3</sup>
15	Elective credits on sexuality and sexual orientation chosen from AHSC 312 <sup>3</sup> ; <a href="#">BIOL 200<sup>3</sup></a> ; ENGL 393 <sup>3</sup> ; <a href="#">FASS 293<sup>3</sup></a> ; FMST 391 <sup>3</sup> , <a href="#">392<sup>3</sup></a> , <a href="#">393<sup>3</sup></a> ; <a href="#">HIST 346<sup>3</sup></a> ; RELI 380 <sup>3</sup> ; <a href="#">SSDB 390<sup>3</sup></a> , <a href="#">492<sup>3</sup></a> , <a href="#">493<sup>3</sup></a> ; WSDB 383 <sup>3</sup> , <a href="#">384<sup>3</sup></a> or other appropriate courses approved by the program coordinator

Kind regards,

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

**From:** [Nicole Freeman](#)  
**To:** [Patrick J. Gulick](#)  
**Cc:** [Madoka Gray-Mitsumune](#); [Paul Joyce](#)  
**Subject:** BIOL 200  
**Date:** Monday, May 13, 2019 2:54:55 PM

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Pat,

As discussed, the Simone de Beauvoir Institute is making modifications to the Minor in Interdisciplinary Studies in Sexuality to mirror what is currently offered under the corresponding Major. As such, they are adding BIOL 200 *Fundamental of Human Biology* to the list of elective credits (already existing in the Major). We wanted to make you aware of these changes.

<b>Proposed Text</b>	
<b>27</b>	<b>Minor in Interdisciplinary Studies in Sexuality</b>
12	Credits chosen from FASS 392 <sup>3</sup> ; ANTH 375/SOCI 375 <sup>3</sup> ; <a href="#">SSDB 220<sup>3</sup></a> , SSDB 270/FFAR 290/SOCI 290 <sup>6</sup> , SSDB 275/FASS 291 <sup>3</sup>
15	Elective credits on sexuality and sexual orientation chosen from AHSC 312 <sup>3</sup> ; <a href="#">BIOL 200<sup>3</sup></a> ; ENGL 393 <sup>3</sup> ; <a href="#">FASS 293<sup>3</sup></a> ; FMST 391 <sup>3</sup> , <a href="#">392<sup>3</sup></a> , <a href="#">393<sup>3</sup></a> ; <a href="#">HIST 346<sup>3</sup></a> ; RELI 380 <sup>3</sup> ; <a href="#">SSDB 390<sup>3</sup></a> , <a href="#">492<sup>3</sup></a> , <a href="#">493<sup>3</sup></a> ; WSDB 383 <sup>3</sup> , <a href="#">384<sup>3</sup></a> or other appropriate courses approved by the program coordinator

Kind regards,

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

**From:** [Nicole Freeman](#)  
**To:** [Peter Gossage](#)  
**Cc:** [Donna Whittaker](#); [Paul Joyce](#)  
**Subject:** HIST 346  
**Date:** Monday, May 13, 2019 2:47:54 PM

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Dr. Gossage,

The Simone de Beauvoir Institute is making modifications to the Minor in Interdisciplinary Studies in Sexuality to mirror what is currently offered under the corresponding Major. As such, they are adding HIST 346 *Sexuality in History* to the list of elective course options (already listed in the Major). We wanted to make you aware of this addition.

<b>Proposed Text</b>	
<b>27</b>	<b>Minor in Interdisciplinary Studies in Sexuality</b>
12	Credits chosen from FASS 392 <sup>3</sup> ; ANTH 375/SOCI 375 <sup>3</sup> ; <a href="#">SSDB 220<sup>3</sup></a> , SSDB 270/FFAR 290/SOCI 290 <sup>6</sup> , SSDB 275/FASS 291 <sup>3</sup>
15	Elective credits on sexuality and sexual orientation chosen from AHSC 312 <sup>3</sup> ; <a href="#">BIOL 200<sup>3</sup></a> ; ENGL 393 <sup>3</sup> ; <a href="#">FASS 293<sup>3</sup></a> ; FMST 391 <sup>3</sup> , <a href="#">392<sup>3</sup></a> , <a href="#">393<sup>3</sup></a> ; <a href="#">HIST 346<sup>3</sup></a> ; RELI 380 <sup>3</sup> ; <a href="#">SSDB 390<sup>3</sup></a> , <a href="#">492<sup>3</sup></a> , <a href="#">493<sup>3</sup></a> ; WSDB 383 <sup>3</sup> , <a href="#">384<sup>3</sup></a> or other appropriate courses approved by the program coordinator


Kind regards,

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



**FACULTY OF FINE ARTS**

## **Internal Memorandum**

**To:** Sandra Gabriele, Chair, Academic Programs Committee  
**From:** Rebecca Duclos, Dean, Faculty of Fine Arts   
**Date:** March 15, 2019  
**Re:** CATS-25 Curriculum Dossier – Changes to Undergraduate Course Prerequisites

---

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in CATS-25. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on March 15, 2019.

There are no resource implications.

Rebecca Duclos  
Dean, Faculty of Fine Arts  
[Rebecca.Duclos@concordia.ca](mailto:Rebecca.Duclos@concordia.ca)  
514.848.2424 ext. 4602



**FACULTY OF FINE ARTS**

**Internal Memorandum**

**To:** Rebecca Duclos, Dean, Faculty of Fine Arts  
**From:** Elaine Paterson, Associate Dean, Academic  
**Date:** February 21, 2019  
**Re:** Curriculum dossier for the Department of Creative Arts Therapies, CATS-25

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The Faculty of Fine Arts Curriculum Committee has reviewed and approved the CATS-25 curriculum dossier from the Department of Creative Arts Therapies. We hereby submit this dossier for review at Faculty Council on March 15, 2019.

This document proposes to remove the prerequisites of PSYCH 200 and permission of the Department for two undergraduate courses, DTHY 301 and MTHY 301, thus increasing class size in order to expose more students to the Creative Arts Therapies. These changes are expected to aid with recruitment efforts, and the education of the broader public about these disciplines.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD  
Associate Dean, Academic  
Faculty of Fine Arts  
[elaine.paterson@concordia.ca](mailto:elaine.paterson@concordia.ca)



**FACULTY OF FINE ARTS**

Department of Creative Arts Therapies

**INTERNAL MEMORANDUM**

**TO:** Dr. Elaine Cheasley Paterson, Associate Dean, Academic Affairs  
**FROM:** Guylaine Vaillancourt, Chair, Department of Creative Arts Therapies  
**DATE:** February 7, 2019  
**SUBJECT:** Change in prerequisites for Creative Arts Therapies Undergraduate Courses: CATS-25

---

Dear Dr. Paterson,

In an effort to increase recruitment and visibility of the Creative Arts Therapies, I am pleased to propose the following prerequisite changes to two undergraduate courses. The department proposes to remove the prerequisites of PSYC 200 and permission of the Department of Creative Arts Therapies from DTHY 301 – Introduction to Drama Therapy. As well, the department proposes to remove the prerequisites of PSYC 200 and six credits in music from MTHY 301 – Introduction to Music Therapy. The Department Curriculum Committee presented these proposed changes at the Department Council meeting of December 4, 2018 where they were approved unanimously.

DTHY 301 and MTHY 301 are not part of an undergraduate program but are admission requirements for the MA in Creative Arts Therapies (Drama Therapy Option) and the Graduate Diploma in Music Therapy respectively. These courses are also intended to prepare students who are interested in pursuing the Creative Arts Therapies graduate programs. Undergraduate students may take these courses as electives and the courses may also serve as electives for Creative Arts Therapies graduate students who are enrolled in different Options.

Creative Arts Therapies is an interdisciplinary field and the department would therefore like to welcome students from a broader pool of relevant programs. The rationale for opening up the introduction courses DTHY 301 and MTHY 301 to the broader university and Montreal community is to increase interest and recruitment for our graduate programs. These courses are adapted for a general university audience with no background in drama, music, or psychology. For the past few years the prerequisites have been waived. It is a shift in thinking about these courses as not only prerequisites for the graduate programs, but as recruitment and community building tools that led to these changes. Students who take these courses as electives may pursue careers in related disciplines such as health or education. The course content has not changed, and all students can succeed in this course.



**FACULTY OF FINE ARTS**

Department of Creative Arts Therapies

The courses have been very popular and have been filled to capacity, and we are looking to increase the maximum enrolment. Please note that these changes will not incur any financial implications. We appreciate your support with our proposals.

Sincerely,

A handwritten signature in cursive script, reading "Guylaine Vaillancourt".

Guylaine Vaillancourt, PhD, MTA  
Department Chair and Associate Professor  
Creative Arts Therapies

COURSE CHANGE: DTHY 301      New Course Number:

Proposed  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year: 2020/2021**  
**Implementation Month/Year: September 2019**

Faculty/School:                      Fine Arts  
 Department:                         Creative Arts Therapies  
 Program:  
 Degree:  
 Calendar Section/Graduate Page Number: 81.80

**Type of Change:**

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

<b>Present Text (from 2019/2020) calendar</b>	<b>Proposed Text</b>
<p><b><i>DTHY 301 An Introduction to Drama Therapy</i></b> (3 credits)                      Prerequisite: 30 credits; <del>PSYC 200 or equivalent; permission of the Department of Creative Arts Therapies</del>. This course provides an introduction to the subject and profession of drama therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in drama therapy.                      NOTE: Students who have received credit for TDEV 421, DFHD 421, or DINE 420 may not take this course for credit.</p>	<p><b><i>DTHY 301 An Introduction to Drama Therapy</i></b> (3 credits)                      Prerequisite: 30 credits. This course provides an introduction to the subject and profession of drama therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in drama therapy.                      NOTE: Students who have received credit for TDEV 421, DFHD 421, or DINE 420 may not take this course for credit.</p>
<p><b>Rationale:</b>                      These courses are adapted for a general university audience with no background in drama, music, or psychology. For the past three years the prerequisites have been waived. It is a shift in thinking about these courses as not only prerequisites for the graduate programs, but as recruitment and community building tools that led to these changes. Students who take these courses as electives may pursue careers in related disciplines such as health or education. The course content has not changed, and all students can succeed in this course.</p> <p>Class size will be increased to allow for additional students while reserving adequate seats for in-program students and those applying to our graduate programs. This course can accommodate up to 35 students.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

COURSE CHANGE: MTHY 301      New Course Number:

Proposed  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year: 2020/2021**  
**Implementation Month/Year: September 2019**

Faculty/School:                      Fine Arts  
 Department:                         Creative Arts Therapies  
 Program:  
 Degree:  
 Calendar Section/Graduate Page Number: 81.80

**Type of Change:**

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

<b>Present Text (from 2019/2020) calendar</b>	<b>Proposed Text</b>
<p><b><i>MTHY 301 An Introduction to Music Therapy</i></b> (3 credits)                      Prerequisite: 30 credits; <del>PSYC-200 or equivalent; six credits in Music</del>. This course provides an introduction to the subject and profession of music therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in music therapy.</p>	<p><b><i>MTHY 301 An Introduction to Music Therapy</i></b> (3 credits)                      Prerequisite: 30 credits. This course provides an introduction to the subject and profession of music therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in music therapy.</p>
<p><b>Rationale:</b>                      These courses are adapted for a general university audience with no background in drama, music, or psychology. For the past few years these prerequisites have been waived. It is a shift in thinking about these courses as not only prerequisites for the graduate programs, but as recruitment and community building tools that led to these changes. Students who take these courses as electives may pursue careers in related disciplines such as health or education. The course content has not changed, and all students can succeed in this course.</p> <p>Class size will be increased to allow for additional students while reserving adequate seats for in-program students and those applying to our graduate programs. This course can accommodate up to 35 students.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                       None.</p>	

**TO:** Dr. Sandra Gabriele, V-P, Innovation in Teaching & Learning, Office of the Provost

**Cc:** Ms. Julie Johnston, University Curriculum Administrator

**FROM:** Dr. Anne-Marie Croteau, Dean, John Molson School of Business *for Anne-Marie Croteau*

**DATE:** April 17<sup>th</sup>, 2019

**SUBJECT:** **Proposed changes to Undergraduate Programs – Minors in Accountancy (COMM-55)**

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Please find attached the proposed changes to the Undergraduate Programs – Minors in Accountancy (COMM-55). This proposal was approved by the JMSB Faculty Council on March 29<sup>th</sup>, 2019.

The additional section of ACCO 355 implied by the change to the Minor in Financial Reporting will be funded by the JMSB operating budget.

I kindly request that this document be presented at the Academic Programs Committee meeting on May 23<sup>rd</sup>, 2019.



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**INTERNAL MEMORANDUM**

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**To:** Anne-Marie Croteau, Dean, John Molson School of Business

**From:** Sandra Betton, Associate Dean, Professional Graduate Programs,  
Chair of the Faculty Academic Programs Committee, JMSB

**Date:** March 19<sup>th</sup>, 2019

**Subject: Proposed Changes to the Undergraduate Programs - Minors in Accountancy (COMM-55)**

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Please find attached the proposed changes to the Minors in Accountancy (COMM 55).

This proposal was unanimously approved by the JMSB Faculty Academic Programs Committee on March 8<sup>th</sup>, 2019.

I kindly request this document to be presented on March 29<sup>th</sup>, 2019, during the next Faculty Council Committee meeting.

Thank you.

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**INTERNAL MEMORANDUM**

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**To:** Sandra Betton, Associate Dean, Professional Graduate Programs and External Relations  
Chair, Faculty Academic Programs Committee

**From:** George Kanaan, Associate Dean, Academic and Student Affairs,  
Undergraduate Programs

**Date:** March 5, 2019

**Subject: Proposed Changes to Undergraduate Programs**

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Please find attached proposed changes to the curriculum of the undergraduate programs. The attached document provides a summary of the proposed changes.

The proposed changes were approved by the departments concerned and the Undergraduate Curriculum Committee on various dates.

