



## AGENDA OF THE OPEN SESSION OF THE MEETING OF SENATE

Held on Friday, November 13, 2020, at 2 p.m.,  
via Zoom Video Conferencing

Join Zoom Meeting: <https://concordia-ca.zoom.us/j/92591397110>

Meeting ID: 925 9139 7110

Passcode: 376861

Join by conference call: 1-438-809-7799 Canada

Item	Presenter/s	Action
1. Call to order	G. Carr	
1.1 Adoption of the Agenda	G. Carr	Approval
1.2 Adoption of October 16, 2020 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 (Document US-2020-6-D1)	A. Whitelaw	Information
<b>CONSENT AGENDA</b>	G. Carr	
5. Committee appointments (Document US-2020-6-D2)		Approval
6. Academic Programs Committee - Report and recommendations (Document US-2020-6-D3)		Approval
6.1 Undergraduate curriculum proposals - Faculty of Arts and Science		
6.1.1 Department of Applied Human Sciences (Document US-2020-6-D4)		
6.1.2 School of Irish Studies (Document US-2020-6-D5)		
6.1.3 Department of Classics, Modern Languages and Linguistics (Documents US-2020-6-D6 and D7)		
6.1.4 Interdisciplinary Studies (Document US-2020-6-D8)		

- 6.1.5 Department of Journalism (Document US-2020-6-D9)
- 6.1.6 Department of Political Science (Document US-2020-6-D10)
- 6.1.7 Department of Religion and Cultures (Document US-2020-6-D11)
- 6.2 Undergraduate curriculum proposals – Faculty of Fine Arts – Department of Studio Arts (Document US-2020-6-D12)
- 6.3 Graduate curriculum proposal – Faculty of Arts and Science – Department of Economics (Document US-2020-6-D13)
- 6.4 Graduate curriculum proposal – Gina Cody School of Engineering and Computer Science – Concordia Institute for Information Systems Engineering (Document US-2020-6-D14)

## REGULAR AGENDA

- |     |   |                                |             |
|-----|---|--------------------------------|-------------|
| 7.  | Presentation on student mental health           | G. Arasaratnam                 | Information |
| 8.  | Academic accommodations during COVID-19         | A. Whitelaw/<br>G. Arasaratnam | Information |
| 9.  | Question period ( <i>maximum - 15 minutes</i> ) |                                |             |
| 10. | Other business                                  |                                |             |
| 11. | Adjournment                                     | G. Carr                        |             |

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

Held on Friday, October 16, 2020, at 2 p.m.  
via Zoom Video Conferencing

**PRESENT**

Voting members: Graham Carr (*Chair*); Adewunmi Ajike; Ali Akgunduz; Shimon Amir; Nicholas Bailey; Leslie Barker; Matthew Barker; Guylaine Beaudry; Elizabeth Bloodgood; Catherine Bolton; Frank Crooks; Anne-Marie Croteau; Selvadurai Dayanandan; Mourad Debbabi; Alex De Visscher; Effrosyni Diamantoudi; Linda Dyer; Mary Esteve; Medhi Farashahi; Ariela Freedman; Annie Gérin; Vince Graziano; James Hanna; Fiona Harrison-Roberts; Safwan Hye; Hannah Jamet-Lange; Isaiah Joyner; Samantha Leger; Colin Long; Sarah Mazhero; Christopher Moore; Catherine Mulligan; Helena Osana; Virginia Penhune; Gilles Peslherbe; Pascale Sicotte; Reza Soleymani; Robert Soroka; Ron Stern; Alexander Stojda; Kelly Thompson; Guylaine Vaillancourt; Anne Whitelaw; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beaugard; Paul Chesser; Stéphanie de Celles; Michael Di Grappa; Nadia Hardy; Tom Hughes; Frederica Jacobs

**ABSENT**

Voting members: Sally Cooke; Jean-Philippe Warren; Natalia Whiteley

Non-voting members: Denis Cossette, Isabel Dunnigan; Candace Jacobs

**1. Call to order**

The meeting was called to order at 2:04 p.m.

**1.1 Adoption of the Agenda**

R-2020-5-1     *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

## 1.2 Adoption of September 18, 2020 Minutes

R-2020-5-2 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of September 18, 2020.*

## 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

Dr. Carr was pleased to welcome back to Senate Michael Di Grappa, our new Vice-President, Services and Sustainability.

He apprised Senate of some notable events and major initiatives, summarized as follows:

- The launch on October 19 of Concordia's 46th annual Centraide campaign.
- Despite being organized and done virtually, the 31st edition of the Shuffle held in September raised \$135,000 and counting for scholarships, bursaries and student resources and services.
- University Advancement reported nearly \$428,000 in philanthropic giving since the September Senate meeting, for a total of more than \$6 million raised in annual giving, with the overwhelming majority of funds raised going to support students through direct fellowships and aid but also indirectly in support for research and student success initiatives.
- Last week Concordia further affirmed its commitment to the shared responsibility of sustainable development by signing University Global Compact, a United Nations initiative supporting Sustainable Development Goals (SDGs), officially joining the Decade of Action to 2030. Committing to advance the 17 United Nations SDGs is also about the teaching, research and outreach we do in areas such as social justice, education equity, community health, gender equity, food security, industry innovation and infrastructure. It also exemplifies the University's cutting-edge work but equally our convening power in building networks and partnerships (partnership building being itself one of the SDGs).
- Also last week, the Mental Health Commission of Canada unveiled a new National Standard for Mental Health and Well-being for Post-secondary Students. Gaya Arasaratnam, Concordia's Director of Campus Wellness and Support Services, was a key member of the working group that produced the Standards.

Dr. Carr referred to the announcement on September 28 that the upcoming Winter term will be delivered remotely. The decision was made with a view of protecting our community and acting as a responsible civic institution, working closely with other Montreal universities to try to take a more coordinated approach to some aspects of the crisis. He emphasized the importance of the timing of this announcement, in order to provide maximum headway for students, faculty and staff to prepare for a successful Winter term.

As mentioned at the September meeting, it is increasingly clear that working, studying, teaching, doing research in this omnipresent virtual environment is exacting a number of tolls on different members of our community and on society at large. While some people are thriving and enjoying work from home or discovering new potential in online teaching and learning, it remains demanding and draining for many. He assured Senators that the senior academic leadership team, the President's executive group and Human Resources are very focused on this issue and are actively working on identifying a number of measures to reduce some of the stress that is felt. One such measure is the possibility of extending the New Year's break by one week, preserving the reading week, and delivering the Winter semester with 12 not 13 weeks of teaching. There are concerns about potential impact and possible mitigation strategies for some accredited programs. No decision has yet been made, but this measure is being contemplated.

Dr. Carr also updated Senators on the federal government's decision with regard to the border access for international students. The government has recently announced that it is prepared to open borders to international students with valid visas dated after March 18 who can demonstrate need to be in Canada and who can furnish an acceptable plan for quarantine and provisioning on arrival. The International Students Office and Concordia International have been working with advisors in all Faculties and the School of Graduate Studies to provide information to international students. A further announcement by the government is anticipated next week. Dr. Carr noted that international student interest in Concordia continues to be high, with students from over 90 countries registered to attend the upcoming Open House.

The President made the point that that while overall registration is ahead by .9% compared to same period last year and that the DNE rate is 6% lower than in September 2019, the configuration of our student population is different from last year. There are more part-time students than previously, more students from Quebec and the rest of Canada but fewer international students, which has budgetary implications for the University in terms of lost tuition revenue. The combination of less tuition revenue plus less revenue from non-academic activities (residences, events, festivals) combined with dramatic increases in costs we face to invest in technology and curricular support to move teaching online, direct and indirect support for students through bursaries and online services, investments in cyberinfrastructure, health and safety on campus creates significant upheaval of our budget situation.

The President concluded his remarks by noting the 2020/2021 budget will be presented to the Board of Governors next week, which will be a deficit budget. This implies that collectively we will need to operate within that deficit and manage prudently and strategically going forward. That said, the University remains committed to sustain its momentum.

#### 4. **Academic update** (Document US-2020-5-D1)

As complementary information to her written report, Dr. Whitelaw apprised Senators that:

- The John Molson School of Business and Ivey Publishing have signed an agreement to have co-branded case studies and teaching notes that will be distributed via Ivey and Harvard. This is an indication of JMSB's leadership and recognition of the rigor that faculty have put into the preparation of case competitions.
- The Canadian Department of Heritage's Anti-Racism Action Program has awarded Concordia researchers two grants:
  - \$140,000 to the Montreal Institute for Genocide and Human Rights Studies (MIGS) to help set up the *Canadian Task Force Against Online Anti-Semitism*;
  - \$177,000 to the Centre for the Study of Learning and Performance (CSLP) for its *Landscape of Hope* project.
- Two new offices have been established in the Provost's sector: the Equity Office will be established once the search for an Executive Director is completed, as well as the Black Perspectives Office position currently led by Annick Maugile Flavien.
- Undergraduate student Philippe Boucher was awarded *Personnalité 1er Cycle* at the 2020 Forces AVENIR Gala.
- The new Health and Wellness Hub was recently launched, bringing together a whole range of support services [online](#).

### CONSENT

#### 5. **Committee appointments** (Document US-2020-5-D2)

R-2020-5-3     *That the committee appointments be approved.*

**6. Academic Programs Committee – Report and recommendations (Document US-2020-5-D3)**

**6.1 Undergraduate curriculum proposals – Faculty of Arts and Science**

**6.1.1 Department of Applied Human Sciences (Document US-2020-5-D4)**

**6.1.2 Department of Mathematics and Statistics (Document US-2020-5-D5)**

**6.1.3 Department of Physics (Document US-2020-5-D6)**

**6.1.4 Department of Psychology (Document US-2020-5-D7)**

*R-2020-5-4 That the undergraduate curriculum proposals in the Faculty of Arts and Science be approved.*

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

**6.2.1 Department of Electrical and Computer Science (Document US-2020-5-D8)**

**6.2.2 Department of Mechanical, Industrial and Aerospace Engineering (Document US-2020-5-D9)**

*R-2020-5-5 That the undergraduate curriculum proposals in the Gina Cody School of Engineering and Computer Science be approved.*

**6.3 Graduate curriculum proposal – Gina Cody School of Engineering and Computer Science – Department of Chemical and Materials Engineering (Document US-2020-5-D10)**

*R-2020-5-6 That the graduate curriculum proposal in the Gina Cody School of Engineering and Computer Science be approved.*

**7. Registrar’s report on Spring 2020 and Fall 2019 graduation statistics (Document US-2020-5-D11)**

This report is provided for information purposes.

**REGULAR**

**8. Academic Planning and Priorities Committee – Report on internship study at Concordia (Document US-2020-5-D12)**

Dr. Whitelaw introduced Nadia Bhuiyan, Vice-Provost, Partnerships and Experiential Learning, who co-chaired the APPC Ad Hoc subcommittee on reviewing internships together with Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning.

Dr. Bhuiyan explained that the Ad Hoc subcommittee was established in Fall 2018, following a resolution adopted by Senate in Spring 2018 in response to students expressing challenges with respect to the lack of standard of learning, evaluation or

feedback of internships, inconsistencies in remuneration and criteria and financial precarity and the potential for exploitation.