I would appreciate if you could forward the proposed changes to the respective committees for discussion and approval.

Thank you.

**John Molson School of Business  
Concordia University**

**UNDERGRADUATE PROGRAMS  
Proposed Calendar Changes  
March 5, 2019**

The proposed calendar changes have been submitted by the Department of Accountancy

a. Change of requirements for the Minor in Financial Reporting

This Minor currently requires students to complete ACCO 310 and 320 (Financial Reporting I and II, respectively) and two elective Accountancy courses. A course in financial statement analysis will complement the student's understanding and use of financial statements. As a result, the course ACCO 355 (Analysis of Financial Statements) is added as the third required course for the Minor in Financial Reporting. The required credits are therefore increased to 9 and the elective credits are reduced to 3. The Department of Accountancy currently offers one section of ACCO 355 per year. It is anticipated that one additional will be offered per year.

b. Deletion of the Minor in Managerial Accounting

This Minor currently requires students to complete ACCO 330 (Cost and Management Accounting) and 430 (Advanced Management Accounting) as well as two elective Accountancy courses. This Minor has not attracted many students over the years. Furthermore, the required course ACCO 430 was not offered in the past three years due to low enrolment, making it difficult for students enrolled in this Minor to complete the course requirements. Since the Department does not offer a course that would be equivalent to ACCO 430, the Minor is dropped from the program offerings of the Department.

Students who are currently enrolled in this Minor will either drop this Minor or request that ACCO 430 be replaced with another course, such as ACCO 350 or ACCO 455. The number of students enrolled in this Minor is relatively small (34), there will be a minimal impact on enrolment in other accounting courses. The course ACCO 330 will continue to be offered because it is required of students enrolled in the Major in Accountancy.

c. Deletion of the course ACCO 430 – Advanced Management Accounting

Most of the students enrolled in the Major in Accountancy are interested in pursuing the Chartered Professional Accountant (CPA) program and typically complete the accounting courses that are required to meet the CPA professional education requirements. Enrolment in this course dropped significantly over the past few years since it is not required of students wanting to pursue the CPA program. Low enrolment in this course does not justify continuing to offer it. In fact, the Department has not offered this course in the past three years and there are no prospects for offering it in the future. As a result, it is dropped from the Undergraduate Calendar. Deletion of this course has no resource implications because the Department has not offered this course in the past three years.

d. Revision of the list of undergraduate offered by the John Molson School of Business

The list of undergraduate programs is revised to exclude the Minor in Managerial Accounting.



**Approval of Changes:**

The proposed changes were approved as follows:

Department of Accountancy

November 2018

Undergraduate Curriculum Committee

February 2019

**Summary of the Proposed Changes**

<b>Present</b>	<b>Proposed</b>	<b>Type of Change</b>
<b>Department of Accountancy</b>		
Minor in Financial Reporting	Minor in Financial Reporting	Addition of ACCO 355 as a required course and reduction of one elective course
Minor in Management Accounting		Deletion of this Minor
ACCO 430 – Advanced Management Accounting		Deletion of this course
<b>Change in List of Undergraduate Programs</b>		
Section 61.22	Section 61.22	Deletion of the Minor in Managerial Accounting

**PROGRAM CHANGE:** Deletion of Minor in Management Accounting

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year: 2020/2021**  
**Implementation Month/Year: September 2019**

**Faculty/School:** John Molson School of Business  
**Department:** Accountancy  
**Program:** Management Accounting  
**Degree:** Bachelor of Commerce/Bachelor of Administration  
**Calendar Section/Graduate Page Number:** 61.22

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar					Proposed Text				
<b>JOHN MOLSON SCHOOL OF BUSINESS</b>					<b>JOHN MOLSON SCHOOL OF BUSINESS</b>				
Program	Honours	Major	Minor	Certificate	Program	Honours	Major	Minor	Certificate
Accountancy	X	X		X	Accountancy	X	X		X
Assurance, Fraud Prevention and Investigative Services			X		Assurance, Fraud Prevention and Investigative Services			X	
Business Studies			X <sup>1</sup>	X <sup>1</sup>	Business Studies			X <sup>1</sup>	X <sup>1</sup>
Business Technology Management		X	X		Business Technology Management		X	X	
Data Intelligence			X		Data Intelligence			X	
Economics		X	X		Economics		X	X	
Entrepreneurship			X		Entrepreneurship			X	
Finance	X	X	X		Finance	X	X	X	
Financial Reporting			X		Financial Reporting			X	
Foundations for Business				X	Foundations for Business				X
Human Resource Management		X	X		Human Resource Management		X	X	
Information Systems Audit and Risk Management			X		Information Systems Audit and Risk Management			X	
International Business		X	X		International Business		X	X	
Management		X	X		Management		X	X	
<del>Management Accounting</del>			<del>X</del>		Marketing		X	X	
Marketing		X	X		Real Estate			X	
Real Estate			X		Supply Chain Operations Management		X	X	
Supply Chain Operations Management		X	X						
Students will indicate their preferred field of concentration at the time of application for entry. It should be noted that students may change their major and/or minor after completion of their first year of study.					Students will indicate their preferred field of concentration at the time of application for entry. It should be noted that students may change their major and/or minor after completion of their first year of study. <sup>1</sup> <i>This program is not open to students registered in a program leading to the undergraduate degree of Commerce or Administration.</i>				

<sup>1</sup>*This program is not open to students registered in a program leading to the undergraduate degree of Commerce or Administration. Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.*

*Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.*

Rationale:  
Due to the deletion of the Minor in Management Accounting this table is updated.

Resource Implications:  
Refer to the resource implications on the next page.

**PROGRAM CHANGE:** Deletion of Minor in Management Accounting Program

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** September 2019

**Faculty/School:** John Molson School of Business  
**Department:** Accountancy  
**Program:** Management Accounting  
**Degree:** Bachelor of Commerce/Bachelor of Administration  
**Calendar Section/Graduate Page Number:** 61.40

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Programs</b></p> <p>...</p> <p><b>24 Major in Accountancy</b>                      15 ACCO 310, 320, 330, 340, 400                      9 additional credits offered by the Department</p> <p><b>12 Minor in Assurance, Fraud Prevention and Investigative Services</b>                      12 ACCO 350, 360, 455, 465</p> <p><b>12 Minor in Financial Reporting</b>                      6 ACCO 310, 320                      6 additional credits offered by the Department</p> <p><del>12 Minor in Management Accounting</del>  <del>6 ACCO 330, 430</del>  <del>6 additional credits offered by the Department</del></p> <p><b>12 Minor in Information Systems Audit and Risk Management</b>                      12 Chosen from ACCO 350, 360, 455; BTM 382, 430, 440</p>	<p><b>Programs</b></p> <p>...</p> <p><b>24 Major in Accountancy</b>                      15 ACCO 310, 320, 330, 340, 400                      9 additional credits offered by the Department</p> <p><b>12 Minor in Assurance, Fraud Prevention and Investigative Services</b>                      12 ACCO 350, 360, 455, 465</p> <p><b>12 Minor in Financial Reporting</b>                      6 ACCO 310, 320                      6 additional credits offered by the Department</p> <p><b>12 Minor in Information Systems Audit and Risk Management</b>                      12 Chosen from ACCO 350, 360, 455; BTM 382, 430, 440</p>

**Rationale:**  
 The Minor in Management Accounting has not attracted many students over the years. Furthermore, the required course ACCO 430 was not offered in the past three years due to low enrolment, making it difficult for students enrolled in this Minor to complete the course requirements. Since the Department does not offer any course that would be equivalent to ACCO 430, the Minor is being dropped.

**Resource Implications:**  
 Students who are currently enrolled in the Minor in Management Accounting will either drop this Minor or request that ACCO 430 be replaced with another course. Because the number of students enrolled in this Minor is relatively small, there will be a minimal impact on enrolment in other accounting courses. The course ACCO 330 will continue to be offered because it is required of students enrolled in the Major in Accountancy.



**PROGRAM CHANGE:** Requirements Change-Minor in Financial Reporting

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** September 2019

**Faculty/School:** John Molson School of Business  
**Department:** Accountancy  
**Program:** MInor in Financial Reporting  
**Degree:** Bachelor of Commerce/Bachelor of Administration  
**Calendar Section/Graduate Page Number:** 61.40

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Programs</b>                      ...</p> <p><b>24 Major in Accountancy</b>                      15 ACCO 310, 320, 330, 340, 400                      9 additional credits offered by the Department</p> <p><b>12 Minor in Assurance, Fraud Prevention and Investigative Services</b>                      12 ACCO 350, 360, 455, 465</p> <p><b>12 Minor in Financial Reporting</b>  <del>6</del> ACCO 310, 320                      6 additional credits offered by the Department</p> <p><del>12 Minor in Management Accounting</del>  <del>6 ACCO 330, 430</del>  <del>6 additional credits offered by the Department</del></p> <p><b>12 Minor in Information Systems Audit and Risk Management</b>                      12 Chosen from ACCO 350, 360, 455; BTM 382, 430, 440</p>	<p><b>Programs</b>                      ...</p> <p><b>24 Major in Accountancy</b>                      15 ACCO 310, 320, 330, 340, 400                      9 additional credits offered by the Department</p> <p><b>12 Minor in Assurance, Fraud Prevention and Investigative Services</b>                      12 ACCO 350, 360, 455, 465</p> <p><b>12 Minor in Financial Reporting</b>                      9 ACCO 310, 320, 355                      3 additional credits offered by the Department</p> <p><b>12 Minor in Information Systems Audit and Risk Management</b>                      12 Chosen from ACCO 350, 360, 455; BTM 382, 430, 440</p>

**Rationale:**  
 Students who enroll in the Minor in Financial Reporting should have a course in financial statement analysis. For this reason, the course ACCO 355 – Analysis of Financial Statements, is added as a required course. The required credits are therefore increased to nine and the elective credits are reduced to three.

**Resource Implications:**  
 Students who enroll in the Minor in Financial Reporting should have a course in financial statement analysis. For this reason, the course ACCO 355 – Analysis of Financial Statements, is added as a required course. The required credits are therefore increased to nine and the elective credits are reduced to three. We anticipate offering one additional section of ACCO 355 per year. The resource implication of reducing the number of elective credits cannot be anticipated at this time as not all students take the same electives.

**COURSE CHANGE:** DELETION OF ACCO 430      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2020/2021  
**Implementation Month/Year:** September 2019

**Faculty/School:** John Molson School of Business  
**Department:** Accountancy  
**Program:** Management Accounting  
**Degree:** Bachelor of Commerce/Bachelor of Administration  
**Calendar Section/Graduate Page Number:** 61.40

**Type of Change:**

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

<b>Present Text (from 2018/2019) calendar</b>	<b>Proposed Text</b>
<p><del><b>ACCO 430 — Advanced Management Accounting (3 credits) Prerequisite: ACCO 330. The course examines the integrative and interdisciplinary role of management accounting and its contribution to the complex management process. The course focuses on cases that deal with strategic issues in management accounting and management's need for both quantitative and qualitative information for planning, control, performance evaluation and decision-making.</b></del></p>	
<p><b>Rationale:</b> Most of the students enrolled in the Major in Accountancy are interested in pursuing the Chartered Professional Accountant (CPA) program. They typically complete the accounting courses needed to meet the CPA professional education requirements. Enrolment in this course dropped significantly over the past few years since it is not required of students wanting to pursue the CPA program.</p>	
<p><b>Resource Implications:</b> None. The Department has not offered this course in the past three years.</p>	
<p><b>Other Programs within which course is listed:</b> None.</p>	



**SCHOOL OF GRADUATE STUDIES**

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

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

**DATE:** April 29, 2019

**SUBJECT: GRADUATE CURRICULUM CHANGES (EDUC-70)  
(CALENDAR – 2019/2020)  
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 Department of Education is proposing to remove ‘Option A’ and ‘Option B’ from their master’s programs, in Applied Linguistics, Child Studies, Educational Studies, and Educational Technology so they read: Thesis or without Thesis.

The GCC approved the proposal unanimously with minor edits. 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  
J. Johnston, 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:** April 23, 2019

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Education  
**EDUC-70**  
Reference to Options A and B removed under master's programs in Applied Linguistics, Child Studies, Educational Studies and Educational Technology

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of March 29, 2019. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

In striving for consistency in presentation of programs, the **Department of Education** is removing the mention of options 'A' and 'B' from their master's programs and designating the options specifically as Thesis or without Thesis (Applied Linguistics MA), or Internship program (Child Studies MA, Educational Technology MA), or Directed Study (Educational Studies MA). In each case the option with Thesis will be listed first followed by the other option.

Under the MA in Educational Technology, the Language Competency Requirement for All Students is moved from the general requirements for the degree section to the Internship section as this "language requirement is solely determined by the hosting organization for the internship, which is clearly indicated when students apply for the available internships, and not the degree itself." As such, this statement refers only to an internship requirement and not a general degree requirement.

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

## **Department of Education**

### **EDUC-70**

#### **Memo from Chair**

#### **Program changes**

Applied Linguistics MA

Child Studies MA

Educational Studies MA

Educational Technology MA

## INTERNAL MEMORANDUM

**TO:** Paul Joyce  
Associate Dean, Academic Programs

**FROM:** Sara Kennedy  
Chair, Department of Education

**DATE:** January 31, 2019

**SUBJECT:** **EDUC-70: Modifications to the MA Options Curriculum Change**

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The Department proposes for consideration the attached dossier (EDUC-70) which was approved on January 16, 2019 at Department Council. We propose the following modifications:

### **MA in Applied Linguistics**

- Removal of Option A and Option B.

### **MA in Child Studies**

- Removal of Option A and Option B.

### **MA in Educational Studies**

- Removal of Option A and Option B.
- Change without Thesis to Directed Study.
- Reorder list of programs: 1) with Thesis, 2) with Directed Study.