The committee's work was being conducted concurrently with a study by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) as well as one by the Bureau de coopération interuniversitaire (BCI). The outcome of those studies shows that Concordia is aligned with the reality of the other Quebec universities. She provided a standard definition for internships and explained the importance of such a definition on the impact for students, employers or host organizations and universities.

Dr. Bhuiyan reviewed the committee's methodology, which included running two surveys, the first in Winter 2019 aimed at faculty and staff in 36 departments on the academic relevance, quality assessment and remuneration support, the second aimed at all full-time and part-time students enrolled in a program during Fall 2019 focused on demographic and socioeconomic profiles, living arrangements, program and financial factors. The objective of the surveys was to establish criteria for successful internships by identifying the key characteristics that support a meaning internship experience.

Dr. Bhuiyan reviewed the results as well as key findings and elements of both surveys, noting that students' top ranked recommendations for a better experience overall include:

- providing financial support;
- allowing a wider range of students to participate in internship programs by making them more inclusive to students;
- increasing the number of opportunities that are available to students;
- providing more and better support and guidance in terms of finding, obtaining and/or maintaining an internship; and
- increasing student awareness of the opportunities that are available.

Based on the above, she apprised Senators of the report's recommendations which are grouped in three areas: pedagogical support and guidance for internship, financial assistance, and faculty and staff support.

Dr. Bhuiyan concluded her presentation by making the point that internships are increasingly crucial to the learning experience that universities provide. There is a growing need for and desire by students to participate in internships. Internships help students stay on top of labor market shifts, develop key 21<sup>st</sup> century skills and equip them with the experience and confidence needed to excel as they enter the precarious labor force, especially during/post-COVID-19. The study demonstrates the need to invest in more opportunities and to offer them in a way that provides the most value and that has the greatest impact.

## 9. Question period

No questions were posed.



**10. Other business**

There was no other business to bring before the meeting.

**11. Adjournment**

The meeting adjourned at 2:59 p.m.

A handwritten signature in blue ink, appearing to read "D. Tessier".

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:** November 5, 2020  
**Re:** Academic Update

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Despite the many adjustments we've made to our activities as a result of the pandemic, Concordia continues to consider and address important societal challenges. We remain committed to providing broad and equal access to educational opportunities and supporting the research and innovative thinking that leads to social change. The worldwide protests in support of Black Lives Matter has sparked action to tackle anti-Black systemic racism in institutions. I have been working closely members of the Black Caucus of Concordia, the Indigenous Directions Leadership Council and all four Faculties to respond and take actions to confront and dismantle forms of racism experienced by members of the Black, Indigenous and people of colour communities at Concordia. I want to thank everyone involved in addressing this important issue.

I am pleased to announce [the Black Perspectives Office \(BPO\)](#), led by its founding coordinator, Annick Maugile Flavien, will now reside in the Provost Office following a successful pilot in the Faculty of Arts and Science. The BPO's mission is to provide resources and support, and to link to and advocate for Black perspectives, initiatives and scholarship at Concordia. The BPO will host programming, connect networks and champion Black perspectives as well as offering funding, mentorship, advocacy, assistance and resources for Concordia's Black community and beyond. The work of the BPO is informed by the generations of Black students and community activism in Montreal and at Concordia that has laid the foundation for work that addresses and challenges anti-Black systemic racism.

In addition, we are establishing an Equity Office to serve as an umbrella unit to develop and implement the recently announced [EDI action plan](#), coordinate and harmonize EDI resources and initiatives across the university and provide services and support to the community. A search was recently launched for the Equity Office's executive director, who will report to Nadia Hardy, interim deputy provost and vice-provost of Faculty Development and Inclusion, with a dotted reporting line to Carolina Willsher, associate vice-president of Human Resources. This new senior leader will be responsible for building on the EDI recommendations, and developing and implementing university-wide strategies and an institutional action plan, and collaborating with other leaders and offices to address the complexity and nuances of equity, diversity, accessibility and inclusion.

Both offices will work in close partnership with the recently announced President's Task Force on Anti-Black Racism at Concordia. Co-chaired by professors Angélique Willkie (Contemporary Dance) and Stéphane Brutus (Management) and Annick Maugile Flavien (BPO), the Task Force will oversee and coordinate the work needed to generate recommendations that will address systemic anti-Black racism as it occurs across the university — in employment, policies, teaching and learning practices, rooted in the experiences of faculty, staff and students.

This fall marks the pilot of the *FUSION Skill-Development Curriculum*, a project of the Future Skills Innovation Network (FUSION) led by the vice-provost, Innovation in Teaching & Learning. The online, self-directed curriculum will ‘wrap around’ existing experiential learning opportunities and support students in developing their metacognition, communication and problem-solving skill sets. At Concordia, the project is being piloted with 157 students participating in a fall internship with the Institute for Co-operative Education.

The Lab for Innovation in Teaching & Learning (LITL) is officially launched this Fall. Three projects are in development: a joint project with the Conference Board of Canada and the Atelier XR project that will create a program for the development of social and emotional skills using XR technologies; a project to launch a Winter course to be delivered entirely in Minecraft; and, a project with Korbit AI that leverages Nova Science funding to develop the use of AI in the delivery of augmented and personalized learning to reduce achievement gaps of under-represented students in the science and technology sector.

A pilot has successfully concluded to evaluate the addition of an accessibility tool to Moodle. Led by the Centre for Teaching and Learning’s Dalia Radwan, the pilot involved faculty from all four Faculties who tested the tool on one of their sample Moodle courses. The tool allows faculty to assess how compliant their Moodle course is to WCAG 2.0 AA standards and to easily adjust their courses where needed. WCAG 2.0 AA standards were mandated by the Quebec government to ensure all our websites, including our digital learning environments, are accessible to persons with disabilities, especially those using assistive technologies. Results from the pilot will guide how the tool will be used in course development for Winter 2021 and is an important step in making Concordia’s learning environments WCAG 2.0 AA compliant. The larger project, “eAccess,” is a multi-year, multi-stakeholder initiative led by Concordia that connects 5 higher education institutions together in building more accessible learning environments. The tool is also being implemented across two other campuses this year.

[Riipen](#) is a matchmaking platform where faculty and industry partners connect to collaborate on a course-integrated experiential learning project. Since 2018 we've made Riipen available to help faculty find industry or community partners that can provide a real-world project for their students to work on in the classroom. Interested faculty members can [join the Concordia portal](#), and [sign up for an introductory workshop](#) to learn how use the platform. Industry partners can become exclusive Concordia partners by [signing up and creating a profile](#).

The platform works similarly to Kijiji, where a professor can post an “ad” (called a course page) to solicit interest from an industry partner about an experiential course activity and vice-versa. Industry partners can post project pages for faculty, short-term internships for internship coordinators and students, and industry challenges for students and student associations. Faculty members see increased student engagement in class, and find professional development by learning about industry trends in their field. Students gain practical skills, network with potential employers, and experience they can transfer to future contexts (careers, graduate school, citizenship, etc.), and receive performance feedback from partners (option to share feedback publicly). Partners are able to crowdsource ideas, recruit future talent, and find professional development through access to academic knowledge production and practices.

Applications for student exchanges are now simpler. Concordia's process review team successfully supported Concordia International in their goal of improving the student experience for those participating in outbound student exchange. The working group comprised of staff, faculty, and students used a student-centred design approach to brainstorm and prototype possible solutions. This co-design

methodology resulted in six recommended process improvements, all of which take full advantage of the digital and help students better navigate the student exchange process.

The Library is delighted to announce the 2019 Freda Otchere Recognition Award was made to Clara Fewster-Litinas. A virtual celebration was held November 4th. This ceremony is made possible by Dr. Dan Otchere's generous gift that established the Freda Otchere Recognition Award, created "to encourage and reward staff currently working for Concordia Library whose commitment and professionalism reflect the values exemplified by Freda Otchere." From 1970 to 2004, Freda Otchere served the Concordia University Library as cataloguer and Head of Database Maintenance and her exemplary service to the Concordia community is warmly remembered.

In early fall, the Library opened up Webster and Vanier Libraries for individual study by reservation. Usage has remained steady and under capacity. The Library has increased the number of bookings permitted per student per week from 4 to 10 study periods to better accommodate those who require quiet space to complete their course work.

District 3 is proud to announce a team mentoring service for advanced Montreal startups. The program offers next-generation innovators comprehensive support to become effective leaders of an established company. The journey from startup to successful company can be challenging. Experienced entrepreneurs can bridge the gap between founders and full-fledged CEOs of a thriving business with global impact with the help of District 3 Innovation Hub's MentorConnect, launched in 2018. The program supports and challenges entrepreneurs to better navigate and accelerate their journey from early startup to an established company. Twenty District 3 startups have gone through the program so far, and now the initiative is opening up to the wider Montreal community.

In terms of local and international community events related to research innovation, pedagogy, and University initiatives, October has been an important month for 4<sup>TH</sup> SPACE. The international "[Story Within](#)" conference focusing on how stories are used in research, therapy, and social action attracted almost 500 registrants, while a [maker-culture book launch](#) featuring Montreal school children has gained over 1,000 views. Researchers working on questions related to sustainability delivered important presentations focused on [environmental degradation and the pandemic](#), while others who participated in the "Ask Us Anything about AI" project, came together for an interactive and lively Q&A focused on [artificial intelligence](#). Finally, Concordia's [Public Scholar program](#) was celebrated through a participatory live event that underlined the value of making one's research accessible to the public. The program is currently accepting applications for the 2021-22 Public Scholar cohort.

Concordia is launching a new research centre that will focus on studying human values — at home and around the world. The [Center for Research on Values, Attitudes and Societies](#) (CEVAS) will support researchers looking at these issues in Quebec and across Canada. It will do so by giving them access to the data from the World Values Survey (WVS), with the aim of better understanding how principles and attitudes evolve. The new Faculty of Arts and Science initiative is co-directed by Guy Lachapelle and Antoine Bilodeau, professors in the Department of Political Science.

To help slow the spread of the new coronavirus during the cold season, a team of researchers led by Leon Wang, associate professor of building, civil and environmental engineering at the Gina Cody School of Engineering and Computer Science, has built a web-based tool to estimate the risk of indoor airborne transmission of the virus in Montreal's buildings. Wang, alongside Ali Katal and Maher Albettar, PhD students at the Concordia University Building Environment (CUBE) Lab, developed the [City Reduced](#)

[Probability of Infection](#) (CityRPI) site. It calculates the probability of infection through aerosol transmission in indoor spaces. Professor Wang, an expert in building airflow and thermal management, says that a proper understanding of ventilation and air quality in indoor spaces could help slow the spread of the virus.

And finally, I'm pleased to announce that on October 9, Annie Gérin, Dean of Concordia's Faculty of Fine Arts was elected to the Board of the Executive Committee of the Canadian Association of Fine Arts Deans (CAFAD) and Anne-Marie Croteau, Dean of the John Molson School of Business, was appointed Chair of the Business School Association of Canada for a two-year term beginning on October 28. Sincere congratulations to both.



COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Karen Li (SGS) S. Samuel Li (SGS)	2020/2022 2020/2022

*October 19, 2020*





**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
November 13, 2020**

**The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2021-22 Undergraduate Calendar:**

Following approval of Faculty Councils, on October 13, 2020, APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science and the Faculty of Fine Arts. As a result of discussions, APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

**Faculty of Arts and Science**

Department of Applied Human Sciences

US-2020-6-D4 (For May 2021 Implementation)

*[The proposal involves three course title changes and minor changes to course descriptions, stemming from a new requirement set by the National Council for Therapeutic Recreation Certification (NCTRC).]*

- Courses

School of Irish Studies

US-2020-6-D5 (For May 2021 Implementation)

*[The proposal involves the introduction of the Career Edge (C.Edge) option for students in the BA Major in Irish Studies.]*

- Addition of C.Edge Option

Department of Classics, Modern Languages and Linguistics

US-2020-6-D6 (For May 2021 Implementation)

*[The proposal involves changes to the program requirements for the Minor and Certificate in Modern Arabic Language and Culture, including a change in credit value of the Minor, to accommodate students with advanced knowledge in the language.]*

- Requirements

Department of Classics, Modern Languages and Linguistics

US-2020-6-D7 (For May 2021 Implementation)

*[The proposal involves the addition of an exclusion note to LING 335 Historical Linguistics.]*

- Courses

Interdisciplinary Studies

US-2020-6-D8 (For May 2021 Implementation)

*[The proposal involves the addition of RELI 351 Jewish Eastern Europe as an elective under the Minor in Israel.]*

- Requirements

Department of Journalism

US-2020-6-D9 (For May 2021 Implementation)

*[The proposal involves updates to the application process under the Admission and Graduation Requirements heading in their section of the calendar to reflect current practice.]*

- Requirements

Department of Political Science

US-2020-6-D10 (For September 2021 Implementation)

*[The proposal involves the addition of POLI 376 Politics of Northern Ireland to the course groupings under Group 2: Comparative Politics.]*

- Requirements

Department of Religions and Cultures

US-2020-6-D11 (For September 2021 Implementation)

*[The proposal involves changes to the course description change for RELI 351 Jewish Eastern Europe, to better suit cross listings for students in interdisciplinary studies.]*

- Courses

### **Faculty of Fine Arts**

Department of Studio Arts

US-2020-6-D12 (For September 2021 Implementation)

*[The proposal involves the creation of six courses at the 200 level, open to both BFA students who need to complete studio arts or fine arts electives, and to Concordia students looking to complete studio courses as free electives.]*

- Courses

**The Academic Programs Committee requests that Senate consider the following graduate changes for the Summer 2021 Graduate Calendar:**

Following approval of Faculty Councils and the Graduate Curriculum Committee, on October 13, 2020, APC members reviewed the graduate curriculum submission from 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 proposal be forwarded to Senate for approval:

### **Faculty of Arts and Science**

Department of Economics

US-2020-6-D13 (For May 2021 Implementation)

*[The proposal involves the modification of course descriptions and titles to course listings in the Diploma in Economics in an effort to better align them with those listed at the undergraduate level.]*

- Courses
- Requirements

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

US-2020-6-D14 (For January 2021 Implementation)

*[The proposal involves the introduction of a new course, INSE 6690 Fundamentals of Federated Learning.]*

- Courses
- Requirements



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning October 26, 2020

**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. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Applied Human Sciences (AHSC-37)

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The following proposal was presented under ASFC-2020-4M-A and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Applied Human Sciences  
**AHSC-37**  
Course title and description changes: AHSC 350, 427, 450

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The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Applied Human Sciences is proposing three course title and description changes in their Therapeutic Recreation program. These changes stem from a new requirement set by the National Council for Therapeutic Recreation Certification (NCTRC). In order for students in Therapeutic Recreation to qualify for certification with the NCTRC, the course name must “explicitly reflect that Therapeutic Recreation content is covered in the course”.

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

*Reference documents:*  
*FCC 2019.7\_AHSC-37*

## Department of Applied Human Sciences

### AHSC-37

#### Memo from Chair

#### Course title and description change

AHSC 350     *Leisure Education in Therapeutic Recreation and Leisure Services*

AHSC 427     *Administration of Therapeutic Recreation and Leisure Services*

AHSC 450     *Therapeutic Recreation Assessment and Leisure Counselling*

**INTERNAL MEMORANDUM**

**TO:** Richard Courtemanche, Associate-Dean, Academic Programs

**FROM:** Peter Morden, Chair, Department of Applied Human Sciences

**DATE:** April 30, 2020

**SUBJECT:** Curriculum Proposal: AHSC 350, AHSC 427, AHSC 450 – course name change

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Following the unanimous approval by the Full-time Faculty Committee at its meeting on April 2, 2020, the Department of Applied Human Sciences is proposing the following undergraduate program change for your consideration:

1. Change the title of the courses
  - a. AHSC 350 *Leisure Education*
  - b. AHSC 427 *Administration of Leisure Services*
  - c. AHSC 450 *Leisure Assessment and Counselling*

These three courses are required for Therapeutic Recreation students to obtain certification with the National Council for Therapeutic Recreation Certification (NCTRC). While the courses in question have always covered Therapeutic Recreation, a new requirement has been set forward that in order for courses to be accepted towards certification, the course names must explicitly reflect that Therapeutic Recreation content is covered in the course.

Therefore, to comply with this requirement we propose to change the title of these courses to the following:

- a. AHSC 350 *Leisure Education in Therapeutic Recreation and Leisure Services*
- b. AHSC 427 *Administration of Therapeutic Recreation and Leisure Services*
- c. AHSC 450 *Therapeutic Recreation Assessment and Leisure Counselling*

This proposal has no resource implications, and I would be pleased to respond to any questions you may have.







**COURSE CHANGE:** AHSC 450      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Applied Human Sciences  
**Program:** BA  
**Degree:** Spec in Therapeutic Rec, Rec and Leisure Stud; Major in Rec and Leisure  
**Calendar Section/Graduate Page Number:** 31.010

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>AHSC 450 <i>Leisure Assessment and Counselling</i></b> (3 credits)                      Prerequisite: 30 university credits including AHSC 281. This course focuses on the use of assessment applied to individual leisure abilities, interests and needs, and the application of counselling theory to the field of leisure services. A variety of assessment tools are analyzed/interpreted. Theories, models, and methods of leisure counselling are discussed.</p>	<p><b>AHSC 450 <i>Therapeutic Recreation Assessment and Leisure Counselling</i></b> (3 credits)                      Prerequisite: 30 university credits including AHSC 281. This course focuses on the use of assessment applied to individual leisure abilities, interests and needs, and the application of counselling theory to the field of <u>therapeutic recreation and</u> leisure services. A variety of assessment tools are analyzed/interpreted. Theories, models, and methods of <u>therapeutic recreation and</u> leisure counselling are discussed.</p>
<p><b>Rationale:</b>                      This course is required for Therapeutic Recreation students to obtain certification with The National Council for Therapeutic Recreation Certification (NCTRC). While the course in question has always covered Therapeutic Recreation, a new requirement has been set forward that in order for courses to be accepted towards certification, the course name explicitly reflects that Therapeutic Recreation content is covered in the course.</p> <p>Therefore, to comply with this requirement we propose to change the title and description of this course, as stated above, accordingly with this new requirement.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	



**INTERNAL MEMORANDUM**

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

**FROM:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
School of Irish Studies (CCIS-19)

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The following proposal was presented under ASFC-2020-4M-B and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
School of Irish Studies  
**CCIS-19**  
New C.Edge option

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The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The School of Irish Studies, in collaboration with the Institute for Co-operative Education, is introducing a Career Edge (C.Edge) option for students in the BA Major in Irish Studies. This option is a one-term work opportunity that allows students to carry out a work term in a professional setting and increases the experiential learning aspects that the program can offer to its undergraduate students.

Thank you for your consideration of this proposal. There are no resource implications as the School Principal will oversee the C.Edge option for the program.

*Reference documents:*  
FCC 2019.7\_CCIS-19

## **School of Irish Studies**

**CCIS-19**

**Memo from Principal**

**Program change**

Addition of a Career Edge (C.Edge) Option



## MEMORANDUM

**TO:** Dr. Richard Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science

**FROM:** Michael Kenneally, Principal, School of Irish Studies

**DATE:** May 14, 2020

**RE:** **Curriculum Proposal CCIS-19**

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On May 13, 2020, the School of Irish Studies approved the following curriculum change in its Departmental Meeting.

**Program Change:**

We propose the addition of a Career Edge (C.Edge) Option for qualified students in the Major in Irish Studies.

**Background:**

With the assistance of the Institute for Co-operative Education, the School of Irish Studies is proposing to offer the C.Edge option for students in the Major. The C.Edge option is a one-term work opportunity for students to apply their knowledge and training acquired through the Irish Studies multi-disciplinary program and thus enhance their prospects for full-time permanent employment. The Institute has agreed to work with the School of Irish Studies concerning our eligible students.

**Objectives of the C.Edge option in the Irish Studies Major:**

- To enhance the student experience for students in the Irish Studies Major by offering additional experiential learning options
- To solidify acquired competencies learned in the classroom through professional application
- To increase employability upon graduation for Irish Studies students
- To build upon the already existing strong relationship between the Montreal Irish community businesses and associations with the School of Irish Studies by creating formalized student internships

- At a later phase, to explore the possibility of internships in Ireland for Irish Studies students, by drawing on the existing network of the Principal and the faculty members of the School of Irish Studies and working in close collaboration with the Institute for Co-operative Education.

The Institute for Co-operative Education has agreed to set up a C.Edge program, which would start as soon as the program receives Senate approval, and in accordance with current Covid-19 restrictions. Students enrolled in the Major in Irish Studies can apply for an internship in their first year but, to do so, they must have completed at least 24 Concordia credits and have a CGPA of at least 3.00. The actual internship would take place in the second or third year after the student has completed a minimum of 30 credits. In addition, the program will proceed in accordance with the Institute's rules and procedures in line with other programs they have set up in the past.

There are no resource implications as a result of this change. The Principal of the School will oversee the C.Edge program but will not be requiring any remissions.

cc: Dr. Claude Martel, Director, Institute for Co-operative Education  
Ms. Julie Foisy, Associate Director, Institute for Co-operative Education



**PROGRAM CHANGE:** Career Edge Option

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Irish Studies  
**Program:** Major in Irish Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.530

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>Programs</b>                      ...</p> <p><b>Courses</b>                      ...</p>	<p><b>Programs</b>                      ...</p> <p><a href="#"><u>Irish Studies C.Edge (Career Edge) Option</u></a></p> <p><i>Director</i>                      MICHAEL KENNEALLY, Professor</p> <p><a href="#"><u>The Irish Studies Career Edge (C.Edge) option is offered through the Institute for Co-operative Education to students enrolled in the Major in Irish Studies. The C.Edge option is a one-term work opportunity, normally in the summer, for students to apply their knowledge and training acquired through the Irish Studies multi-disciplinary program. Students interested in applying for the Career Edge option should refer to §24 where a full description is provided.</u></a></p> <p><b>Courses</b>                      ...</p>
<p><b>Rationale:</b>                      In collaboration with the Institute for Co-operative Education the School of Irish Studies is introducing a Career Edge option for students in the Major in Irish Studies. This is a one-term work opportunity for students to apply their knowledge and training acquired through the Irish Studies multi-disciplinary program and thus enhance their prospects for full-time employment.</p>	
<p><b>Resource Implications:</b>                      None.</p>	



Montreal, May 13, 2020

To: **Michael Kenneally, Principal, School of Irish Studies**

Object: **Letter of support for the creation of an internship program (Career Edge) for the School of Irish Studies managed by the Institute of Cooperative Education (ICE).**

Dear Dr. Kenneally,

It is with great pleasure that I write this letter to support the proposed internship program (Career Edge) for the School of Irish Studies.