### **MA in Educational Technology**

- Remove Option A and Option B.
- Change without Thesis to with Internship.
- Under Requirements for the Degree: Removal of the Language Competency Requirement and add it under Internship requirements. This language requirement is solely determined by the hosting organization for the internship, which is clearly indicated when students apply for the available internships, and not the degree itself. This change was already approved in a previous curriculum submission EDUC-40 (US-2011-5-D23).

**PROGRAM CHANGE:** APLI Options

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Winter 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Applied Linguistics  
**Degree:** MA  
**Calendar Section/Graduate Page Number:** Winter 2019

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p style="text-align: center;"><b>Applied Linguistics MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>Applicants are selected on the basis of their past academic record, competence in written and spoken English, letters of recommendation, and experience teaching a second or a foreign language. To be accepted into the program, a student is required to have an undergraduate degree with a minimum GPA of 3.00 (B average). An academic concentration in second language acquisition, applied linguistics, pedagogy, education, or related discipline and at least one year of professional experience in the field of second language teaching and learning or related areas are desirable. Knowledge of a second language is an asset.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p style="text-align: center;"><b>Requirements for the Degree</b></p>	<p style="text-align: center;"><b>Applied Linguistics MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>Applicants are selected on the basis of their past academic record, competence in written and spoken English, letters of recommendation, and experience teaching a second or a foreign language. To be accepted into the program, a student is required to have an undergraduate degree with a minimum GPA of 3.00 (B average). An academic concentration in second language acquisition, applied linguistics, pedagogy, education, or related discipline and at least one year of professional experience in the field of second language teaching and learning or related areas are desirable. Knowledge of a second language is an asset.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p style="text-align: center;"><b>Requirements for the Degree</b></p>

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** Students may select one of two options, ~~A or B~~, outlined below.

1. **Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** Students may select one of two options, [thesis or without thesis](#), outlined below.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts with Thesis ~~(Option A)~~

All students must: 1. take APLI 604, APLI 621, APLI 660 (9 credits); 2. take 3 credits from each of the three clusters (9 credits); 3. take 6 additional credits from any of the clusters, electives, or courses approved by the Graduate Program Director; 4. write a thesis proposal, APLI 690 (3 credits); 5. write a thesis, APLI 691 (18 credits). Up to 9 credits from other departments or universities may be credited toward the degree.

### Master of/Magisteriate in Arts without Thesis ~~(Option B)~~

All students must: 1. take APLI 604, APLI 621, APLI 660 (9 credits); 2. take 6 credits from each of the three clusters (18 credits); 3. take 6 additional credits from any of the clusters, electives, or courses approved by the Graduate Program Director; 4. write an extended essay, APLI 696 (12 credits). Up to 9 credits from other departments or universities may be credited toward the degree.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts with Thesis

All students must: 1. take APLI 604, APLI 621, APLI 660 (9 credits); 2. take 3 credits from each of the three clusters (9 credits); 3. take 6 additional credits from any of the clusters, electives, or courses approved by the Graduate Program Director; 4. write a thesis proposal, APLI 690 (3 credits); 5. write a thesis, APLI 691 (18 credits). Up to 9 credits from other departments or universities may be credited toward the degree.

### Master of/Magisteriate in Arts without Thesis

All students must: 1. take APLI 604, APLI 621, APLI 660 (9 credits); 2. take 6 credits from each of the three clusters (18 credits); 3. take 6 additional credits from any of the clusters, electives, or courses approved by the Graduate Program Director; 4. write an extended essay, APLI 696 (12 credits). Up to 9 credits from other departments or universities may be credited toward the degree.

#### Rationale:

The Department wants to have consistent titles for the graduate programs, so we are removing the options A/B as they are not consistent amongst the programs and will only refer to the program title.

#### Resource Implications:

n/a

**PROGRAM CHANGE:** CHST Options

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Winter 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Child Studies  
**Degree:** MA  
**Calendar Section/Graduate Page Number:** Winter 2019

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p style="text-align: center;"><b>Child Studies MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>Applicants will be selected on the basis of past academic records, letters of recommendation, field experience, and the relevance of their proposed research to the areas of specialization of program faculty. To be accepted into the program, a student is required to have an undergraduate degree with a minimum of a <i>B</i> average and a significant concentration in child studies, education, or related discipline. In addition, at least one year of professional experience in the field of child care, education, or related areas is desirable. Bilingualism is an asset, but not a requirement. The equivalence of foreign degrees is assessed by the School of Graduate Studies, and is determined by consideration of the total length of program study (primary through university) as well as the quality and content of post-secondary study and its relevance to this program.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>	<p style="text-align: center;"><b>Child Studies MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>Applicants will be selected on the basis of past academic records, letters of recommendation, field experience, and the relevance of their proposed research to the areas of specialization of program faculty. To be accepted into the program, a student is required to have an undergraduate degree with a minimum of a <i>B</i> average and a significant concentration in child studies, education, or related discipline. In addition, at least one year of professional experience in the field of child care, education, or related areas is desirable. Bilingualism is an asset, but not a requirement. The equivalence of foreign degrees is assessed by the School of Graduate Studies, and is determined by consideration of the total length of program study (primary through university) as well as the quality and content of post-secondary study and its relevance to this program.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>

## Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** Students may enter either ~~Option A or B~~ outlined below and must complete CHST 600, CHST 603, CHST 605, CHST 606, and CHST 608 as the core segment of their program.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts with Thesis (~~Option A~~)

1. **Core Courses.** CHST 600, 603, 605, 606, and 608 (15 credits).
2. **Elective Courses.** A minimum of 9 credits from CHST 610, CHST 614, CHST 618, CHST 620, CHST 622, CHST 624, CHST 630, CHST 632, CHST 640, and CHST 650 chosen in consultation with the student's advisor.
3. **Thesis Proposal.** CHST 697 (3 credits).
4. **Research and Thesis.** CHST 698 (18 credits).

## Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** Students may enter either [the thesis or internship program](#) outlined below and must complete CHST 600, CHST 603, CHST 605, CHST 606, and CHST 608 as the core segment of their program.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts with Thesis

1. **Core Courses.** CHST 600, 603, 605, 606, and 608 (15 credits).
2. **Elective Courses.** A minimum of 9 credits from CHST 610, CHST 614, CHST 618, CHST 620, CHST 622, CHST 624, CHST 630, CHST 632, CHST 640, and CHST 650 chosen in consultation with the student's advisor.
3. **Thesis Proposal.** CHST 697 (3 credits).
4. **Research and Thesis.** CHST 698 (18 credits).



**Master of/Magisteriate in Arts with Internship (~~Option B~~)**

1. **Core Courses.** CHST 600, 603, 605, 606, and 608 (15 credits).
2. **Elective Courses.** A minimum of 12 credits chosen from CHST 610, CHST 614, CHST 618, CHST 620, CHST 622, CHST 624, CHST 630, CHST 632, CHST 640, and CHST 650 chosen in consultation with the student's advisor.
3. **Internship Seminar & Field Placement.** CHST 695 (9 credits).
4. **Internship Report.** CHST 696 (9 credits).

**Master of/Magisteriate in Arts with Internship**

1. **Core Courses.** CHST 600, 603, 605, 606, and 608 (15 credits).
2. **Elective Courses.** A minimum of 12 credits chosen from CHST 610, CHST 614, CHST 618, CHST 620, CHST 622, CHST 624, CHST 630, CHST 632, CHST 640, and CHST 650 chosen in consultation with the student's advisor.
3. **Internship Seminar & Field Placement.** CHST 695 (9 credits).
4. **Internship Report.** CHST 696 (9 credits).

Rationale:  
The Department wants to have consistent titles for the graduate programs, so we are removing the options A/B as they are not consistent amongst the programs and will only refer to the program title.

Resource Implications:  
n/a

**PROGRAM CHANGE:** ESTU Options

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Winter 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Educational Studies  
**Degree:** MA  
**Calendar Section/Graduate Page Number:** Winter 2019

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p style="text-align: center;"><b>Educational Studies MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>For entry into the program, a first degree with a minimum GPA of 3.00 (<i>B</i> average) is required with an appropriate concentration in a field of study relevant to Educational Studies. The applicant should also have a minimum of two years professional activity in education or an undergraduate record which includes at least three courses in education, each with a grade of <i>B</i> or better. Qualified applicants who fail to meet the criteria outlined may be required to take up to 12 undergraduate credits in addition to the regular graduate program, or, as appropriate, a qualifying program. (See section on Qualifying Students).</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p style="text-align: center;"><b>Requirements for the Degree</b></p>	<p style="text-align: center;"><b>Educational Studies MA</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <p>For entry into the program, a first degree with a minimum GPA of 3.00 (<i>B</i> average) is required with an appropriate concentration in a field of study relevant to Educational Studies. The applicant should also have a minimum of two years professional activity in education or an undergraduate record which includes at least three courses in education, each with a grade of <i>B</i> or better. Qualified applicants who fail to meet the criteria outlined may be required to take up to 12 undergraduate credits in addition to the regular graduate program, or, as appropriate, a qualifying program. (See section on Qualifying Students).</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p style="text-align: center;"><b>Requirements for the Degree</b></p>

1. **Credits.** A fully-qualified candidate must complete a minimum of 45 credits.
2. **Courses.** These vary according to the thesis and ~~non-thesis~~ options (see below).

~~The degree requirements (45 credits) can be met by the successful completion either of course work and a thesis in an approved area, or of more extended course work and These vary according to the thesis and non-thesis options.~~ The degree requirements (45 credits) can be met by the successful completion either of course work and a thesis in an approved area, or of more extended course work and ESTU 692 Directed Study (with Extended Essay or Research Project). The choice of a thesis or ~~non-thesis~~ option ~~will~~ normally ~~be~~ determined at an early stage in the student's program. A tentative detailed outline of the proposed research topic must be submitted with the application for admission to the program. A student who completes a thesis or a directed study ~~will~~ normally ~~be~~ required to defend it in an oral examination. Proposed research topics in both options must be approved by the graduate Educational Studies Committee. ~~The choice of a thesis or non-thesis option will normally be determined at an early stage in the student's program. A tentative detailed outline of the proposed research topic must be submitted with the application for admission to the program. A student who completes a thesis or a directed study will normally be required to defend it in an oral examination. Proposed research topics in both options must be approved by the graduate Educational Studies Committee.~~

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts ~~without Thesis (Option A)~~

Students ~~will~~ take ~~eleven~~ 3-credit courses plus ESTU ~~692: Directed Study (with Extended Essay or Research Project)~~ (12 credits). In consultation with their academic advisor, students must normally take at least ~~four~~ core courses (see below).

1. **Credits.** A fully-qualified candidate must complete a minimum of 45 credits.
2. **Courses.** These vary according to the thesis and [directed study](#) options (see below).

The degree requirements (45 credits) can be met by the successful completion either of course work and a thesis in an approved area, or of more extended course work and ESTU 692 Directed Study (with Extended Essay or Research Project). The choice of a thesis or [directed study](#) option [is](#) normally determined at an early stage in the student's program. A tentative detailed outline of the proposed research topic must be submitted with the application for admission to the program. A student who completes a thesis or a directed study [is](#) normally required to defend it in an oral examination. Proposed research topics in both options must be approved by the graduate Educational Studies Committee.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

### Master of/Magisteriate in Arts [with Thesis](#)

Students take [eight](#) 3-credit courses plus ESTU [690: Thesis and Tutorial](#) (21 credits). In consultation with their academic advisor, students must normally take at least [two](#) core courses (see below).

**Master of/Magisteriate in Arts with ~~Thesis (Option B)~~**

Students ~~will~~ take ~~eight~~ 3-credit courses plus ESTU ~~690: Thesis and Tutorial~~ (21 credits). In consultation with their academic advisor, students must normally take at least ~~two~~ core courses (see below).

**Concentration in Adult Education.** In either ~~Option A or Option B~~, students may complete a concentration in Adult Education. As part of the required core courses ~~of both options~~, students must take ESTU 670 (3 credits) and three 3-credit courses chosen from adult education topic courses (i.e. ESTU 671-677 below).

**Master of/Magisteriate in Arts with Directed Study**

Students take eleven 3-credit courses plus ESTU 692: Directed Study (with Extended Essay or Research Project) (12 credits). In consultation with their academic advisor, students must normally take at least four core courses (see below).

**Concentration in Adult Education.** In either the thesis or directed study option, students may complete a concentration in Adult Education. As part of the required core courses, students must take ESTU 670 (3 credits) and three 3-credit courses chosen from adult education topic courses (i.e. ESTU 671-677 below).

Rationale:

The Department wants to have consistent titles for the graduate programs, so we are removing the options A/B as they are not consistent amongst the programs and will only refer to the program title. We also struck out the MA without Thesis, in order to have the thesis as the first option, to be consistent with our other MA programs; there are no modifications to the text. Repetitive text was removed due to redundancy.