Following multiple discussions, we support the addition of this one-term internship program. This program will have the following characteristics:

- Allow 2nd or 3rd year students to obtain one internship managed by the Institute of Cooperative Education.
- This program would be available to both full-time and part-time students enrolled in the Major in Irish Studies who have a CGPA of 3.00. Students apply in their first year of study and will need to have completed 30 credits before going on an internship.
- Students will pay the Career Edge fees as stipulated on the Institute's website (<http://www.concordia.ca/academics/co-op/students/fees.html>).
- Students registered and accepted in the program will need to follow the general requirements, regulations and policies of the institute, including:
  - Returning to school after the work term.
  - Attending the professional development courses that are mandatory for all students at the institute.
  - Writing a student work term report.
- Students would be selected and admitted by the Institute of Co-operative Education with the collaboration of School of Irish Studies.
- Students will have a minimum CGPA requirement to be admitted and remain in the program. This requirement will be determined in collaboration between the School of Irish studies and Institute of Co-operative Education.
- Like in all the programs of the Institute, students would start applying to internship postings the term before they begin their internship.
- Following acceptance in the program, the internship could be offered in all three academic terms.

This program would begin with a limited number of students and could gradually grow as the demand for students and employers grows.

The Institute for Co-operative Education will coordinate with the School of Irish Studies to promote and manage these internships to achieve the experiential goals of the School.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.  
Director of **Institute for Co-operative Education**  
**Concordia University**  
1550 De Maisonneuve west, suite 430



**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. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Classics, Modern Languages and Linguistics (CMLL-84)

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The following proposal was presented under ASFC-2020-4M-C and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Classics, Modern Languages and Linguistics  
**CMLL-84**  
Changes to Certificate and Minor in Arabic

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The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Classics, Modern Languages and Linguistics** is proposing changes to the Minor and Certificate in Modern Arabic Language and Culture. Changes to the minor include the reduction from 30 credits to 24 credits. This change will accommodate students with advanced knowledge in the language by including MARA 203 *Modern Standard Arabic for Heritage Speakers I* and MARA 206 *Modern Standard Arabic for Heritage Speakers II*. The addition of HIST 374 *Egypt and the World Since 1798* in collaboration with the Department of History has been added as it adds relevance to socio-cultural aspects of the Arab world and provides a strong interdisciplinary component. The Certificate in Modern Arabic Language and Culture will remain at 30 credits but will include the same course changes as in the minor.

Finally, the addition of MARA 398 special topics courses will allow the department to offer new material for students that would not normally be offered in current regular courses. Confirming this, MARA 450 *Arabic Women Writers* which is proposed in the new curriculum, is a previous special topics course that is now offered as a regular course.

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

*Reference documents:*  
FCC 2020.1\_CMLL-84

**Department of Classics, Modern Languages and Linguistics**

**CMLL-84**

**Memo from Chair**

**Program Change**

Certificate in Modern Arabic Language and Culture

Minor in Modern Arabic Language and Culture

## INTERNAL MEMORANDUM

**TO:** Dr. Richard Courtemanche, Associate Dean, Academic Programs

**FROM:** Dr. Madelyn Kissock, Chair, CMLL

**DATE:** September 5, 2020

**SUBJECT: Minor and Certificate in Modern Arabic Language and Culture – Curriculum Changes**

---

The Curriculum Committee of CMLL reviewed and approved the following changes to the Modern Arabic curriculum. The changes were subsequently approved by CMLL's Department Council on September 5, 2020.

Reducing the Minor in Modern Arabic Languages and Culture from 30 to 24 credits reflects the majority of Concordia minor programs and makes the minor more accessible to students. Upper-level, non-language instruction, credit requirements have been reduced from 12 to 6 credits. The ratio of Modern Arabic to interdisciplinary courses in the upper-level curriculum remains the same.

One additional interdisciplinary course, HIST 374 Egypt and the World Since 1798, has been added to the list of options available to students. This course is of particular relevance to socio-cultural aspects of the Arab world and provides a strong interdisciplinary component. The History Department supports the addition of this course to the MARA curriculum.

In addition, by means of further modification, the Minor will now be able to accommodate students with advanced language skills, as do other language programs in CMLL. This change allows both the first and second level Heritage Speaker courses (MARA 203 and 207, respectively) to satisfy 6 of the 18 foundational credits. MARA 203 and 207, the first and second level language courses for Heritage speakers, were added after the original Minor was put in place. They belong in the requirement line that covers language training, however, since they are language training courses.

Since it is important for students to be able to transfer their program credits easily to the Certificate in Modern Arabic, we have made corresponding course changes in the Certificate program. However, the Certificate remains at 30 credits.

These changes to the MARA programs have the important effect of making them more accessible and available to a broader range of students, enriching their intellectual life, broadening their understanding of other cultures and enhancing their capacity to undertake international and culturally-sensitive activities.

These curriculum changes do not have any resource implications.

**PROGRAM CHANGE:** Minor in Modern Arabic Language and Culture

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Classics, Modern Languages and Linguistics  
**Program:** Minor in Modern Arabic Language and Culture  
**Degree:** B.A.  
**Calendar Section/Graduate Page Number:** 31.060

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><del>30</del> <b>Minor in Modern Arabic Language and Culture</b>  <del>18</del> MARA 200<sup>6</sup>, 206<sup>6</sup>, 240<sup>6</sup>  <del>6</del> Chosen from MARA 310<sup>3</sup>, 320<sup>3</sup>, 365<sup>3</sup>, 367<sup>3</sup>  <del>6</del> Chosen from MARA 250<sup>3</sup> or higher; FLIT 362<sup>3</sup>; HIST 242<sup>3</sup>; POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 224<sup>3</sup>, 316<sup>3</sup>, 318<sup>3</sup>, 319<sup>3</sup>  <i>NOTE: Upon consultation with the Department, students with a background in Arabic may be placed at a more advanced level in the language component of this program. Heritage speakers of Arabic and students with knowledge of the Arabic script must contact the Department for placement assessment.</i></p>	<p><b>24 Minor in Modern Arabic Language and Culture</b>  <u>6</u> MARA 200<sup>6</sup>; <u>or 203<sup>3</sup> and 207<sup>3</sup></u>  <u>12</u> <u>MARA</u> 206<sup>6</sup>, 240<sup>6</sup>  <u>3</u> Chosen from MARA 310<sup>3</sup>, 320<sup>3</sup>, 365<sup>3</sup>, 367<sup>3</sup>, <u>398<sup>3</sup>, 450<sup>3</sup></u>  <u>3</u> Chosen from MARA 250<sup>3</sup> or higher; FLIT 362<sup>3</sup>; HIST 242<sup>3</sup>, <u>374<sup>3</sup></u>; POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 224<sup>3</sup>, 316<sup>3</sup>, 318<sup>3</sup>, 319<sup>3</sup>  <i>NOTE: Upon consultation with the Department, students with a background in Arabic may be placed at a more advanced level in the language component of this program. Heritage speakers of Arabic and students with knowledge of the Arabic script must contact the Department for placement assessment.</i></p>

**Rationale:**  
 The Minor will now be able to accommodate students with advanced language skills, as do other language programs in CMLL. This modification allows both the first and second level Heritage Speaker courses (MARA 203 and 207, respectively) to satisfy up to 6 of the 18 foundational credits and replace MARA 200. MARA 203 and 207, the 1st and 2nd level language courses for Heritage speakers, were added after the original Minor was put in place. They belong in the requirement line that covers language training.

In order to grow the program, we are planning on introducing MARA slot courses covering relevant material and in anticipation to convert these special-topics courses into regular courses in the future. Students enrolled into MARA 398 courses can use them as part of their requirements for the Minor in Modern Arabic Language and Culture.

MARA 450 *Arabic Women Writers* is added to build up the literature, culture and diversity offerings of the Minor. It was originally a slot course but was approved as a regular course in 2017. As it is offered in English, it is accessible to students just beginning their language studies as well as to students from outside the Minor.

HIST 374 (Egypt and the World Since 1798) is of particular relevance to socio-cultural aspects of the Arab world and provides a strong interdisciplinary component. The inclusion of the course has been discussed with the Department of History and the relevant email correspondence has been attached to this dossier.

Reducing the Minor in Modern Arabic Languages and Culture from 30 to 24 credits reflect the majority of Concordia minor programs and makes the minor more accessible to students. The ratio between MARA content and non-MARA courses related to the Arab World has been maintained. The interdisciplinary sequence has been expanded in order to include additional relevant courses that were not offered at the time of the previous program revision.

Resource Implications:

None.



**PROGRAM CHANGE:** Certificate in Modern Arabic Language and Culture

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Classics, Modern Languages and Linguistics  
**Program:** Certificate in Modern Arabic Language and Culture  
**Degree:** B.A.  
**Calendar Section/Graduate Page Number:** 31.060

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>30 Certificate in Modern Arabic Language and Culture</b>  <del>18</del> MARA 200<sup>6</sup>, 206<sup>6</sup>, 240<sup>6</sup>                      6 Chosen from MARA 310<sup>3</sup>, 320<sup>3</sup>, 365<sup>3</sup>, 367<sup>3</sup>                      6 Chosen from MARA 250<sup>3</sup> or higher; FLIT 362<sup>3</sup>; HIST 242<sup>3</sup>;                      POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 224<sup>3</sup>, 316<sup>3</sup>, 318<sup>3</sup>, 319<sup>3</sup>  <i>NOTE: Upon consultation with the Department, students with a background in Arabic may be placed at a more advanced level in the language component of this program. Heritage speakers of Arabic and students with knowledge of the Arabic script must contact the Department for placement assessment.</i></p>	<p><b>30 Certificate in Modern Arabic Language and Culture</b>  <del>6</del> MARA 200<sup>6</sup>, <u>or 203<sup>3</sup> and 207<sup>3</sup></u>  <del>12</del> <u>MARA 206<sup>6</sup>, 240<sup>6</sup></u>                      6 Chosen from MARA 310<sup>3</sup>, 320<sup>3</sup>, 365<sup>3</sup>, 367<sup>3</sup>, <u>398<sup>3</sup>, 450<sup>3</sup></u>                      6 Chosen from MARA 250<sup>3</sup> or higher; FLIT 362<sup>3</sup>; HIST 242<sup>3</sup>, <u>374<sup>3</sup></u>;                      POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 224<sup>3</sup>, 316<sup>3</sup>, 318<sup>3</sup>, 319<sup>3</sup>  <i>NOTE: Upon consultation with the Department, students with a background in Arabic may be placed at a more advanced level in the language component of this program. Heritage speakers of Arabic and students with knowledge of the Arabic script must contact the Department for placement assessment.</i></p>

**Rationale:**  
 The Certificate will now be able to accommodate students with advanced language skills, as do other language programs in CMLL. This modification allows both the first and second level Heritage Speaker courses (MARA 203 and 207, respectively) to satisfy up to 6 of the 18 foundational credits and replace MARA 200. MARA 203 and 207, the 1st and 2nd level language courses for Heritage speakers, were added after the original Minor was put in place. They belong in the requirement line that covers language training.