Resource Implications:

n/a

**PROGRAM CHANGE:** ETEC Options

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Winter 2020

**Faculty/School:** Arts and Science  
**Department:** Education  
**Program:** Educational Technology  
**Degree:** MA  
**Calendar Section/Graduate Page Number:** Winter 2019

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p style="text-align: center;"><b>Educational Technology MA</b></p> <p style="text-align: center;"><b>Master of/Magisteriate in Arts with Thesis</b>  <del>(Option A)</del></p> <p>This option is divided into two areas: Area I (Research and Development of Educational Technology) and Area II (Production and Evaluation of Educational Materials).</p> <p><b>Admission Requirements</b></p> <p>Entry into the program is based on the individual backgrounds of applicants, who should possess a bachelor's/baccalaureate degree with at least a major or the equivalent in any subject. An average of at least a B in the major or equivalent is required. Students from the Diploma in Instructional Technology (who have not graduated from the Diploma) may apply for admission with advanced standing. A maximum of 15 credits may be transferred. An interview may be required.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>	<p style="text-align: center;"><b>Educational Technology MA</b></p> <p style="text-align: center;"><b>Master of/Magisteriate in Arts with Thesis</b>  <del>(Option A)</del></p> <p>This option is divided into two areas: Area I (Research and Development of Educational Technology) and Area II (Production and Evaluation of Educational Materials).</p> <p><b>Admission Requirements</b></p> <p>Entry into the program is based on the individual backgrounds of applicants, who should possess a bachelor's/baccalaureate degree with at least a major or the equivalent in any subject. An average of at least a B in the major or equivalent is required. Students from the Diploma in Instructional Technology (who have not graduated from the Diploma) may apply for admission with advanced standing. A maximum of 15 credits may be transferred. An interview may be required.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p>

## Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. ~~Language Competency Requirement for All Students. French or other language requirements for students undertaking field experience are determined and assessed by the hosting organization. It is the student's responsibility to attain the competency level required.~~
3. **Courses.** The individual course of study is decided in consultation with the student's academic advisor, although certain courses are required of all students.
  1. **Core Courses.** ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 641 (3 credits) and ETEC 650 (3 credits).
  2. **Elective Courses.** 15 credits chosen from the list of courses which follows under Elective Courses, in consultation with the advisor.
4. **Thesis (Area I).** Students must complete ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis proposal, a thesis and an oral defence.
5. **Thesis-Equivalent (Area II).** Students must complete for ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis-equivalent proposal, a thesis-equivalent and an oral defence. Students are required to produce educational materials to achieve specific objectives (e.g., an educational television production or a computer-based instructional program) and their evaluation.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.

## Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** The individual course of study is decided in consultation with the student's academic advisor, although certain courses are required of all students.
  1. **Core Courses.** ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 641 (3 credits) and ETEC 650 (3 credits).
  2. **Elective Courses.** 15 credits chosen from the list of courses which follows under Elective Courses, in consultation with the advisor.
3. **Thesis (Area I).** Students must complete ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis proposal, a thesis and an oral defence.
4. **Thesis-Equivalent (Area II).** Students must complete for ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis-equivalent proposal, a thesis-equivalent and an oral defence. Students are required to produce educational materials to achieve specific objectives (e.g., an educational television production or a computer-based instructional program) and their evaluation.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.

3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

## Master of/Magisteriate in Arts without ~~Thesis (Option B)~~

### Admission Requirements

Entry into this program is based on the individual backgrounds of applicants, who should possess a bachelor's/baccalaureate degree with at least a major or the equivalent in any subject. An average of at least a *B* in the major or equivalent is required. Students from the Diploma in Instructional Technology (who have not graduated from the Diploma) may apply for admission with advanced standing. A maximum of 15 credits may be transferred. However, no financial credit will be given. An interview may be required.

**Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.

### Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. ~~Language Competency Requirement for All Students. French or other language requirements for students undertaking an internship or a field experience are determined and assessed by the hosting organization. It is the student's responsibility to attain the competency level required.~~
3. **Courses.** The individual course of study is decided in consultation with the student's academic advisor, although certain courses are required of all

3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

## Master of/Magisteriate in Arts with Internship

### Admission Requirements

Entry into this program is based on the individual backgrounds of applicants, who should possess a bachelor's/baccalaureate degree with at least a major or the equivalent in any subject. An average of at least a *B* in the major or equivalent is required. Students from the Diploma in Instructional Technology (who have not graduated from the Diploma) may apply for admission with advanced standing. A maximum of 15 credits may be transferred. However, no financial credit will be given. An interview may be required.

**Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.

### Requirements for the Degree

1. **Credits.** A fully qualified candidate is required to complete a minimum of 45 credits.
2. **Courses.** The individual course of study is decided in consultation with the student's academic advisor, although certain courses are required of all students.
  - a. **Core Courses.** ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 650 (3 credits) and ETEC 651 (3 credits), and either ETEC 671 (3 credits) or ETEC 672 (3 credits).
  - b. **Elective Courses.** 12 credits to be chosen from the list of courses

students.

- a. **Core Courses.** ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 650 (3 credits) and ETEC 651 (3 credits), and either ETEC 671 (3 credits) or ETEC 672 (3 credits).
  - b. **Elective Courses.** 12 credits to be chosen from the list of courses that follows under Elective Courses, in consultation with the advisor.
4. **Internship.** ETEC 791 (15 credits). ETEC 791 normally consists of an extensive activity (minimum 675 hours) in the university or in the field. The experience will vary with the interests of the student and the opportunities available. The objectives are: to apply skills acquired in program courses; to obtain more "real world" experience with the actual practice of educational technology; and to undertake a synthesizing process which combines the subjects studied separately within the program in a single undertaking.
  5. **Internship Report.** ETEC 792 (3 credits). The internship report will address both the scholarly/academic and professional practice aspects of Educational Technology. Typically 10,000 or more words in length, the report should contain at least two parts: 1. A detailed description of the Internship II activities, utilizing a case study format; including relevant references to the literature. 2. A conclusions and recommendations section which outlines what was learned, what one would do differently, and what potentially generalizable principles one might recommend to fellow educational technologists encountering similar circumstances. The student completes the internship by disseminating the experiences detailed in the report in a public presentation.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.

that follows under Elective Courses, in consultation with the advisor.

3. **Internship.** ETEC 791 (15 credits). ETEC 791 normally consists of an extensive activity (minimum 675 hours) in the university or in the field. The experience will vary with the interests of the student and the opportunities available. The objectives are: to apply skills acquired in program courses; to obtain more "real world" experience with the actual practice of educational technology; and to undertake a synthesizing process which combines the subjects studied separately within the program in a single undertaking. [Students may need to fulfill French or other language training when undertaking an internship or a field experience. Language competencies are determined and assessed by the hosting organization; it is the student's responsibility to attain the competency level required.](#)
4. **Internship Report.** ETEC 792 (3 credits). The internship report will address both the scholarly/academic and professional practice aspects of Educational Technology. Typically 10,000 or more words in length, the report should contain at least two parts: 1. A detailed description of the Internship II activities, utilizing a case study format; including relevant references to the literature. 2. A conclusions and recommendations section which outlines what was learned, what one would do differently, and what potentially generalizable principles one might recommend to fellow educational technologists encountering similar circumstances. The student completes the internship by disseminating the experiences detailed in the report in a public presentation.

## Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 2.70.



# Courses

The master's level courses offered in educational technology fall into the following categories:

- ETEC 600-609 Philosophical and Theoretical Foundations of Educational Technology**
- ETEC 610-619 Psychological Aspects of Educational Technology**
- ETEC 620-629 Communication Theory**
- ETEC 630-639 Development and Evaluation of Curriculum and Educational Materials**
- ETEC 640-649 Research Methodology for Educational Technology**
- ETEC 650-659 Instructional Design and Performance Technology**
- ETEC 660-669 Educational Computing**
- ETEC 670-679 Management of Performance and Improvement**
- ETEC 680-689 Distance Education and E-Learning**
- ETEC 690-699 Field Experience and Research in Educational Technology**
- ETEC 790-799 Thesis and Internship in Educational Technology**

## Core Courses

**Option A (Thesis/Thesis-Equivalent):** ETEC 613, 640, 641, 650, 795 and 796 (15 credits)

**Option B (Internship):** ETEC 613, 640, 650, 651, either ETEC 671 or 672, 791 (15 credits), 792

# Courses

The master's level courses offered in educational technology fall into the following categories:

- ETEC 600-609 Philosophical and Theoretical Foundations of Educational Technology**
- ETEC 610-619 Psychological Aspects of Educational Technology**
- ETEC 620-629 Communication Theory**
- ETEC 630-639 Development and Evaluation of Curriculum and Educational Materials**
- ETEC 640-649 Research Methodology for Educational Technology**
- ETEC 650-659 Instructional Design and Performance Technology**
- ETEC 660-669 Educational Computing**
- ETEC 670-679 Management of Performance and Improvement**
- ETEC 680-689 Distance Education and E-Learning**
- ETEC 690-699 Field Experience and Research in Educational Technology**
- ETEC 790-799 Thesis and Internship in Educational Technology**

## Core Courses

**Thesis/Thesis-Equivalent:** ETEC 613, 640, 641, 650, 795 and 796 (15 credits)

**Internship:** ETEC 613, 640, 650, 651, either ETEC 671 or 672, 791 (15 credits), 792

## Rationale:

The Department wants to have consistent titles for the graduate programs, so we are removing the options A/B as they are not consistent amongst the programs and will only refer to the program title. We also changed the without Thesis to with Internship, as the students since the inception of the program have had to complete 675 hours of internship for their degree requirements - this aligns with the MA in Child Studies, which also has an internship component in their program.

Also, we've removed the language competency requirement for all students as this language requirement does not pertain to the degree, but rather to the internship. This language requirement is solely determined by the hosting organization for the internship, which is clearly indicated when students apply for the available internships.

## Resource Implications:

n/a



**SCHOOL OF GRADUATE STUDIES**

**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:** April 29, 2019

**SUBJECT: GRADUATE CURRICULUM CHANGES (CATS-26/CATS-27)  
(CALENDAR – 2019/2020)  
DEPARTMENT OF CREATIVE ARTS THERAPIES  
FACULTY OF FINE ARTS**

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

The Department of Creative Arts Therapies is proposing to change the application requirements for the Graduate Diploma in Music Therapy and for the MA in Creative Arts Therapy, Art Therapy Option.

The GCC approved the curriculum changes with minor edits. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.




cc: E. C. Paterson, Associate Dean, Academic Affairs, Faculty of Fine Arts  
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President,  
Academic Affairs



**FACULTY OF FINE ARTS**

## **Internal Memorandum**

**To:** Brad Nelson, Chair, Graduate Curriculum Committee  
**From:** Rebecca Duclos, Dean, Faculty of Fine Arts   
**Date:** March 15, 2019  
**Re:** CATS-26 Curriculum Dossier – Changes to the research methods prerequisites and portfolio submission details for the MA in Creative Arts Therapies, Art Therapy Option

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As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in CATS-26. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on March 15, 2019.

There are no resource implications.

Rebecca Duclos  
Dean, Faculty of Fine Arts  
[Rebecca.Duclos@concordia.ca](mailto:Rebecca.Duclos@concordia.ca)  
514.848.2424 ext. 4602



**FACULTY OF FINE ARTS**

**Internal Memorandum**

**To:** Rebecca Duclos, Dean, Faculty of Fine Arts  
**From:** Elaine Paterson, Associate Dean, Academic  
**Date:** February 21, 2019  
**Re:** Curriculum dossier for the Department of Creative Arts Therapies, CATS-26

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The Faculty of Fine Arts Curriculum Committee has reviewed and approved the CATS-26 curriculum dossier from the Department of Creative Arts Therapies. We hereby submit this dossier for review at Faculty Council on March 15, 2019.

This document proposes two changes.

First, current application requirements include the completion of a Strategies of Inquiries psychology course. This document proposes to refer to this course requirement instead as a Research Methods course in order to decrease confusion for applicants.

Second, this document proposes to remove specifications for applicants' portfolios from the calendar, so that they can be modified with more ease.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD  
Associate Dean, Academic  
Faculty of Fine Arts  
[elaine.paterson@concordia.ca](mailto:elaine.paterson@concordia.ca)

**FACULTY OF FINE ARTS**

Department of Creative Arts Therapies

**INTERNAL MEMORANDUM**

**TO:** Dr. Elaine Cheasley Paterson, Associate Dean, Academic Affairs  
**FROM:** Guylaine Vaillancourt, Chair, Department of Creative Arts Therapies  
**DATE:** February 18, 2019  
**SUBJECT:** Change in admission requirements for MA Creative Arts Therapies – Art Therapy option:  
CATS 26

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Dear Dr. Paterson

We would like to make the following changes to the Graduate Calendar regarding the admission and application requirements for MA Creative Arts Therapies – Art Therapy option.

- 1) As stated in the Graduate Calendar, the MA in Creative Arts Therapies – Art Therapy option currently requires applicants to complete a Strategies of Inquiries psychology course to be eligible for admission to the program. Strategies of Inquiry is a research methods course, however there has been much confusion when prospective applicants are making arrangements to complete the required course. We would like to change the wording of this requirement to Research Methodology, which would alleviate this confusion.
- 2) The Graduate Calendar section for the MA in Creative Arts Therapies – Art Therapy currently includes references to materials required for application to the program. We would like to remove all references to application requirements, which may change from time to time, from the calendar.

Please note that these changes will not incur any financial implications.

Sincerely,



Guylaine Vaillancourt, PhD, MTA  
Department Chair and Associate Professor  
Creative Arts Therapies

**PROGRAM CHANGE:** Change in admission requirements for MA Creative Arts Therapies – Art Therapy option

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Fall 2019

**Faculty/School:** Fine Arts  
**Department:** Creative Arts Therapies  
**Program:** Creative Arts Therapies (Art Therapy)  
**Degree:** MA  
**Calendar Section/Graduate Page Number:**

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Creative Arts Therapies (Art Therapy Option) MA</b></p> <p><b>Admission Requirements</b></p> <p>Entry into the program requires a bachelor's/baccalaureate degree with courses in Visual Arts (24 credits, which must include 18 credits in Studio Arts, and 6 credits in Art History/ Art Theory/Art Education, or approved equivalents); Psychology (24 credits, which must include courses in Introductory, Developmental and Abnormal Psychology, Theories of Personality, and <del>Strategies of Inquiry</del>, or approved equivalents); and An Introduction to Art Therapy (3 credits). <del>Since enrolment is limited, applicants are selected on the basis of a past academic record of no less than a B average, a 500-word letter of intent and three letters of recommendation. Applicants must submit a portfolio of up to 20 slides, clearly identified in their name. They may choose to present pictures of their work in an 8.5" x 11" plastic pocket or submit digital pictures on CD.</del> Previous work experience in a clinical, rehabilitative or educational setting <del>is expected</del>. Direct experience with the therapeutic process is highly desirable.</p>	<p><b>Creative Arts Therapies (Art Therapy Option) MA</b></p> <p><b>Admission Requirements</b></p> <p>Entry into the program requires a bachelor's/baccalaureate degree with courses in Visual Arts (24 credits, which must include 18 credits in Studio Arts, and 6 credits in Art History/ Art Theory/Art Education, or approved equivalents); Psychology (24 credits, which must include courses in Introductory, Developmental and Abnormal Psychology, Theories of Personality, and <a href="#">Research Methodology</a>, or approved equivalents); and An Introduction to Art Therapy (3 credits). <a href="#">An overall grade average of B or better is expected. In addition, the applicant is expected to have had</a> previous work experience in a clinical, rehabilitative or educational setting. Direct experience with the therapeutic process is highly desirable.</p>
<p><b>Rationale:</b></p> <p>1) As stated in the Graduate Calendar, the MA in Creative Arts Therapies – Art Therapy option currently requires applicants to complete a Strategies of Inquiries psychology course to be eligible for admission to the program. Strategies of Inquiry is a research methods course, however there has been much confusion when prospective applicants are making arrangements to complete the required course. We would like change the wording of this requirement to Research Methodology, which would alleviate this confusion. The other terms are used widely across Canada and the United States, and will be readily understood by potential applicants.</p>	

2) We are also removing any references to application requirements, which may change from time to time, from the calendar.