In order to grow the program, we are planning on introducing MARA slot courses covering relevant material and in anticipation to convert these special-topics courses into regular courses in the future. Students enrolled into MARA 398 courses can use them as part of their requirements for the Certificate in Modern Arabic Language and Culture.

MARA 450 *Arabic Women Writers* is added to build up the literature, culture and diversity offerings of the Certificate. It was originally a slot course but was approved as a regular course in 2017. As it is offered in English, it is accessible to students just beginning their language studies as well as to students from outside the Certificate.

HIST 374 (Egypt and the World Since 1798) is of particular relevance to socio-cultural aspects of the Arab world and provides a strong interdisciplinary component. The inclusion of the course has been discussed with the Department of History and the relevant email correspondence has been attached to this dossier.

The ratio between MARA content and non-MARA courses related to the Arab World has been maintained. The interdisciplinary sequence has been expanded in order to include additional relevant courses that were not offered at the time of the previous program revision. The Certificate courses have been adjusted to match the Minor in Modern Arabic courses to allow a smooth transfer of course credits between programs. There is no change in overall credits for the Certificate.

Resource Implications:

None.

----- Forwarded Message -----

Subject: Re: HIST 374 for inclusion in Minor program  
Date: Fri, 12 Jun 2020 17:34:28 +0000  
From: Matthew Penney <[matthew.penney@concordia.ca](mailto:matthew.penney@concordia.ca)>  
To: Madelyn Kissock <[madelyn.kissock@concordia.ca](mailto:madelyn.kissock@concordia.ca)>

Greetings,

Thank you for contacting me and apologies for the delay. I and Prof. Jacob are for including HIST 374 as an option for the Modern Arabic Minor. Cheers,

Matthew

---

From: Madelyn Kissock  
Sent: Friday, June 12, 2020 12:12 PM  
To: Matthew Penney  
Subject: Re: HIST 374 for inclusion in Minor program

Hi,

I wondered whether you'd had a chance to consider the inclusion of HIST 374 as an option for the Modern Arabic Minor. We are hoping to get these curriculum changes to the Minor put through as soon as possible.

Thanks.

Madelyn

On 5/31/20 10:12 AM, Madelyn Kissock wrote:

> Dear Dr. Penney,  
>  
> We are currently making some modifications to our Modern Arabic Minor  
> Program. At the suggestion of our Program Coordinator, Dr. Rasha El  
> Hawari, we would like to include HIST 374 as one of the  
> interdisciplinary course options that students can take to complete 3  
> credits of the Minor. Dr. El Hawari has discussed HIST 374 with Dr.  
> Jakob, who I understand is the regular instructor for this course.  
> The Minor is not a large program and the demand on HIST 374 would be  
> minimal. As such there would be no reason to reserve seats for Mod.  
> Arabic Minor students unless all seats in that course were reserved  
> for History program students -- not the case as far as I can tell.  
>  
> I am writing to ask whether you are agreeable with the addition of  
> HIST  
> 374 as an option for students in the Modern Arabic Minor and, if so,  
> whether you could confirm that in writing in a return email, to be  
> included in our submission of the curriculum changes. Please let me  
> know if you have questions or concerns.  
>  
> Regards,  
>  
> Madelyn  
>  
>

--

Madelyn J. Kissock, Chair  
Dept. of Classics, Modern Languages  
and Linguistics  
Concordia University  
1455 de Maisonneuve West, FB1030.11  
Montreal, Quebec H3G 1M8, Canada  
514-848-2424 ext 2311

**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. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Classics, Modern Languages and Linguistics (CMLL-85)

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The following proposal was presented under ASFC-2020-4M-D and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte  
Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Classics, Modern Languages and Linguistics  
**CMLL-85**  
Exclusion note added to LING 335

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The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Classics, Modern Languages and Linguistics is adding an exclusion note to LING 335 *Historical Linguistics*. This course replaced LING 420 *Language Change* in the 2019-2020 Undergraduate Calendar (US-2018-3-D9). Selected course material originally covered in LING 420 would now be included in LING 335. An exclusion note was never added to notify students that if they completed LING 420 they would not be permitted to register for LING 335 for credit as they would have an unfair advantage.

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

**Department of Classics, Modern Languages and Linguistics**

**CMLL-85**

**Memo from Chair**

**Exclusion note added**

LING 335    *Historical Linguistics*

**INTERNAL MEMORANDUM**

**TO:** Dr. Richard Courtemanche, Associate Dean, Academic Programs

**FROM:** Dr. Madelyn Kissock, Chair, CMLL

**DATE:** May 28, 2020

**SUBJECT: Curriculum Change – Added Note for LING 335: Historical Linguistics (Linguistics)**

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In recently approved curriculum changes, approved in the 2019-20 UG Calendar under CMLL-36 (US-2018-3-D9), LING 335: Historical Linguistics was added as a new course to the 2019-20 Undergraduate Calendar replacing LING 420: Language Change as a required course under the Honours and Major in Linguistics. An exclusion note was erroneously omitted at the time. LING 335: Historical Linguistics requires a note preventing students who had covered the topics previously in LING 420: Language Change (now no longer in the curriculum) from registering. The deletion of LING 420: Language Change and addition of the new course, LING 335: Historical Linguistics, were approved by CMLL's Department Council on September 22, 2017.

When LING 420: Language Change was offered, the original prerequisite, taken together, were not adequate for the level of topic we wanted for this course. That meant that, in LING 420: Language Change, we had to cover topics at an intro level before going on to discussions of them at a more advanced level (the proper level for the class). The result was that we never were able to reach truly advanced discussions of the topics in LING 420: Language Change.

This curriculum change is simply to remedy that. LING 335 should have the following note added: 'Students who have received credit for LING 420 may not take this course for credit.'



**COURSE CHANGE:** LING 335      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

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

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>LING 335</b>      <i>Historical Linguistics</i> (3 credits)                      Prerequisite: LING 200 with a grade of C or higher. This course provides a survey of the primary tools and methods of historical linguistics. Change and mechanisms of change at the various levels of the grammar (phonological, morphological, and syntactic) are surveyed. The comparative method, including both subgrouping and reconstruction, is treated in detail.</p>	<p><b>LING 335</b>      <i>Historical Linguistics</i> (3 credits)                      Prerequisite: LING 200 with a grade of C or higher. This course provides a survey of the primary tools and methods of historical linguistics. Change and mechanisms of change at the various levels of the grammar (phonological, morphological, and syntactic) are surveyed. The comparative method, including both subgrouping and reconstruction, is treated in detail.  <a href="#"><u>NOTE: Students who have received credit for LING 420 may not take this course for credit.</u></a></p>
<p><b>Rationale:</b>                      In recently approved curriculum changes (CMLL-36), LING 335: Historical Linguistics was added as a new course to the 2019-20 Undergraduate Calendar replacing LING 420: Language Change as a required course under the Honours and Major in Linguistics.</p> <p>When LING 420: Language Change was offered, the original prerequisite, taken together, were not adequate for the level of topic we wanted for this course. That meant that, in LING 420: Language Change, we had to cover topics at an introductory level before going on to discussions of them at a more advanced level (the proper level for the class). The result was that we never were able to reach truly advanced discussions of the topics in LING 420: Language Change.</p> <p>We unintentionally omitted this Note on LING 335 at that time.</p>	
<p><b>Resource Implications:</b>                      n/a</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	



**INTERNAL MEMORANDUM**

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

**FROM:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Interdisciplinary Studies (INTE-20)

---

The following proposal was presented under ASFC-2020-4M-E and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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

## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte  
Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Interdisciplinary Studies  
**INTE-20**  
RELI 351 added to Minor in Israel Studies

---

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Faculty of Arts and Science in coordination with the Azrieli Institute is requesting that RELI 351 *Jewish Eastern Europe* be added as an elective under the Minor in Israel Studies (which is within the FAS Interdisciplinary Studies section 31.170 - "Interdisciplinary Programs — Minors and Certificates"). This course includes the impact of Zionism on social and political life in the context of the establishing the Jewish State of Israel. The Department of Religions and Cultures supports this change and is currently updating the course description (under RELI-59). They have agreed to hold seats for students in this minor.

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

## **Interdisciplinary Studies**

**INTE-20**

**Memo from Chair**

**Program change**

Minor in Israel Studies



**FACULTY OF ARTS AND SCIENCE**

Azrieli Institute of Israel Studies

Wednesday, June 10, 2020

Dr. Richard Courtemanche  
Associate Dean, Academic Programs  
Concordia University  
AD-221  
7141 Sherbrooke St. West  
Montreal, Quebec  
H4B 1R6

Dear Dr. Courtemanche,

The Azrieli Institute of Israel Studies is requesting to add RELI 351 as an elective to the Israel Studies Minor. The course addresses the role of Zionism among the Jews of Eastern Europe which is essential material for our students to understand in order to properly appreciate the historical roots of the establishment of the State of Israel.

The Azrieli Institute Advisory Council had an on-line discussion about this request on June 2, 2020 and unanimously agreed that the course should be added to the program. Since this is an existing course, the request has no resource implications.

Council Members who attended and participated in the discussion were as follows:

Csaba Nikolenyi, Director  
Norma Joseph, Associate Director  
Loren Lerner  
Ira Robinson  
Lorenzo DiTommaso

Thank you,

A handwritten signature in blue ink, reading "Csaba Nikolenyi".

Csaba Nikolenyi  
Director

**PROGRAM CHANGE:** Minor in Israel Studies

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Interdisciplinary Studies  
**Program:** Minor in Israel Studies  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.170

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>24 Minor in Israel Studies</b></p> <p>3-9 Credits chosen from HEBR 210<sup>6</sup>, 241<sup>3</sup>; MARA 200<sup>6</sup>, 206<sup>6</sup>, 240<sup>6</sup></p> <p>3 Credits chosen from POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 319<sup>3</sup></p> <p>3 Credits chosen from POLI 322<sup>3</sup>; RELI 328<sup>3</sup>, 329<sup>3</sup></p> <p>6-12 Credits chosen from ARTH 369<sup>3</sup>; ENGL 398<sup>3</sup>; HEBR 310<sup>3</sup>; HIST 235<sup>3</sup>, 242<sup>3</sup>, 359<sup>3</sup>; RELI 220<sup>3</sup>, 223<sup>3</sup>, 224<sup>3</sup>, 301<sup>3</sup>, 393<sup>3</sup></p> <p>3 Credits chosen in consultation with the advisor</p>	<p><b>24 Minor in Israel Studies</b></p> <p>3-9 Credits chosen from HEBR 210<sup>6</sup>, 241<sup>3</sup>; MARA 200<sup>6</sup>, 206<sup>6</sup>, 240<sup>6</sup></p> <p>3 Credits chosen from POLI 391<sup>3</sup>, 395<sup>3</sup>; RELI 319<sup>3</sup></p> <p>3 Credits chosen from POLI 322<sup>3</sup>; RELI 328<sup>3</sup>, 329<sup>3</sup></p> <p>6-12 Credits chosen from ARTH 369<sup>3</sup>; ENGL 398<sup>3</sup>; HEBR 310<sup>3</sup>; HIST 235<sup>3</sup>, 242<sup>3</sup>, 359<sup>3</sup>; RELI 220<sup>3</sup>, 223<sup>3</sup>, 224<sup>3</sup>, 301<sup>3</sup>, <u>351<sup>3</sup></u>, 393<sup>3</sup></p> <p>3 Credits chosen in consultation with the advisor</p>
<p><b>Rationale:</b>                      RELI 351 <i>Jewish Eastern Europe</i> is added to the Minor in Israel Studies as it addresses the role of Zionism among the Jews of Eastern Europe which if chosen from the material for our students to understand in order to properly appreciate the historical roots of the establishment of the State of Israel. The course will be added to the list of elective courses drawn from a broad selection of Israel-themed courses, offered in collaboration with departments including Art History, Classics, Modern Languages and Linguistics, English, History, Religions and Cultures, and Political Science.</p>	
<p><b>Resource Implications:</b>                      None.</p>	

## Nicole Freeman

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**From:** Carly Daniel-Hughes  
**Sent:** Wednesday, June 10, 2020 3:04 PM  
**To:** Nicole Freeman  
**Cc:** Munit Merid  
**Subject:** Reli 351, Azrieli Institute

Dear Nicole,

This email is to indicate that the Department of Religions and Cultures supports listing RELI 351: Jewish Eastern Europe as an elective to the Israel Studies Minor of the Azrieli Institute. The department will hold seats for students in this Minor as indicated by the program director.

Please let us know if you need any additional information.

Best,  
Carly

Dr. Carly Daniel-Hughes  
Associate Professor,  
Chair of the Department of Religions and Cultures  
Concordia University  
1455 de Maissonneuve Blvd. West  
Montreal, Qc.  
H3G 1M8  
Canada



**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. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Journalism (JOUR-25)

---

The following proposal was presented under ASFC-2020-4M-F and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Journalism  
**JOUR-25**  
Changes to Admission and Graduation Requirements text

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The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Journalism is updating its application process under the *Admission and Graduation Requirements* heading in their section of the calendar to reflect current practice. Students now submit all documents via the MyConcordia portal and no longer require an appointment with the department for the English proficiency test. The Department is also adding a reminder that students must have a minor or an additional major in another discipline to graduate with a BA Major in Journalism. This information is already reflected under the Major in Journalism program details.

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

*Reference documents:*  
FCC 2019.7\_JOUR-25

## **Department of Journalism**

### **JOUR-25**

**Memo from Chair**

**Admission and Graduation Requirements**



FACULTY OF ARTS AND SCIENCE

Department of Journalism

## MEMORANDUM

To: Richard Courtemanche, Associate Dean, Academic Programs, Arts and Sciences

From: David Secko, Chair, Department of Journalism

Re: Editorial changes, Major in Journalism (BA) calendar section (JOUR-25)

Date: May 21, 2020; updated June 22, 2020

---

Dear Dr. Courtemanche and Colleagues,

The Department of Journalism is requesting two editorial changes to the 'Admission and Graduation Requirements' section of Undergraduate Calendar. These changes are to improve the clarity and accuracy of the information provided. These changes were approved by the Department's faculty on **May 20, 2020**.

### **1. Deletion of an old reference to submitting a separate application.**

As per the central admission system, applicants submit all their documents to MyConcordia. Students no longer submit separate documents to the department or make an appointment for a separate test of English proficiency. To avoid confusion, the line reading "*Applicants must also submit a separate application to the Department by March 1 to make an appointment for a test of English proficiency*" should be removed.

### **2. Addition of a reference to requiring a minor or additional major.**

To graduate from our BA program, students need a minor or additional major in another discipline. This requirement has been in place for many years and is referenced under the '[Program](#)' section of the calendar. To increase the visibility and awareness of this point, the department would also like to reference this requirement in the 'Admission and Graduation Requirements' section. This will ensure students consider this requirement when applying. This line reads: "*To graduate with a Major in Journalism, a student must also have a minor or an additional major in another discipline.*"

There are no resource implications for these items. Thank you for considering these requests.

A handwritten signature in black ink that reads "David Secko".

---

Dr. David Secko  
Chair, Journalism

**PROGRAM CHANGE:** Admission and Graduation Requirements

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Journalism  
**Program:** Major in Journalism; Minor in Science Journalism  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.180

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p><b>Admission and Graduation Requirements</b></p> <p>Enrolment in courses offered by the Department of Journalism is limited and depends on the applicants' successful completion of the admission procedures outlined in the following paragraphs. All applicants to the Major in Journalism and the Minor in Science Journalism should apply through the Concordia University Admissions Application Centre. <del>Applicants must also submit a separate application to the Department by March 1 to make an appointment for a test of English proficiency.</del> More information can be found at <a href="http://concordia.ca/artsci/journalism/programs/undergraduate">concordia.ca/artsci/journalism/programs/undergraduate</a>. A student must achieve a final mark of "C" or better in the reporting workshops in order to proceed to the next level.</p> <p>To graduate with a Major in Journalism, a student must demonstrate a working knowledge of French. Tests of oral proficiency in French are administered by the Département d'études françaises on behalf of the Department of Journalism, which is responsible for the final evaluation of each student's competence.</p>	<p><b>Admission and Graduation Requirements</b></p> <p>Enrolment in courses offered by the Department of Journalism is limited and depends on the applicants' successful completion of the admission procedures outlined in the following paragraphs. All applicants to the Major in Journalism and the Minor in Science Journalism should apply through the Concordia University Admissions Application Centre. More information can be found at <a href="http://concordia.ca/artsci/journalism/programs/undergraduate">concordia.ca/artsci/journalism/programs/undergraduate</a>. A student must achieve a final mark of "C" or better in the reporting workshops in order to proceed to the next level.</p> <p>To graduate with a Major in Journalism, a student must demonstrate a working knowledge of French. Tests of oral proficiency in French are administered by the Département d'études françaises on behalf of the Department of Journalism, which is responsible for the final evaluation of each student's competence. <a href="#">To graduate with a Major in Journalism, a student must also have a minor or an additional major in another discipline.</a></p>
<p>Rationale:                      The removal of the "separate application" line is due to all documents being submitted to MyConcordia, as per current University procedures. Proficiency tests are now referenced on department webpage in the next line. The reference to the need for a "Minor or a Major in another discipline" is to increase the visibility and student/applicant awareness of this point. This requirement has been in the Calendar under 'program' for many years, so this is just an editorial change to help students.</p> <p><b>NOTE TO CALENDAR EDITOR:</b>                      The present text reflects changes approved for the 2021-22 Undergraduate Calendar under JOUR-23 (US-2020-1-D15).</p>	
<p>Resource Implications:                      None.</p>	



**INTERNAL MEMORANDUM**

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

**FROM:** Dr. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Political Science (POLI-45)

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The following proposal was presented under ASFC-2020-4M-G and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr. Pascale Sicotte  
Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Political Science  
**POLI-45**  
POLI 376 added to group listings

---

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Political Science is requesting that POLI 376 *Politics of Northern Ireland* be reflected in the course groupings under Group 2: Comparative Politics. This course was introduced in the 2019-20 Undergraduate Calendar under US-2018-3-D12 (POLI-24) and should have also been listed within the group at that time. This proposal aims to correct this oversight. Of note, it compares politics in Northern Ireland over three distinct periods and is therefore appropriately placed within the Comparative Politics grouping. "POLI 376 addresses issues considered by several subfields within Political Science: state formation, peace building, constitutional politics, comparative politics, and institution building" (department memo, US-2018-3-D12).

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

*Reference documents:*  
FCC 2019.7\_POLI-45



**Department of Political Science**

**POLI-45**

**Memo from Chair**

**Course group 2 (Comparative Politics) updated**

POLI 376     *Politics of Northern Ireland*

## INTERNAL MEMORANDUM

**TO:** Richard Courtemanche, Associate Dean, Academic Programs

**FROM:** Elizabeth Bloodgood, Chair, Department of Political Science

**DATE:** June 11, 2020

**SUBJECT: Political Science Calendar Change Request, POLI 376 to Group 2**

---

The Department of Political Science is requesting one calendar change. This calendar change was approved by the Undergraduate Curriculum Committee via email consent on June 12<sup>th</sup>, 2020.

One of our courses, POLI 376 Politics of Northern Ireland, should be listed under Group 2: Comparative Politics in the Undergraduate Calendar. POLI 376 is not currently listed under any group in the Undergraduate Calendar. POLI 376 was converted from a slot course, POLI 313 *Special Topics in Comparative Politics: Politics of Northern Ireland*. This slot course number is within Group 2. POLI 376 belongs in Group 2 as this is the group for courses concerning Comparative Politics, which examine the political institutions, actors, and processes of countries outside of Canada. This fits the topics of POLI 376 as it compares politics in Northern Ireland over three distinct periods. Examples of other courses in Group 2 (which are analogous to POLI 376) include:

### **Group 2: Comparative Politics**

- POLI 308** Politics of Emerging Economies (3 credits)
- POLI 310** Politics of the U.S. (3 credits)
- POLI 313** Special Topics in Comparative Politics (3 credits)
- POLI 319** European Politics and Government (3 credits)
- POLI 320** Development of Western Legal Systems (3 credits)
- POLI 322** Israeli Political System (3 credits)
- POLI 323** Politics of Eastern Europe (3 credits)
- POLI 327** Comparative Democratization (3 credits)
- POLI 331** Comparative Party Systems (3 credits)
- POLI 335** Politics of the People's Republic of China (3 credits)
- POLI 352** Comparative Urban Politics and Government (3 credits)
- POLI 366** Politics of Africa (3 credits)
- POLI 379** Politics of Latin America (3 credits)
- POLI 395** Politics of the Middle East (3 credits)

We did not add the new course code back into Group 2 when the change was made on the dossier POLI-24. This calendar change remedies this oversight from 2017.

This addition to Group 2 will make it easier and more accurate to assess whether students have completed the requirement for the major of taking courses at the 300- and 400-levels in at least three of the five groups of the Department's course offerings. Here is our program breakdown:

- 42 BA Major in Political Science
- 12 POLI 203<sup>3</sup>, 204<sup>3</sup>, 205<sup>3</sup>, 206<sup>3</sup>
- 30 Chosen from at least three of the five groups in Political Science at the 300 or 400 level with at least six credits at the 400 level

There are no resource implications as the course is already offered every other year as part of the regular departmental course allotment.

We request that these changes proceed for the 2021-22 calendar.

Should you require additional information, please contact me.