Resource Implications:  
None



**SCHOOL OF GRADUATE STUDIES**

**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:** April 29, 2019

**SUBJECT: GRADUATE CURRICULUM CHANGES (CATS-26/CATS-27)  
(CALENDAR – 2019/2020)  
DEPARTMENT OF CREATIVE ARTS THERAPIES  
FACULTY OF FINE ARTS**

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

The Department of Creative Arts Therapies is proposing to change the application requirements for the Graduate Diploma in Music Therapy and for the MA in Creative Arts Therapy, Art Therapy Option.

The GCC approved the curriculum changes with minor edits. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.




cc: E. C. Paterson, Associate Dean, Academic Affairs, Faculty of Fine Arts  
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President,  
Academic Affairs



**FACULTY OF FINE ARTS**

## **Internal Memorandum**

**To:** Brad Nelson, Chair, Graduate Curriculum Committee  
**From:** Rebecca Duclos, Dean, Faculty of Fine Arts   
**Date:** March 15, 2019  
**Re:** CATS-27 Curriculum Dossier – Changes to the video audition process for the Graduate Diploma in Music Therapy

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As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in CATS-27. The dossier was reviewed and unanimously approved by the Fine Arts Faculty Council at its meeting on March 15, 2019.

There are no resource implications.

Rebecca Duclos  
Dean, Faculty of Fine Arts  
[Rebecca.Duclos@concordia.ca](mailto:Rebecca.Duclos@concordia.ca)  
514.848.2424 ext. 4602



**FACULTY OF FINE ARTS**

**Internal Memorandum**

**To:** Rebecca Duclos, Dean, Faculty of Fine Arts  
**From:** Elaine Paterson, Associate Dean, Academic  
**Date:** February 21, 2019  
**Re:** Curriculum dossier for the Department of Creative Arts Therapies, CATS-27

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The Faculty of Fine Arts Curriculum Committee has reviewed and approved the CATS-27 curriculum dossier from the Department of Creative Arts Therapies. We hereby submit this dossier for review at Faculty Council on March 15, 2019.

This document proposes to remove application requirements from the calendar so that they can be modified and updated more easily.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "E. Paterson".

Elaine Paterson, PhD  
Associate Dean, Academic  
Faculty of Fine Arts  
[elaine.paterson@concordia.ca](mailto:elaine.paterson@concordia.ca)

**FACULTY OF FINE ARTS**

Department of Creative Arts Therapies

**INTERNAL MEMORANDUM**

**TO:** Dr. Elaine Cheasley Paterson, Associate Dean, Academic Affairs  
**FROM:** Guylaine Vaillancourt, Chair, Department of Creative Arts Therapies  
**DATE:** February 18, 2019  
**SUBJECT:** Change to application requirements for Graduate Diploma in Music Therapy: CATS 27

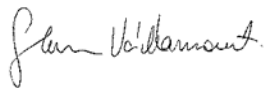
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Dear Dr. Paterson,

This dossier removes all references to application requirements from the calendar, so that they can be modified and updated more easily.

Please note that these changes will not incur any financial implications.

Sincerely,



Guylaine Vaillancourt, PhD, MTA  
Department Chair and Associate Professor  
Creative Arts Therapies

**PROGRAM CHANGE:** Change to application requirements for Graduate Diploma in Music Therapy

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2019/2020  
**Implementation Month/Year:** Fall 2019

**Faculty/School:** Fine Arts  
**Department:** Creative Arts Therapies  
**Program:** Music Therapy  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:**

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2018/2019) calendar	Proposed Text
<p><b>Admission Requirements</b></p> <p>Entry into the program requires a bachelor's/baccalaureate degree with courses in Music (24 credits, which must include 6 credits in Musicology and 12 credits in Music Theory, or equivalents); Psychology (24 credits, which must include courses in Introductory, Developmental, and Abnormal Psychology, Theories of Personality, and Research Methodology, or equivalents); and Introduction to Music Therapy (3 credits), or equivalent. Applicants must show evidence of: primary instrument/voice performance abilities at the level of completion of a bachelor's degree in Music; piano performance abilities at Grade 6 Royal Conservatory of Music level, and fundamental guitar and voice skills. <del>(Those invited for interview provide a video recording of performances of two selections on each instrument). Since enrolment is limited, applicants are selected on the basis of a past academic record of no less than a B- average (3.00 on a 4.30 scale), or equivalent, a 500-word letter of intent, a curriculum vitae; and three letters of recommendation. P</del>previous experience in a clinical, rehabilitative or educational setting <del>is expected</del>. Direct experience with the therapeutic process is highly desirable.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p><b>Proficiency in French.</b> While there are no formal French proficiency requirements, students intending to work in Québec are strongly encouraged to develop a working knowledge of French.</p>	<p><b>Admission Requirements</b></p> <p>Entry into the program requires a bachelor's/baccalaureate degree with courses in Music (24 credits, which must include 6 credits in Musicology and 12 credits in Music Theory, or equivalents); Psychology (24 credits, which must include courses in Introductory, Developmental, and Abnormal Psychology, Theories of Personality, and Research Methodology, or equivalents); and Introduction to Music Therapy (3 credits), or equivalent. Applicants must show evidence of: primary instrument/voice performance abilities at the level of completion of a bachelor's degree in Music; piano performance abilities at Grade 6 Royal Conservatory of Music level, and fundamental guitar and voice skills. <a href="#">An overall grade average of B- or better is expected. In addition, the applicant is expected to have had</a> previous experience in a clinical, rehabilitative or educational setting. Direct experience with the therapeutic process is highly desirable.</p> <p><b>Proficiency in English.</b> 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 Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p><b>Proficiency in French.</b> While there are no formal French proficiency requirements, students intending to work in Québec are strongly encouraged to develop a working knowledge of French.</p>
<p><b>Rationale:</b>                      We are removing any references to application requirements, which may change, from the calendar.</p>	
<p><b>Resource Implications:</b></p>	

None

**SCHOOL OF GRADUATE STUDIES**

**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:** May 3, 2019

**SUBJECT: GRADUATE CURRICULUM CHANGES (MECH-113)  
(CALENDAR – 2019/2020)  
DEPARTMENT OF MECHANICAL, INDUSTRIAL AND AEROSPACE  
ENGINEERING  
GINA CODY SCHOOL OF ENGINEERING AND COMPUTER SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Gina Cody School of Engineering and Computer Science.

The Department of Mechanical, Industrial and Aerospace Engineering is proposing a new permanent course ENGR 6151 Continuum Mechanics.

The GCC approved the curriculum changes with minor 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. Debbabi, Associate Dean, Graduate Programs and Research, Gina Cody School of Engineering and Computer Science  
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs



**GINA CODY**  
SCHOOL OF ENGINEERING  
AND COMPUTER SCIENCE

**INTERNAL MEMORANDUM**

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

**FROM:** Dr. M. Debbabi  
Associate Dean, Graduate Programs and Research  
Faculty of Engineering and Computer Science

**CC:** Ms. Frederica Martin  
Academic Programs Analyst  
School of Graduate Studies

**DATE:** April 1, 2019

**RE:** **Graduate Curriculum Proposal for the 2019-20 Academic Year (MECH-113)**  
**Gina Cody Council of Engineering and Computer Science**

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At its meeting on March 29, 2019, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, with minor modifications, the creation of a new permanent course ENGR 6151 Continuum Mechanics proposed by the Department of Mechanical, Industrial and Aerospace Engineering. This course is a fundamental course in mechanics and there is no similar course in the Department or in the School. The proposed course will enhance the department offerings in structural mechanics. Details of the curriculum changes are indicated and explained in the internal memorandums and in the MECH-113 dossier.

We kindly request that this dossier be placed on the next agenda of the Graduate Curriculum Committee.

Thank you for your consideration of this proposal.



**INTERNAL MEMORANDUM**



**GINA CODY**  
SCHOOL OF ENGINEERING  
AND COMPUTER SCIENCE

Office of the Dean

**TO:** Dr. Amir Asif  
Chair of the Faculty Council  
Gina Cody School of Engineering and Computer Science

**FROM:** Dr. M. Debbabi  
Associate Dean, Graduate Programs and Research  
Gina Cody School of Engineering and Computer Science

**DATE:** February 22, 2019

**RE:** **Graduate Curriculum Proposal for the 2019-20 Academic Year  
Department of Mechanical, Industrial and Aerospace Engineering (MIAE)**

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At its meeting on February 19, 2019, the Engineering and Computer Science Graduate Studies Committee (ECSGSC) reviewed and approved, with minor modifications, the creation of a new course *ENGR 6151 Continuum Mechanics* proposed by the MIAE Department. This course is a fundamental course in mechanics, especially for the research students with a background in solid and fluid mechanics. There are no additional resources required for this course as it would count as part of a faculty member's regular teaching load.

Details of the graduate curriculum item are indicated and explained in the Department's internal memorandum and in the MECH 113 dossier.

We kindly request that this proposal be placed on the next agenda of the GCS Council for approval.

Thank you for your consideration of this proposal.

## INTERNAL MEMORANDUM

**TO:** Dr. Mourad Debbabi, Associate Dean, Research and Graduate Studies

**FROM:** Dr. Ali Dolatabadi, Graduate Program Director, MIAE

**DATE:** January 30<sup>th</sup>, 2019

**SUBJECT:** New Course ENGR 6151 Continuum Mechanics

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The MIAE Department would like to introduce a new course **ENGR 6151 Continuum Mechanics**, which was approved by the Department Council Meeting on January 11<sup>th</sup>, 2019.

Continuum mechanics is a fundamental and important graduate course for all disciplines in mechanical engineering in many universities in North America. As there is no similar course in the Department and Gina Cody School, the proposed course will greatly help our graduate students to acquire fundamental understanding of this important field required as a building block for many theoretical and computational research projects.

**PROGRAM CHANGE:** Topic Area

**Proposed**  Undergraduate or  Graduate Curriculum Changes

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

**Faculty/School:** Gina Cody School of Engineering and Computer Science  
**Department:** Mechanical, Industrial and Aerospace Engineering  
**Program:** Mechanical Engineering  
**Degree:** MEng, MAsc, PhD.  
**Calendar Section/Graduate Page Number:** Winter 2019

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p><b>E06 - STRUCTURAL MECHANICS</b> ENGR 6501 Applied Elasticity ENGR 6511 Fundamentals of Finite Element Analysis of Structures (*) ENGR 6541 Structural Dynamics ENGR 6551 Theory of Elastic and Inelastic Stability ENGR 6561 Theory of Plates and Shells ENGR 6571 Energy Methods in Structural Mechanics ENGR 6581 Introduction to Structural Dynamics (*) ENGR 7501 Advanced Finite Element Method in Structural Mechanics ENGR 7521 Advanced Matrix Analysis of Structures ENGR 7531 Boundary Element Method in Applied Mechanics</p>	<p><b>E06 - STRUCTURAL MECHANICS</b> <a href="#">ENGR 6151 Continuum Mechanics</a> ENGR 6501 Applied Elasticity ENGR 6511 Fundamentals of Finite Element Analysis of Structures (*) ENGR 6541 Structural Dynamics ENGR 6551 Theory of Elastic and Inelastic Stability ENGR 6561 Theory of Plates and Shells ENGR 6571 Energy Methods in Structural Mechanics ENGR 6581 Introduction to Structural Dynamics (*) ENGR 7501 Advanced Finite Element Method in Structural Mechanics ENGR 7521 Advanced Matrix Analysis of Structures ENGR 7531 Boundary Element Method in Applied Mechanics</p>
<p>Rationale: New course in Topic Area.</p>	
<p>Resource Implications: The resources required are already implemented.</p>	

**COURSE CHANGE:** ENGR 6151      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

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

**Faculty/School:** Gina Cody School of Engineering and Computer Science  
**Department:** Mechanical, Industrial and Aerospace Engineering  
**Program:** Mechanical Engineering  
**Degree:** MEng, MAsc, PhD  
**Calendar Section/Graduate Page Number:** Winter 2019

**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: |  |                                       |

<b>Present Text (from 20xx/20xx) calendar</b>	<b>Proposed Text</b>
	<p><b>ENGR 6151 Continuum Mechanics (4 credits)</b> This course presents the macroscopic mechanical behaviour of continuously distributed solid and fluid materials. This is a fundamental graduate course in the field of mechanical or aerospace engineering, which covers basic principles of continuum mechanics and their engineering applications. All laws of continuum mechanics are formulated in terms of quantities that are independent of coordinates. Thus, in this course, first the concept of tensors is presented in detail as the linear transformation. This is followed by the formulation of the kinematics of very small and large deformation and the description of stresses and the basic laws of continuum mechanics common to all materials. Finally, constitutive equations governing the behaviours of idealized materials, including the elastic, hyperelastic and viscous materials, are presented as applications of these laws. A project is required.</p>
<p><b>Rationale:</b> Continuum mechanics is a fundamental and important graduate course for all disciplines in mechanical engineering in many universities in North America. As there is no similar course in the Department and School, the proposed course will greatly help our graduate students to acquire fundamental understanding of this important field required as a building block for many theoretical and computational research projects.</p>	
<p><b>Resource Implications:</b> None. The course will be part of a faculty member's teaching load and drawn from our current allotment.</p>	
<p><b>Other Programs within which course is listed:</b>  Master of/Magisteriate in Mechanical and Aerospace Engineering, Master of/Magisteriate in Applied Science, Doctor of/Doctorate in Philosophy (Mechanical Engineering)</p>	



**SENATE  
OPEN SESSION  
Meeting of September 13, 2019**

**AGENDA ITEM:** Annual report of the academic hearing panel

**ACTION REQUIRED:** For information

**SUMMARY:** The report is presented to Senate in keeping with Article 94 of the Academic Code of Conduct which stipulates:

*"An annual report detailing the number and type of charges laid under this Academic Code of Conduct and their disposition shall be prepared by the Secretary of the Tribunals and presented to Senate by September 30 of each year. The report shall be published on the University's website. In no circumstances shall any mention be made of the names of the students involved or of any information, which might lead to their identification."*

**PREPARED BY:**

Name: Danielle Tessier  
Date: August 30, 2019



## Office of Student Tribunals Annual Academic Hearing Report July 1, 2018 to June 30, 2019

In accordance with Article 94 of the Academic Code of Conduct (the “Code”), this report details the number and type of charges laid under the Code and their disposition and is presented at the September meeting of Senate. In addition, enclosed herewith is a table with the breakdown of the type of charges laid under the Code (schedule A).

The specific breakdown by Faculty for 2018-2019 as at July 1, 2019 is provided below:

Faculty	INCIDENT REPORTS	CHARGES DISMISSED AT FACULTY LEVEL		CHARGES UPHELD AT FACULTY LEVEL		INCIDENT REPORTS PENDING DECISIONS BY FACULTY	TOTAL HEARING REQUESTS		AHP <sup>1</sup> PENDING FROM PREVIOUS YEARS	WITH-DRAWN	TOTAL AHPs HELD		
			% of incident reports		% of incident reports		SENT TO AHP BY FACULTY	AHP REQUESTED BY STUDENT			DISMISSED	UPHELD	AHP PENDING
Arts and Science	181	43	24%	120	66%	16	2	0	9	0	0	9	2
Gina Cody School of Engineering and Computer Science	81	3	4%	67	83%	11	0	2	2	0	0	2	2
Fine Arts	6	2	33%	3	50%	1	0	0	0	0	0	0	0
John Molson School of Business	63	16	25%	42	67%	2	3	0	3	0	0	3	3
School of Graduate Studies	82	8	10%	68	83%	0	6	0	4	0	2	3	5
<b>TOTAL</b>	<b>413</b>	<b>72</b>	<b>17%</b>	<b>300</b>	<b>73%</b>	<b>30</b>	<b>11</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>17</b>	<b>12</b>
							<b>13</b>				<b>19</b>		

By July 1, 2019, a total of **413 incidents** were reported for courses taken during the academic period covered by this report. A total of 300 (73%) charges were upheld at the Faculty level, 72 (17%) charges were dismissed, 11 (3%) files were sent directly to Academic Hearing Panels (“AHP”) and 30 (7%) of these incidents are still pending decisions by the Faculties.

<sup>1</sup> The number of hearings pending from previous years column includes hearings requested during the 2018-2019 academic year for courses taken during previous academic years.

Out of the 300 charges upheld by the Faculties, the Office of Student Tribunals received a total of 2 requests for AHPs from students, and 11 requests from the Faculties due to repeat offences. Adding the above to the 18 AHP requests carried over from previous years, there were a total of **31 AHP requests to process this past year**, including 25 for repeat offences.

Our office conducted hearings with respect to **19 cases** under the Code in the 2018-2019 academic year, as follows:

- **19 AHPs** (including 16 for repeat offence cases).

As of July 1, 2019, we begin the 2019-2020 academic year with 12 cases awaiting hearings under the Code, 9 of which are for repeat offences.

The hearings carried over from 2018-2019 are due to:

- 8 separate requests to postpone hearings; and
- Several hearing requests received toward the end of the 2018-2019 academic year, including 8 hearing requests received by the Office of Student Tribunals after April 1, 2019.
- A delay in appointments to the Student Tribunal Pool during the Fall 2018 term.

Submitted by the Office of Student Tribunals

[tribunal@concordia.ca](mailto:tribunal@concordia.ca)

August 29, 2019

Encl.



Schedule A

Breakdown from July 1, 2018 to June 30, 2019 of the type of charges laid under the Academic Code of Conduct (the "Code")

Incident Reports filed under the Code

	Article 18	Article 19a	Article 19b	Article 19c	Article 19d	Article 19e	Article 19f	Article 19g	Article 19h	Article 19i	Article 19j	Article 19k
Arts and Science	163	32	-	14	11	2	-	44	-	-	-	2
Engineering and Computer Science	51	16	5	15	1	-	-	45	-	3	-	-
Fine Arts	-	3	-	-	-	-	-	2	-	-	-	-
John Molson School of Business	3	1	-	-	1	-	-	56	-	-	-	-
School of Graduate Studies	80	22	3	21	-	-	-	10	-	-	-	-
<b>TOTAL</b>	297	74	8	50	13	2	0	157	0		0	2

**Note:** See Excerpts from the Code on the following page for a description of the articles listed above.  
Students may have been charged under more than one article with respect to the same incident.

## **Excerpts setting forth the types of charges from the Academic Code of Conduct**

**Article 18:** "Any form of cheating, or plagiarism, as well as any other form of dishonest behaviour, intentional or not, related to the obtention of gain, academic or otherwise, or the interference in evaluative exercises committed by a student is an offence under this Code. Any attempt at or participation related in any way to an offence by a student is also an offence"

**Article 19:** "Without limiting, or restricting, the generality of Article 18 above and with the understanding that Articles 19 a) to l) are to be considered examples only, academic offences include, the carrying out, or attempting to carry out or participating in":

**19a:** "plagiarism - the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement"

**19b:** "the contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own"

**19c:** "unauthorized collaboration between students"

**19d:** "tearing or mutilating an examination booklet or an examination paper, including, but not limited to, inserting pages into a booklet or taking a booklet or a portion of the booklet or examination paper from the examination room"

**19e:** "multiple submission - the submission of a piece of work for evaluative purposes when that work has been or is currently being submitted for evaluative purposes in another course at the University or in another teaching institution without the knowledge and permission of the instructor or instructors involved"

**19f:** "the obtention by theft or any other means or use of the questions and/or answers of an examination or of any other resource that one is not authorized to possess"

**19g:** "the possession or use during an examination of any non-authorized documents or materials or resource or possessing a device allowing access to or use of any non-authorized documents or materials"

**19h:** "the use of another person's examination during an examination"

**19i:** "communication with anyone other than an invigilator during an examination or the obtention of any non-authorized assistance during an examination"

**19j:** "impersonation - assuming the identity of another person or having another person assume one's own identity"

**19k:** "the falsification of a document, in particular a document transmitted to the University or a document of the University, whether transmitted or not to a third party, whatever the circumstances"



**SENATE  
OPEN SESSION  
Meeting of September 13, 2019**

**AGENDA ITEM:** Report and recommendation of the Ad Hoc Committee to Review Senate Eligibility Requirements

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate approval is sought regarding modifications to the student eligibility requirements to serve on Senate.

**BACKGROUND:** Please refer to the attached report which outlines the Ad Hoc Committee's terms of reference and membership as well as its full report and recommendation.

**DRAFT MOTION:** That, on recommendation of the Ad Hoc Committee to Review Senate Eligibility Requirements, Senate recommend to the Board of Governors the approval of the amendments to article 64 b) of the By-Laws.

**PREPARED BY:**

Name: Danielle Tessier  
Date: September 9, 2019



## Recommendation of the 2018-19 Ad Hoc Committee to Review Senate Eligibility Requirements (the “Committee”) — Executive Summary

A student senator must be actively engaged in the academic life of the University and should have an understanding of the pursuit of higher education and the procedures and rules governing the academic affairs of the University. This engagement and understanding is demonstrated by: a student being registered in and successfully progressing through their program, which also provides students with experience of program structures and processes in general; or through sustained progress in higher education, demonstrated through completion of courses.

In light of this, Concordia’s effort to build a more inclusive and diversified university, especially via the Strategic Direction to Go Beyond (“go the extra mile for members of our community”), and issues of fairness and justice arising in procedures for amending transcripts in response to circumstances beyond a student’s control, the majority of the Committee recommends that Article 64 b) of the Bylaws be amended as follows (hereinafter referred to as the “**Draft Article 64 b)**”):

*64 b) Students elected to Senate shall:*

*(i) be registered in at least six (6) credits in the then-current academic year; and*

*(ii) meet one of the following:*

- 1 be in acceptable standing in their undergraduate program or in good standing in their graduate program;*
- 2 have completed, in the previous academic year, a minimum of nine (9) credits (for undergraduate students), or six (6) credits (for graduate students).*

*Notwithstanding the above, no more than two (2) undergraduate student Senators may be independent students.*

*The credits specified in this article 64 b) shall be credits taken at the University. Credits and standing shall be verified by Senate at least twice per year, normally in September and January. Upon graduation, any student elected to Senate ceases to be eligible and may no longer serve on Senate.*

Article 64 b) of the Bylaws currently states that:

*Student members elected to Senate shall be registered in a course or other for-credit activity, be registered in an undergraduate or graduate program, and be in acceptable academic standing (such standing to be verified semi-annually, normally in September and January).*

### **Summary of changes:**

The revision specifies two paths to student eligibility for Senate.

The first path, via the requirements specified in Draft Article 64 b) (i) + (ii).1, **is substantively the same as the path specified in the current bylaw.**

The second path **opens a new door for student eligibility**, via the requirements specified in Draft Article 64 b) (i) + (ii).2. This tests for academic experience accumulated through the completions of credits. It should be noted that, while it does not explicitly test academic standing, *the Committee's deliberations revealed that registration for courses can serve as a proxy for tests of academic standing*, since undergraduates on conditional standing need approval to register for courses. This allows program directors or the Registrar to serve as a 'door keeper' regarding issues of standing, allowing more nuance regarding circumstances. This addresses issues of fairness and justice, and facilitates inclusivity of students with varying academic paths and perspectives in Senate. This second path also allows up to two independent (non-program) undergraduates to sit on Senate. For graduate students, standing and registration requirements are, de facto, more stringent.

Except for one small housekeeping matter in the wording of Article 64, rest of the Bylaws would remain as is, with provisions with respect to suspension and expulsion maintained.

## **Full Report on the Committee's Deliberations and Reasoning**

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### **Mandate:**

In fall 2018, representatives of the CSU made a presentation with respect to requirements for students to be eligible to sit on Senate. This led Senate to pass a motion to establish an Ad Hoc Committee to Review Senate Eligibility Requirements. The Committee was established by the Steering Committee of Senate on November 2, 2018, with a mandate "To review the current eligibility requirement for constituents to serve on Senate and its standing committees and bring a recommendation to Senate as soon as feasible." The Committee was composed of: 4 full-time faculty members (1 from each Faculty); 1 part-time faculty member; 2 undergraduate students; 1 graduate student; and 1 academic administrator, for a total of 9 members. (See Appendix A.2.) In addition, an Associate Legal Counsel in the University Secretariat was appointed as secretary of the Committee.

### **Deliberations and Process:**

The committee met 5 times, from December 2018 to May 2019, for a total of about 10 hours of discussion. Deliberations drew on findings, research and study of, e.g.:

- how undergraduates, graduates, and also faculty members are appointed to Senate, including details of the processes and steps taken by the student bodies;
- undergraduate and graduate academic regulations;
- the many different ways "student" is defined in policies, bylaws, and regulations across the university;
- discussion of the history of the Bylaws;
- comparison with Senate eligibility requirements at other universities;
- the CSU presentation of October 5, 2018, which gave reasons, many having to do with fairness and justice, for revisiting the Bylaws.

(Several of the above are covered in appendices; see table of appendices at the end of this document.)

### **Conclusions of the Committee Members:**

After substantive and detailed discussion, that not only considered the contents of the Bylaws but also the process and framing that would justify revising the Bylaws, on 26 April, 2019, the members present arrived at the recommendation set forth above. 5 votes were in favour of such recommendation, 1 was opposed. The dissenting member's opposition is based on strong and principled opposition to eligibility of non-program students for Senate (Draft Article 64 b) (ii) (2)), for reasons discussed in more detail below. It must be emphasized, however, that the dissenting member is strongly in support of the intent to make eligibility more inclusive and encompassing of a wider range of student experiences not based exclusively on academic standing.

Subsequent to this vote, this report was circulated for comment and revision by all members of the Committee, to ensure it captures the reasoning of the majority as well as the reasoning of those dissenting. During this period, one member not present for the vote did not endorse the recommendation, while another did. In total, six members have approved the

recommendation set forth herein, while two other members have not, for reasons explained herein.

The recommendation, then, is not unanimous, although it is strongly supported by a majority, for the reasons given below. The outcome, though, is the result of a careful process of investigation and discussion that moved several individual members from their initial positions to ones they and the Committee had not anticipated. The recommendation of the Committee can be seen as the result of collective reasoning and persuasion that did not lead to full consensus, but where all were trying to act in the interests of Senate.