/cn

**PROGRAM CHANGE:** Course groups

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Arts and Science  
**Department:** Political Science  
**Program:** Major, Honours, and Honours (Thesis)  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.240

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>Group 1: International Politics</b> ....</p> <p><b>Group 2: Comparative Politics</b></p> <p><b>POLI 301</b> Social Movements and Protest Politics (3 credits) <b>POLI 307</b> The U.S. Presidency (3 credits) <b>POLI 308</b> Politics of Emerging Economies (3 credits) <b>POLI 310</b> Politics of the U.S. (3 credits) <b>POLI 313</b> Special Topics in Comparative Politics (3 credits) <b>POLI 319</b> European Politics and Government (3 credits) <b>POLI 320</b> Development of Western Legal Systems (3 credits) <b>POLI 322</b> Israeli Political System (3 credits) <b>POLI 323</b> Politics of Eastern Europe (3 credits) <b>POLI 327</b> Comparative Democratization (3 credits) <b>POLI 331</b> Comparative Party Systems (3 credits) <b>POLI 335</b> Politics of the People's Republic of China (3 credits) <b>POLI 352</b> Comparative Urban Politics and Government (3 credits) <b>POLI 366</b> Politics of Africa (3 credits) <b>POLI 379</b> Politics of Latin America (3 credits) <b>POLI 395</b> Politics of the Middle East (3 credits) <b>POLI 405</b> Comparative Electoral Systems (3 credits) <b>POLI 406</b> Comparative Federalism and Political Integration (3 credits) <b>POLI 410</b> Environmental Policy in the Developing World (3 credits) <b>POLI 412</b> Comparative Social Policy (3 credits) <b>POLI 424</b> Corruption (3 credits) <b>POLI 429</b> Political Socialization in Canadian and Comparative Perspective (3 credits) <b>POLI 431</b> State-Society Relations in China (3 credits) <b>POLI 434</b> Politics of Violence in Latin America (3 credits) <b>POLI 435</b> Advanced Seminar in U.S. Politics (3 credits) <b>POLI 436</b> State and Society in the Middle East (3 credits) <b>POLI 437</b> Special Issues in African Development (3 credits)</p>	<p><b>Group 1: International Politics</b> ....</p> <p><b>Group 2: Comparative Politics</b></p> <p><b>POLI 301</b> Social Movements and Protest Politics (3 credits) <b>POLI 307</b> The U.S. Presidency (3 credits) <b>POLI 308</b> Politics of Emerging Economies (3 credits) <b>POLI 310</b> Politics of the U.S. (3 credits) <b>POLI 313</b> Special Topics in Comparative Politics (3 credits) <b>POLI 319</b> European Politics and Government (3 credits) <b>POLI 320</b> Development of Western Legal Systems (3 credits) <b>POLI 322</b> Israeli Political System (3 credits) <b>POLI 323</b> Politics of Eastern Europe (3 credits) <b>POLI 327</b> Comparative Democratization (3 credits) <b>POLI 331</b> Comparative Party Systems (3 credits) <b>POLI 335</b> Politics of the People's Republic of China (3 credits) <b>POLI 352</b> Comparative Urban Politics and Government (3 credits) <b>POLI 366</b> Politics of Africa (3 credits) <b>POLI 376</b> <a href="#">Politics of Northern Ireland (3 credits)</a> <b>POLI 379</b> Politics of Latin America (3 credits) <b>POLI 395</b> Politics of the Middle East (3 credits) <b>POLI 405</b> Comparative Electoral Systems (3 credits) <b>POLI 406</b> Comparative Federalism and Political Integration (3 credits) <b>POLI 410</b> Environmental Policy in the Developing World (3 credits) <b>POLI 412</b> Comparative Social Policy (3 credits) <b>POLI 424</b> Corruption (3 credits) <b>POLI 429</b> Political Socialization in Canadian and Comparative Perspective (3 credits) <b>POLI 431</b> State-Society Relations in China (3 credits) <b>POLI 434</b> Politics of Violence in Latin America (3 credits) <b>POLI 435</b> Advanced Seminar in U.S. Politics (3 credits) <b>POLI 436</b> State and Society in the Middle East (3 credits)</p>

**POLI 438** Decentralization and Development (3 credits)  
**POLI 452** Directed Studies in Comparative Politics (3 credits)  
**POLI 481** Advanced Seminar in European Politics (3 credits)  
**POLI 483** State and Society in Latin America (3 credits)  
**POLI 484** Post-Communist Democracies (3 credits)  
**POLI 485** Issues in Development and Democracy (3 credits)  
**POLI 487** Advanced Seminar in Comparative Politics (3 credits)

**Group 3: Canadian and Quebec Politics**

...

**Group 4: Public Policy and Administration**

...

**Group 5: Political Theory**

...

**POLI 437** Special Issues in African Development (3 credits)  
**POLI 438** Decentralization and Development (3 credits)  
**POLI 452** Directed Studies in Comparative Politics (3 credits)  
**POLI 481** Advanced Seminar in European Politics (3 credits)  
**POLI 483** State and Society in Latin America (3 credits)  
**POLI 484** Post-Communist Democracies (3 credits)  
**POLI 485** Issues in Development and Democracy (3 credits)  
**POLI 487** Advanced Seminar in Comparative Politics (3 credits)

**Group 3: Canadian and Quebec Politics**

...

**Group 4: Public Policy and Administration**

...

**Group 5: Political Theory**

...

Rationale:  
POLI 376 was added as a permanent course code from the slot course POLI 313 with a 2019-20 calendar change. POLI 313 was in Group 2 so it follows that POLI 376 should also be in Group 2. This request is to rectify the oversight of not placing POLI 376 in Group 2 with the 2019-20 calendar change.

NOTE TO CALENDAR EDITOR - Please note that the present text reflects courses listed in Group 2 as approved under US-2020-3-D13 (POLI-44) for the 2021-22 calendar.

Resource Implications:

None.



**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. Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**CC:** Dr. Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** September 25, 2020

**SUBJECT:** Undergraduate Calendar Curriculum Changes  
Department of Religions and Cultures (RELI-59)

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The following proposal was presented under ASFC-2020-4M-H and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

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



## INTERNAL MEMORANDUM

**TO:** Dr Pascale Sicotte, Dean, Faculty of Arts and Science  
Chair, Arts and Science Faculty Council

**FROM:** Dr Richard Courtemanche, Associate Dean, Academic Programs  
Faculty of Arts and Science

**DATE:** August 3, 2020

**SUBJECT:** 2021-22 Undergraduate Calendar Curriculum Changes  
Department of Religions and Cultures  
**RELI-59**  
Course description change RELI 351

---

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The Department of Religions and Cultures is proposing a course description change for RELI 351 *Jewish Eastern Europe*. With the addition of several topics the course will better suit cross listings for students in interdisciplinary studies, namely in the Israel Studies program via the Azrieli Institute. It is also a proposed course addition to the Minor in Israel Studies under INTE-20.

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

*Reference documents:*  
FCC 2019.7\_RELI-59



**Department of Religions and Cultures**

**RELI-59**

**Memo from Chair**

**Course description change**

RELI 351     *Jewish Eastern Europe*

**FACULTY OF ARTS AND SCIENCE**

Department of Religions and Cultures

TO: Dr. Richard Courtemanche  
Associate Dean, Academic Programs

FROM: Carly Daniel-Hughes  
Chair, Department of Religions and Cultures

DATE: June 1, 2020

RE: Course description change RELI 351 Jewish Eastern Europe

---

The Department of Religions and Cultures Curriculum Committee agreed unanimously on June 1, 2020 to the course description change for RELI 351 Jewish Eastern Europe.

This revised description has been rethought in order to suit cross listings for students whose work is interdisciplinary in nature between our department and that of the Israel Studies program housed under the Azrieli Institute.

There are no resource implications for this minor change.

**COURSE CHANGE:** RELI 351      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Arts and Science  
**Department:** Religions and Cultures  
**Program:** N/A  
**Degree:** BA  
**Calendar Section/Graduate Page Number:** 31.270

**Type of Change:**

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

<b>Present Text (from 2020/2021) calendar</b>	<b>Proposed Text</b>
<p><b>RELI 351      <i>Jewish Eastern Europe</i></b> (3 credits) This course takes into account the arrival of large numbers of Western European Jews in Poland and the Russian empire; the rise of Chasidism; the pre-World War II Yiddish cultural ferment; and political parties. The course <del>focuses on</del> recent developments: the rise of tourism to Eastern Europe; the historical, educational and memorial challenges associated with a reclamation of identity; and contemporary musical, religious and literary expressions. <i>NOTE: Students who have received credit for this topic under a RELI 398 or 498 number may not take this course for credit.</i></p>	<p><b>RELI 351      <i>Jewish Eastern Europe</i></b> (3 credits) This course takes into account the arrival of large numbers of Western European Jews in Poland and the Russian empire; the rise of Chasidism; the pre-World War II Yiddish cultural ferment; <a href="#">literature and music; religious</a> and political parties, <a href="#">including the impact of Zionism on established social and political life</a>. The course <a href="#">examines</a> recent developments: the rise of tourism to Eastern Europe; the historical, educational and memorial challenges associated with a reclamation of identity; and contemporary musical, religious and literary expressions. <i>NOTE: Students who have received credit for this topic under a RELI 398 or 498 number may not take this course for credit.</i></p>
<p><b>Rationale:</b> Course description has been rethought in order to suit cross listings for students whose work is interdisciplinary in nature between our department and that of the Israel Studies program via the Azrieli Institute.</p>	
<p><b>Resource Implications:</b> None.</p>	
<p><b>Other Programs within which course is listed:</b>  New course in the Minor in Israel Studies under INTE-20.</p>	





**FACULTY OF FINE ARTS**

## INTERNAL MEMORANDUM

**TO:** Dr. Sandra Gabriele, Chair, Academic Programs Committee

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

**CC:** Dr. Elaine Paterson, Associate Dean Academic, Faculty of Fine Arts

**DATE:** May 6, 2020

**RE:** Curriculum Dossier for the Department of Studio Arts, ARTU-14

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As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in ARTU-14. The dossier was reviewed and approved unanimously by the Fine Arts Faculty Council at its virtual meeting on April 17, 2020.

There are no resource implications.

A handwritten signature in cursive script that reads "Rebecca Duclos".

Rebecca Duclos  
Dean, Faculty of Fine Arts  
[Rebecca.Duclos@concordia.ca](mailto:Rebecca.Duclos@concordia.ca)  
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:** January 31, 2020  
**Re:** Curriculum dossier for the Department of Studio Arts, ARTU-14

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The Faculty of Fine Arts Curriculum Committee has reviewed and approved the ARTU-14 curriculum dossier from the Department of Studio Arts on January 29, 2020. We hereby submit this dossier for review by the Faculty Council on March 13, 2020.

This document proposes to create six three-credit courses at the 200 level: ARTX 201, DRAW 201, FBRS 201, IMCA 201, PTNG 201, and SCUL 201. These courses are aimed at BFA students who need to complete studio arts or fine arts electives in their degree requirements and to Concordia students looking to complete studio courses as free electives. A limited number of spaces will be open to Studio Arts students.

This document also proposes to alter the prerequisites and notes of two existing three-credit courses at the 200 level, CERA 201 and PHOT 201, in order to be consistent with the new courses.

All these courses will be offered on a cycled basis within the allotted credit envelope. 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)

**INTERNAL MEMORANDUM**

**TO:** Dr. Elaine Cheasley Paterson, Associate Dean Academic, Faculty of Fine Art  
**FROM:** Leila Sujir, Associate Professor & Chair, Department of Studio Arts  
**DATE:** October 10, 2019  
**SUBJECT:** Introductory studio courses (ARTU-14)

Please accept the following curriculum changes from the Department of Studio Arts with regard to establishing a bank of introductory studio courses in all of our program areas. These changes were approved by the Studio Arts Department Council at its meeting on September 27, 2019.

The individual programs and areas of study listed in the table below propose the creation of six (6) three-credit courses at the 200 level. These new courses will offer flexibility at the introductory level for primarily non-Studio Arts Majors by adding the option of taking a single-semester course. Furthermore, Fine Arts Majors as well as other Concordia students looking for studio electives would have easier access to our classes. Every year, the department keeps a waiting list of such students who could potentially be admitted if these introductory courses were available. Therefore, adding these new studio courses would allow some flexibility for students. We have confirmed with the Art Education Department that these courses could count as studio electives within their programs. We have also confirmed with the Creative Arts Therapy Department that these introductory classes would meet their Master’s degree admissions prerequisite as studio electives (see supporting material). Students within the Psychology Major, who meet the portfolio requirement, could then fulfill both their psychology and studio arts admissions prerequisites concurrently.