**Synopsis of Reasoning:**

1) A central context for the formation of the Committee and its deliberations were concerns about fairness, justice, and representation, due to student eligibility being in part based on academic standing. E.g., a student can have setbacks to their transcript, due to medical or other circumstances beyond their control, that might not be ‘repaired’ in time for being seated on Senate, where ‘time to repair’ might depend on non-academic factors that do not reflect a student’s engagement with and understanding of higher education.

2) Given this context, in its earlier meetings, the Committee discussed and agreed on a set of framing principles, namely that any recommended changes to the Bylaws should be: just and fair; equitable; pragmatic, feasible and workable for Senate to apply; principled and motivated by compelling reasons; and preclude, as best as possible, subsequent returns to the table to discuss the eligibility requirements. Another principle that repeatedly emerged, was that given Senate’s standing as our highest academic body, Senators must have an understanding of, and commitment to, higher education and Concordia’s academic mission and regulations.

3) The majority found a compelling case that the current Bylaw, where all paths to student Senate eligibility depend on academic standing, opens the possibility of inequity, unfairness, or injustice. (See below and Appendix C, which shows this via fictional composite student personae.) Discussion then turned remedies, e.g., by finding some an alternative to academic standing (one already available at Concordia) to assess student engagement with and understanding of academic life and rules and procedures, as relevant to Senate as academic body.

For various reasons, this proved hard to do. Neither cumulative GPA (CGPA) nor Assessment GPA (AGPA, the average GPA in the previous two terms only, used to assess academic standing) proved to be fair, just, or equitable. E.g., a student with a transcript set back due to medical or other circumstances out of their control might have an AGPA below the 2.0 required for Acceptable Standing, but a CGPA that is higher—or vice versa. Also, while CGPAs or AGPAs set back by such circumstances can be repaired, outcomes and time to repair can vary due to student resources. This can, e.g., be especially challenging for international students. So students with very similar academic records could be eligible or ineligible for Senate due to circumstantial factors, independent of their academic ability. (See Appendix C.) Furthermore, program directors may have different approaches to students in such situations. Finally, it can



be challenging for a student to navigate University rules, regulations and calendars; and experiences can vary depending on contact persons and other factors.

In researching other possible ways of defining students as eligible for Senate, the Committee found that even the term 'student' has numerous different definitions in University documents, making it impossible to find any overarching definition or criterion that could be used to define students as eligible for Senate. The Committee also found that the CSU, GSA and each of the faculties have different processes with respect to Senate appointments, leading to many different approaches to that as well. In this context, CSU members also emphasized the diligence with which they vet students appointed to Senate (see Appendix D for the CSU's practices).

4) One of the Committee's most important realizations was that **undergraduates in conditional standing cannot just register for courses. They need approval from their program and program director (or the University Registrar, for independent students), and accordingly are 'vetted' for their academic ability and commitment prior to taking additional courses.** This led to a key insight, that registering for, and completing, courses is no small matter, and intersects with issues assessed by academic standing. (Students in failed standing cannot register until this condition is removed.) As well, there was unanimity that registration in at least one course is obviously requisite for students being on Senate. **Course registration can therefore serve as a proxy for issues of academic standing (i.e., being in acceptable, conditional, or failed standing) that are of concern to Senate as an academic body.**

5) The difficulty in finding a feasible, simple, pragmatic and already available alternative measure or assessment of academics led the Committee to make a 'fresh start': In the context of Concordia today, with its current student population, diversity and efforts regarding inclusivity, and Going Beyond, are there any students that should be *excluded*, beyond the most minimal requirement of being registered in at least one course? What would the principle or basis of this exclusion be?

The Committee's previous discussion led to a view, capturing the guideline already invoked above, as to what is requisite for student Senators:

A student Senator must be actively engaged in the academic life of the University and should have an understanding of the pursuit of higher education and the procedures and rules that govern the academic affairs of the University. This engagement and understanding is demonstrated by: a student being registered in and successfully progressing through their program, which also provides students with experience of program structures and processes in general; or through sustained progress in higher education, demonstrated through the student's completion of courses.

The Committee adapted this into the following requirements as Draft Article 64 b):

*64 b) Student elected to Senate shall:*

*(i) be currently registered in at least 6 credits in the then-current academic year; and*

(ii) meet one of the following:

- 1 *be in acceptable standing in their undergraduate program or in good standing in their graduate program; or*
- 2 *have completed, in the previous academic year, a minimum of 9 credits (for undergraduate students), or 6 credits (for graduate students).*

*Notwithstanding the above, no more than two (2) undergraduate student Senators may be independent students.*

*The credits specified in this article 64 b) shall be credits taken at the University. Credits and standing shall be verified by Senate at least twice per year, normally in September and January. Upon graduation, any student elected to Senate ceases to be eligible and may no longer serve on Senate.*

This opens two paths or ‘doors’ to student eligibility for Senate, both of which, in the view of majority of the Committee, uphold commitment to and understanding of academic life, higher education, and Concordia.

The first path, via requirements set forth at Draft Article 64 b) (i) + (ii).1, **is substantively the same as those set forth in the current Bylaw**. This ‘door’ is more directly oriented by standards of academic achievement and experience in programs.

The second path **opens a new door for student eligibility**, via requirements set forth in Draft Article 64 b) (i) + (ii).2. This ‘door’ is more oriented by standards of academic experience obtained, by testing for academic experience accumulated through completions of credits. While it does not explicitly test academic standing, **as discussed above, registration for courses can serve as a proxy for tests of academic standing**. For program students, in effect, this lets program directors serve as a ‘door keeper’ regarding issues of standing, allowing more nuance regarding circumstances, which is better able to address issues of fairness and equity.

It also allows up to two undergraduate independent students (per year) on Senate, with the University registrar in this case serving as ‘door keeper’. (The limit of two is via the ‘Notwithstanding’ rider just following Draft Article 64 b) (ii).2.) The majority position is that this balances inclusivity of students with the view that being in a program provides students with understanding of programs: it expands inclusivity, yet maintains the importance and preponderance of program students for Senate deliberations. For the dissenting member, however, the limit in number does not address the strong issue of principle, see below. Finally, it strongly increases the likelihood of not having to return to the table, a factor in the majority view, along with the observation that excluding independent students is likely inefficacious (see below).

For graduate students, standing and registration requirements are, de facto, far more stringent, and it is reasonable to have that higher standard apply to graduate students, since this attaches to their de facto participation in the University in the first place.

Finally, since the recommendation uses numbers of credits taken as a tool to assess experience and knowledge of Concordia, the recommendation stipulates that the credits in question are for **courses taken at Concordia**, i.e., transfer credits do not count in Senate's assessment of these requirements regarding *course registrations*. (To be clear: this stipulation does not affect Senate's assessment of academic standing. To assess acceptable academic standing, Senate simply looks at whatever the transcript reports on standing, which may be based on both Concordia and transfer credits.)

*Objections and Replies:*

The Committee considered and discussed various possible objections to its recommendation, and replies to them—especially objections to removing conditions regarding academic standing. **All 6 members who participated in the vote are unanimous and in agreement** that there are compelling reasons to open another path to Senate eligibility, that does not directly hinge on academic standing, given issues of fairness, equity, justice, diversity of student representation and experience on Senate, instead assessing accumulated academic experience via registration in courses (where registering requires students on conditional standing to be vetted by program directors (or the Registrar), and bars students in Failed standing).

One objection and reply must be discussed here, since this is where the disagreement lies between the 5 members in favour of the recommendation and the 1 member who voted against. This disagreement was the topic of considerable discussion in the final meeting.

The dissenting member's strong and principled view is that being in a program is requisite to understanding how programs work and what processes of advising are like. This can provide highly valuable knowledge and feedback in Senate discussions of curriculum changes and new programs, a key Senate activity. As well, program completion and degree acquisition is the central project and benefit of the University, so the University and its Senate should focus on moving students into programs, which is the proper culmination of independent courses. Independent students should end up in programs, which would mean they would end up being eligible for Senate. That principled view and position cannot be remedied by limiting the number of independent students.

Another committee member, not present for the vote, additionally added several concerns. The committee member expressed concern about the differing standards for admission and progression applied to program students and independent students. The standards for admission and the annual academic review of program and independent students are subject to different processes and evaluations. The Calendar stipulates different admissions and annual academic assessments for program and independent students, which will create different expectations for potential Senators. Further, without being part of a department and/or a program, considerable experience of such students regarding the academic mission of the University is missing.

The majority view is that allowing a limited number of independent students, with different academic experiences, on Senate would be an asset for Concordia as it seeks to promote

inclusivity. The majority also: noted that some of our independent students are moving from programs in other universities, or already have other degrees; were not convinced that being in a program is absolutely requisite to understanding program structures and processes; did not see the harm in allowing this limited number of independent students to participate; thought that including a limited number of independent students strongly increases the likelihood of Senate not having to return to eligibility issues; noted that precluding independent students is “inefficacious” since the requirement can be bypassed by a intendent student initiating the paperwork to register in a program.

Respectfully submitted,  
 Ad Hoc Committee to Review Senate Eligibility Requirements

Members of the Committee:

David Morris (Chair)	Faculty of Arts and Science
Ali Akgunduz	Gina Cody School of Engineering and Computer Science
Patrice Blais	Faculty of Arts and Science (part-time)
Luca Caminati	Faculty of Fine Arts
Frank Crooks	John Molson School of Business
Mikaela Clark-Gardner	Undergraduate student
Sandra Gabriele	Vice-Provost, Teaching and Innovation
Sophie Hough-Martin	Undergraduate student
Nafisa Tabassum Jamal	Graduate student
Alison Beck (Secretary)	University Secretariat

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D: CSU and GSA Senate Appointment Practices

## **Appendix A: Mandate And Composition of Ad Hoc Committee**

At its meeting of October 5, 2018, Senate established an Ad Hoc Committee to Review Senate Eligibility Requirements and mandated Steering Committee to establish the mandate and composition of said Ad Hoc Committee.

At its meeting held October 30, 2018, Steering Committee of Senate approved the following:

### **Mandate**

To review current eligibility requirement for constituents to serve on Senate and its standing committees and bring a recommendation to Senate as soon as feasible.

### **Composition**

4 full-time faculty members, one from each Faculty - appointed by the Dean

1 part-time faculty member – appointed by CUPFA

2 undergraduate students – appointed by the CSU

1 graduate student – appointed by the GSA

1 academic administrator – appointed by the President

While not a requirement, Steering Committee recommends that the members be appointed from among former or current members of Senate.

## **Appendix B: CSU Presentation on Eligibility**

# Senate Eligibility

*Conditional Standing & the Act  
Respecting the Accreditation and  
Financing of Students' Associations*





# Major Decision-Making Bodies on Campus Not Inclusive of Students on Conditional Standing

- Board of Governors
- Senate
- Student Tribunal Pool
- *Task Force on Sexual Violence*

# Situations that can lead to Conditional Standing

- *Experiencing sexual violence*
- *Family-related issues*
- *Student-parents*
- *Financial precarity*
- *Personal issues relating to living situation*
- *Mental health & inadequate accessibility services on campus*
- *Chronic illnesses*
- *Accidents, like concussions, that lead to long-term learning barriers*
- *Lack of communication about notation options for students*

International students, in particular, face far more barriers.

Conditional standing is not decided by overall academic performance.

# Barriers Related to Conditional Standing

- **Automatically removed from waitlists for classes; prevented from graduating**
- **Must complete 12 credits, or wait until the next assessment period.**
- **Procedural barriers related to getting notations on transcripts:**
  - INC deadline to submit coursework is one month after the deadline to file a MED notation
  - Not all medical notes are accepted for MED notations
  - Deadlines for notations are *stated to be firm*, but according to administrators they are flexible. Flexibility of deadlines is *not explicitly apparent to students*, and deadlines *deter* students from accessing these notations.
- **Financial barriers:**
  - MED notations cost \$30/course (\$120-150 for a full semester)
  - INC notations cost \$25/course (\$100-125 for a full semester)
    - Non-refundable cost; do not receive refund on tuition, do not receive credit for course
- **Clear gap between what students experience with conditional standing, and what administrators, faculty, and staff understand to be true about conditional standing. This is why we feel so strongly we need to have these conversations.**

# Take Pride

- Excellence and accessibility go hand in hand.
- Equal standards for students, faculty, and administration.
- Collaborative, democratic decision-making



## Student Autonomy

- Trust students to elect and appoint their own representatives without restrictions.
- Students know themselves and know their capacities.
- Article 32 & Article 57 of the *Act respecting the Accreditation and Financing of Students' Associations*
- Historical background of Senate's Eligibility Requirements & the Accreditation Act

# CSU Elections & Appointments Process

- **Elections**
  - Petition students across campus to be eligible to run
  - Must be a member of the CSU (registered in course for credit at the undergraduate level)
  - If running for executive, participate in 2 debates
  - Be interviewed by the student media regarding your platform
  - Elected by the Undergraduate Student body
- **Appointments**
  - Submit a CV and cover letter
  - Go through intensive interview process to decide on suitability for the position
  - Voted on by the appointments' committee
  - If the student does not seem fit, they will not be appointed.

# How Common Are Academic Performance Requirements?

- In Canada, none of the U15 have academic performance requirements for student senators.
- In Quebec, only 3 universities have academic performance requirements. None of them are members of the U15.
- **McGill University** requires full-time status, but makes exceptions for student union executives.
- **Université de Laval** explicitly refers to article 32 of the Act *Respecting the Accreditation and Financing of Students' Associations*.

# **Students question the necessity and purpose of these requirements**

**If it isn't common practice at the most prestigious universities in Canada, nor common practice in Quebec universities, why here?**





## Why Recall the Ad-Hoc Committee?

- Continues to be an issue that concerns students.
- CSU was dissatisfied with exclusion of conditional standing in 2016.
- 2016 Ad-Hoc Report notes:
  - Changes “received strong support – **without, however, consensus or unanimity.**”
  - Code of Conduct was the largest consideration deliberated on.
  - **No explanation for why the academic standing requirements remained.**

## Why Recall the Ad-Hoc Committee?

- Current academic assessment process not working as intended.
- **New material for consideration that was not considered in 2016.**
- Committee as a way to engage in **productive dialogue**, working towards an agreement that will resolve, and **improve** the issue of assessment.
- Re-evaluation is part of **good governance** and **communication** with key community members.

***Thank you for your time and consideration!***



**Appendix C: Academic Standing and Issues of Fairness and Equity— CGPA vs. AGPA and examples via composite, fictional student personae**

## Appendix C: Academic Standing and Issues of Fairness and Equity— CGPA vs. AGPA and examples via composite, fictional student personae

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Here is a way of understanding the issues of fairness, re academic standing in undergraduate cases:

- We are, for good reason, precluded from discussing actual, individual cases. Below are fictional student personae, based on general cases that can happen.
- Consider 3 students Casey, Jaylin and Noor, who start in the same year. All did well in their 1<sup>st</sup> year of study, with a CGPA in the mid-3 range. They do well in the Fall of their 2<sup>nd</sup> year, but each of them runs into various health or personal issues in the Winter of their 2<sup>nd</sup> year, such that they get very poor marks in 2-3 of their courses in the Winter term, which should be removed.
- An important point: given the number of courses they have taken, their CGPA (their **cumulative** GPA for **all** courses), might remain above 2.0 in September of the 3<sup>rd</sup> year, when Senate determines whether a student is eligible for Senate or not.
- However, academic standing (whether a student is on conditional or failed standing), **is assessed on the basis of a AGPA, an Assessment GPA**. I.e., Senate's assessment in September is based on an AGPA calculated by the university in April, when the marks are in, based on the **average of the grades from the previous two terms**, i.e., their performance in the Fall and Winter of their 2<sup>nd</sup> year. This could very well be below 2.0. I.e. AGPA can be far below CGPA.
- Note: This point about how AGPA is calculated is not (on my reading) very clear or accessible in the current calendar language. Also, it is worth noting that assessment of academic standing is very much geared to **assessing a student on a year to year basis**, not cumulatively, e.g., "*Conditional standing* results when a student obtains an AGPA of less than 2.00, but at least 1.50. A student is not permitted to obtain two consecutive conditional standing assessments."
- An issue is that dependent on the situation and so on, cases can go very differently with Casey, Jaylin, and Noor.
- Casey is a student who had worked on psychological issues with their psychologist at home in the US. Casey doesn't speak French, faced some barriers and had some not so good experiences at their CLSC, and is having trouble finding a psychologist who works well with them, who is covered by health insurance, they can't pay out of pocket. Things were going well, but Casey's apartment was broken into, leading to problems in Winter of the 2<sup>nd</sup> year, and then problems removing bad grades, since it took a lot of time to dig out from the psychological problems, and the difficulty and costs of getting medical letters was high. Also, Casey didn't know all the regulations, wasn't in touch with the UPD or getting good advice. So, they didn't fix their transcript in time for the September assessment. But, by November they had this fixed. And their CGPA was above 3 all along, and their performance in the Fall and Winter of the 3<sup>rd</sup> was in fact quite good.
- Jaylin suffered a concussion. After that happened, professors and advisers found a remarkable change in character, from a very good student, to one who didn't seem to be able to keep in touch or even follow the process of fixing the record. But, by November of the 3<sup>rd</sup> year it's fixed, and Jaylin does well in all of the Fall and Winter of the 3<sup>rd</sup> year.
- Noor is a student who suffered a personal setback and tragedy. Noor, though knows the regulations and the UPD in their department, and had good advice, and quickly fixed the transcript, so the AGPA from the 2<sup>nd</sup> year was fixed, and they would be able to have been seated on Senate.
- After transcripts are fixed, Casey, Jaylin and Noor have records that assess them as having more or less equal academic ability. But, according to the procedures envisioned in the current bylaws, only Noor would have been able to be seated on Senate.
- These realistic scenarios raise questions about whether the assessment of academic standing, and academic procedures for fixing this (which work for assessing students re. academic advancement through their degree), work well for the purposes of assessing academic ability as relevant to Senate.

**Scenario 1: Casey, Jaylin and Noor**

Each suffers a setback due to medical/personal emergency in Winter term of second year.

Their AGPA falls below 2 at end of second year, putting them on conditional standing, although their CGPA remains above 2.

Given the medical/personal emergency, each has their transcript amended: courses are retroactively discontinued, which removes the conditional standing

But, Casey and Jaylin's circumstance are such that they only fix this by Nov, whereas Noor does this by July.

*Only Noor would be eligible to be seated in Senate for the September meeting (in their 3rd year); Casey and Jaylin would have to wait until after Nov.*

The table below contrasts their 'Initial' grades, CGPA, & AGPA (which counts marks from affected courses)

vs 'Amended' grades, CGPA, AGPA, where the affected courses are listed as DISC and don't count in averages.

(To simplify, the model has all of them getting exactly the same grades.)

Year	Term	Initial Grades	Amended Grades	Initial CGPA	Initial AGPA	Amended CGPA	Amended AGPA
1	Fall	3.30	3.30				
		3.30	3.30				
		3.70	3.70				
		3.30	3.30				
		3.00	3.00				
	Winter	2.70	2.70				
		3.00	3.00				
		3.70	3.70				
		3.30	3.30				
		3.70	3.70	<b>3.30</b>	<b>3.30</b>	<b>3.30</b>	<b>3.30</b>
2	Fall	3.00	3.00				
		3.00	3.00				
		3.00	3.00				
		3.30	3.30				
		3.30	3.30				
	Winter	2.00	2.00				
		2.00	2.00				
		0.00	DISC				
		0.00	DISC				
		0.00	DISC	<b>2.63</b>	<b>1.96</b>	<b>3.09</b>	<b>2.80</b>

**Scenario 2: Lei**

Lei doesn't do so well in first year, it turns out they didn't really like the major they first chose  
In 1st yr, though, Lei finds the discipline that really inspires them and focuses on it in 2nd year  
*Their transcript shows how AGPA can rise above CGPA*

Year	Term	Grades	CGPA	AGPA
1	Fall	2.30		
		2.70		
		2.30		
		2.00		
		2.00		
	Winter	2.30		
		2.30		
		2.70		
		2.70		
		3.70	<b>2.50</b>	<b>2.50</b>
2	Fall	3.00		
		3.70		
		4.00		
		3.30		
		3.70		
	Winter	4.00		
		3.70		
		4.00		
		3.70		
		3.70	<b>3.09</b>	<b>3.68</b>

## **Appendix D: CSU and GSA Senate Appointment Practices**



### **Selection of graduate student members to Senate:**

Senators are selected with the GSA annual elections in April. Four senators are elected in total:

- 1 executive (VP Academic)
- 3 elected students

Any vacant positions are filled via a by-election held within 45 calendar days in a General Assembly.

### **Election Process:**

An election committee is struck consisting of council members and executives. A call out for applications is sent by newsletter and social media for all available positions. A chief returning officer is appointed to conduct the elections. All election referenda is conducted by the CRO. In order to be eligible to run for senate, the candidate must be:

- A Concordia graduate student
- Registered in Graduate Studies as defined by the Office of Registrar
- A G.S.A member in good standing

### **Nomination Process:**

- The nomination period runs for no less than 5 business days prior to the verification and acceptance period.
- Campaigning by and for candidates is permitted during the campaign period.
- The candidates must fill up a nomination form which includes their name, student ID, e-mail, phone number, address and slate information.
- All candidates must sign a waiver form allowing the CRO to inquire as to their current student status through the Dean of Students or other relevant Concordia University officials. The C.R.O notifies the candidate by e-mail of the reason for failing to meet eligibility requirements. A candidate has 48 hours from the time of notification to rectify the situation.

Elections are held online via the Concordia student portal.

The elected members take office from June 1 every year for a period of one fiscal year.

### **Election Turnout 2018:**

President: Acclaimed

VP Internal: 2 candidates

VP External: 2 candidates

VP Mobilization: 2 candidates

VP Academic: Acclaimed

ENCS Directors: 19 candidates, 12 seats

Arts and Science Directors: 1 candidate, 6 seats

JMSB Directors: 8 candidates , 3 seats

Fine Arts Director: 1 candidate, 1 seat

SIP/Interdisciplinary Director: 0 candidates, 1 seat

Senators: 5 candidates, 3 seats

Governor: 2 candidates, 1 seat

Voter turnout: 1233

## **Selection of Undergraduate Student Members for Senate**

Undergraduate Senators are elected within the CSU General Elections and/or appointed by the CSU's Council of Representative:

- 2 ex-officio seats
  - Academic & Advocacy Coordinator (elected)
  - General Coordinator (elected)
- 4 elected students representing each faculty
  - Arts & Science
  - Fine Arts
  - Gina Cody School of Engineering and Computer Science
  - John Molson School of Business
- 2 councillors from the Council of Representatives (elected, then appointed)
- 4 students-at-large (appointed by Council)

Any vacant seats, following the General Election, are filled via appointment by Council.

## **Summary of Appointments process**

Appointment Committee membership: 1 executive, 4 councillors, one student-at-large

Process: There is an open call-out via the CSU's newsletter, website and social media. The applications are reviewed by the committee and interviews are conducted. The committee asks questions regarding knowledge of governance structures, preparedness for interview, current involvement at Concordia, and commitment to the position. The committee prepares a short list for Council with recommendations, which then Council votes on.

Agreement Form: Regardless of whether they are elected or appointed, each representative on Senate must sign an agreement binding them to certain expectations as Senators. These are primarily concerned with attendance at Senate, and with making regular reports to the CSU's Academic Caucus and Council of Representatives.

Removal Process: Any absences from Senate, any negligence of duty, or any other behaviour considered to be a serious breach of ethics or expectations can serve as a basis for a Senator's removal. A recommendation for removal must come from the Appointments Committee, although the Academic Caucus can make a recommendation to Appointments Committee to be handled there.

## **Summary of Election Process**

The CSU General Elections happen at the end of March, where all elected positions become open for the next mandate of student representatives (Executive, Councillors and Senators). Elected representatives start their mandates on June 1st.

The CSU By-Elections happen at the end of November, where positions that have remained open since the General Elections have the opportunity to be filled. Their mandates start as soon as the election results have been officially announced by the Chief Electoral Officer.

### Nomination process

- Executives need to have 125 undergraduate students to sign their nomination form, which is then verified by the Chief Electoral Officer's staff
- Councillors and Senators need to have 45 undergraduate student to sign their nomination form which is then verified by the Chief Electoral Officer's staff. The signatures must be from students in the faculty that they will be representing (e.g. an Arts & Science Councillor nominee must only get signatures from Arts & Science students).
- The forms have to include their full name, signature, Concordia Student ID number and Faculty.

### Campaign Period

The CSU campaigning period lasts 10 days before the polling period, which is where candidates distribute their campaign platform in the form of posters, social media, CJLO radio broadcast, websites, and in-person tabling to meet and chat with their fellow students. The Chief Electoral Officer advertises and organizes a public debate held on both campuses, which has recently also been live streamed on the CSU Elections Facebook page.

There are strict policies during the campaign period, regarding the approval of campaign material, the budget allocated for materials, and the spaces that can be used for campaigning. All of these regulations are maintained and supervised by the Chief Electoral Officer and their deputy electoral officer staff.

### Polling Period

- There are three days of polling. There are polling stations in Hall, VA, Webster Library, MB, EV, AD, CJ, SP and VL
- There are a series of procedures and security measures to ensure fair elections:
  - Serial numbers on ballots
  - Hired security at each station.
  - No loitering next to a Polling Station
  - Proxy voting is prohibited
  - Polling clerks input the students' ID number into the database to verify if they are a student and to also ensure that they do not vote twice.
  - Candidates cannot be voted in by acclamation, if only one candidate is running, they have to have more "Yes" votes than "No" votes.
- Biographies of candidates running are available at the Polling Stations.
- The last By-Election was done online as a trial and policies are in the works to have all CSU elections to be online to increase accessibility and participation.

## **By-Elections 2019 Turnout**

Voter turnout (online voting system): 2699 votes.

### Councillor positions:

Arts & Science: Five students ran, one seat  
Fine Arts: Two students ran, one seat  
Gina Cody School of ENCS: Eight students ran, two seats  
JMSB Councillor: Five students ran, five seats  
Independent: No candidates, one seat

## **General Elections 2018 Turnout**

Voter turnout (paper ballot system): 1292 votes.

### Executive positions

Academic & Advocacy Coordinator: Three candidates, one seat  
External Affairs & Mobilization Coordinator: Three candidates, one seat  
Finance Coordinator: Three candidates, one seat  
General Coordinator: Three candidates, one seat  
Loyola Coordinator: Four candidates, one seat  
Internal Affairs Coordinator: Three candidates, one seat  
Student Life Coordinator: Three candidates, one seat  
Sustainability: Three candidates, one seat

### Councillor positions

Arts & Science: Sixteen candidates, fourteen seats  
Fine Arts: Two candidates, three seats  
Gina Cody School of ENCS: Five candidates, five seats  
JMSB Councillor: Three candidates, six seats  
Independent: No candidates, one seat open

### Senate positions

- Gina Cody School of ENCS: Three candidates, one seat
- Arts & Science: One candidate, one seat
- JMSB: No candidate, one seat (appointed by Council instead)
- Fine Arts: No candidate, one seat (appointed by Council instead)

## **Academic Caucus**

All appointed and elected Senators sit on the CSU's Academic Caucus, which meets at least once a month. Academic Caucus ensures the proper internal governance of the CSU's

members sitting on Senate and keeps them accountable to each other. It serves as a space to exchange knowledge from across faculties to inform decisions on curriculum changes and other Senate documents. In addition, it builds relationships across faculties, which allows for meaningful dialogue to create a supportive work environment.