This year, we set up a Permission to Register portal, allowing students to submit their request and portfolio through SlideRoom. These portfolios are then assigned to the individual program coordinator for each of our nine course listings (ARTX, CERA, DRAW, FBRS, IMCA, PHOT, PTNG, PRIN, SCUL) depending on the course request, for their consideration. We already use SlideRoom for our admissions portfolios, so no additional resource implications. The portal can also be adapted to allow students to request more than one course at a time, with only one portfolio submission.

The individual programs have the resources and infrastructure established to support these courses. These courses could be rotated annually with other existing classes, therefore there would be no resource implications associated with the proposed curriculum changes. Two of these courses, CERA 201 and PHOT 201 are already in the Calendar, and only the prerequisites and notes were altered in order to align them with the new courses being created (ARTX 201, DRAW 201, FBRS 201, IMCA 201, PTNG 201 and SCUL 201).

The following grid gives a consolidated view of the proposed changes.

<b>Program / Area of Studies</b>	<b>Course</b>	<b>New Course</b>	<b>Prerequisite</b>
ARTX	ARTX 201	X	
Ceramics	CERA 201		X
Painting and Drawing	DRAW 201	X	
Fibres & Material Practices	FBRS 201	X	
Intermedia (Video, Performance and Electronic Arts)	IMCA 201	X	
Photography	PHOT 201		X
Painting and Drawing	PTNG 201	X	
Sculpture	SCUL 201	X	

Sincerely,



Leila Sujir, Associate Professor & Chair,  
 Department of Studio Arts



**COURSE CHANGE:** ARTX 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:**  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar	Proposed Text
	<p><b>ARTX 201 <i>Introduction to Contemporary Art Practices</i></b> (3 credits)                      Prerequisite: Enrolment in a BFA degree program, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This introductory level studio course familiarizes students with interdisciplinary and transdisciplinary approaches to art making. It invites students who wish to work in a variety of media including drawing, painting, sculpture, sound and video.  <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i>  <i>NOTE: Students who have completed ARTX classes may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other ARTX classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a <i>Permission to Register</i> portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	



**COURSE CHANGE:** CERA 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Ceramics  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**Type of Change:**

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

<b>Present Text (from 2019/2020) calendar</b>	<b>Proposed Text</b>
<p>CERA 201 <i>Introduction to Ceramics</i> (3 credits) Prerequisite: Enrolment in a BFA degree program excluding the Major in Ceramics. This introductory-level course <del>covers fundamental ceramic techniques including handbuilding, glazing and firing.</del> <i>NOTE: Students in the Major in Ceramics may not take this course for credit.</i></p>	<p><b>CERA 201 <i>Introduction to Ceramics</i></b> (3 credits) Prerequisite: Enrolment in a BFA degree program excluding the Major in Ceramics, <u>or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process.</u> This introductory-level course <u>presents students with basic ceramic processes. It covers fundamental ceramic techniques including handbuilding, glazing and firing.</u> <i>NOTE: Students in the Major in Ceramics may not take this course for credit.</i> <u><i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i></u> <u><i>NOTE: Students who have completed CERA classes may not take this course for credit.</i></u></p>
<p><b>Rationale:</b> Prerequisites are being aligned across all of the 201 studio classes. We are creating introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other CERA classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b> None.</p>	
<p><b>Other Programs within which course is listed:</b> None.</p>	

**COURSE CHANGE:** DRAW 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Painting and Drawing  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar	Proposed Text
	<p><b>DRAW 201 <i>Introduction to Drawing</i></b> (3 credits)                      Prerequisite: Enrolment in a BFA degree program excluding the Major in Painting and Drawing, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This course introduces students to elementary skills required by the art of drawing. It covers fundamental drawing techniques and explores various mediums and concepts of drawing in the historical and contemporary art world.  <i>NOTE: Students in the Major in Painting and Drawing may not take this course for credit.</i>  <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i>  <i>NOTE: Students who have completed DRAW classes may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other DRAW classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**COURSE CHANGE:** FBRS 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Fibres and Material Practices  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar</b>	<b>Proposed Text</b>
	<p><b>FBRS 201 <i>Introduction to Fibres and Material Practices</i></b> (3 credits )                      Prerequisite: Enrolment in a BFA degree program excluding the Major in Fibres and Material Practices, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This course introduces students to elementary fibres processes and related tools. It covers fundamental 2-dimensional and 3-dimensional fibres techniques, including stitch work, felt making, and off-loom structures.  <i>NOTE: Students in the Major in Fibres and Material Practices may not take this course for credit.</i>  <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i>  <i>NOTE: Students who have completed FBRS classes may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other FBRS classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**COURSE CHANGE:** IMCA 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Intermedia (Video, Performance and Electronic Arts)  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar</b>	<b>Proposed Text</b>
	<p><b>IMCA 201 Introduction to Intermedia Arts</b> (3 credits) Prerequisite: Enrolment in a BFA degree program excluding the Major in Intermedia, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This introductory-level course covers fundamental ideas and techniques related to Video Art, Performance Art and Electronic Art. It introduces students to the theoretical and historical background of Intermedia Arts and allows them to develop artistic projects related to these art forms. <i>NOTE: Students in the Major in Intermedia may not take this course for credit.</i> <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i> <i>NOTE: Students who have completed IMCA classes may not take this course for credit.</i> <i>NOTE: Students are required to bear the cost of materials.</i></p>
<p><b>Rationale:</b> We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other IMCA classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b> None.</p>	
<p><b>Other Programs within which course is listed:</b> None.</p>	

COURSE CHANGE: PHOT 201      New Course Number:

Proposed  Undergraduate or  Graduate Curriculum Changes

Calendar for academic year: 2021/2022  
Implementation Month/Year: September 2021

Faculty/School: Fine Arts  
Department: Studio Arts  
Program: Photography  
Degree: BFA  
Calendar Section/Graduate Page Number: Section 81.110

Type of Change:

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

Present Text (from 2019/2020) calendar	Proposed Text
<p><b>PHOT 201 Introduction to Colour Photography</b> (3 credits)                      An introductory-level course <del>that</del> covers fundamental techniques specific to colour photography including basic camera functions, film exposure, and printing.  <i>NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.</i>  <i>NOTE: Students in the Major in Photography may not take this course for credit.</i></p>	<p><b>PHOT 201 Introduction to Colour Photography</b> (3 credits)  <a href="#">Prerequisite: Enrolment in a BFA degree program excluding the Major in Photography, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process.</a>                      This introductory-level course covers fundamental techniques specific to colour photography including basic camera functions, film exposure, and printing.  <i>NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.</i>  <i>NOTE: Students in the Major in Photography may not take this course for credit.</i>  <a href="#">NOTE: A limited number of spaces are open to Studio Arts Department students.</a>  <a href="#">NOTE: Students who have completed PHOT classes may not take this course for credit.</a></p>
<p>Rationale:                      Prerequisites are being aligned across all of the 201 studio classes. We are creating introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. PHOT 201 already exists in the Photography timetables. This course will be rotated annually with other PHOT classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                      None.</p>	

**COURSE CHANGE:** PTNG 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Painting and Drawing  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar	Proposed Text
	<p><b>PTNG 201 <i>Introduction to Painting</i></b> (3 credits)                      Prerequisite: Enrolment in a BFA degree program excluding the Major in Painting and Drawing, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This introductory-level course explores elementary concepts in the art of painting through a series of structured studio experiences. It covers fundamental painting techniques in a way that allows students to grasp painting as the creation of tension between a physical surface and an imagined space.  <i>NOTE: Students in the Major in Painting and Drawing may not take this course for credit.</i>  <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i>  <i>NOTE: Students who have completed PTNG classes may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other PTNG classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**COURSE CHANGE:** SCUL 201      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** September 2021

**Faculty/School:** Fine Arts  
**Department:** Studio Arts  
**Program:** Sculpture  
**Degree:** BFA  
**Calendar Section/Graduate Page Number:** Section 81.110

**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 2019/2020) calendar	Proposed Text
	<p><b>SCUL 201 <i>Introduction to Sculpture and Installation</i></b> (3 credits)                      Prerequisite: Enrolment in a BFA degree program excluding the Major in Sculpture, or permission of the program coordinator as determined by portfolio submission. Please consult the Department of Studio Arts website for more information about the portfolio submission process. This introductory-level course covers fundamental ideas and techniques central to 3-dimensional art making within the context of contemporary art. Students explore elementary sculptural concepts and technical processes, including assemblage, wood-working and mould making/casting.  <i>NOTE: Students in the Major in Sculpture may not take this course for credit.</i>  <i>NOTE: A limited number of spaces are open to Studio Arts Department students.</i>  <i>NOTE: Students who have completed SCUL classes may not take this course for credit.</i></p>
<p><b>Rationale:</b>                      We are creating 201/Introductory classes in all our studio programs to serve BFA students who have studio arts/fine arts electives in their degree requirement, as well as Concordia students looking to complete studio electives as free electives. This course will be rotated annually with other SCUL classes, therefore there will be no resource implications.</p> <p>The permission from the program coordinator will be determined through a portfolio submission, using our SlideRoom portal. We have set up a Permission to Register portal, which allows students to submit their request and portfolio. The request is then forwarded to the individual program coordinator for their consideration. The student must submit a minimum of ten works, along with a written rationale. We received over 60 requests through this portal over the past summer.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      None.</p>	

**SYLLABUS - ARTX 201 (ABRIDGED)**  
Introduction to Contemporary Art Practices

**PREREQUISITES**

Enrolment in a BFA degree program.

**COURSE DESCRIPTION**

This introductory-level course familiarizes students with interdisciplinary and transdisciplinary approaches to art making.

**COURSE OUTCOMES**

- Gain knowledge of underlying concepts and core thematic concerns relevant to interdisciplinary and transdisciplinary theory and practice.
- Become familiarized with different artistic approaches to creative production such as gesture, mapping, repetition, assemblage, conceptual drawing/action, site-specific /site-responsive installation, participatory and/or socially engaged practice, sound, performance, and/or intervention.
- Further develop critical thought, problem-solving, and a deeper awareness of one's personal motivations and interests in art.

**PROJECT ASSIGNMENTS** (proposed assignments are examples and subject to change)

Project 1. **SOUND MAP**

This project will evolve around time-based media where different notions of temporality will be explored. Students will create a time-based project that could include sound recording editing, video, digital images or animation.

Possible assignment: create a sound map of your neighborhood.

Project 2. **POETIC SPACE**

This project addresses architectural space and the notion of place as subjective experience. A material-based project that could include working with wood, metal, laser cutting, 3D printing, fabric, paper, or repurposed objects.

Possible assignment: create an installation work that reflects a personal history and/or memory linked to a space.



Project 3. **THE ENGAGED STITCH**

A collaborative project where students are required to work in pairs.

Possible assignment: working in pairs with another student from the class, sew a revolutionary banner and write a manifesto.

Project 4. **EMBODYING THE SCORE**

A performance project where students present a live or video performance.

Possible assignment: create a 3-minute performance based on a Fluxus exercise.

**RESEARCH PROJECT**

Students are required to visit an exhibition and make an in-class presentation that includes extended research of the artist(s) or curator.

**EVALUATION**

Course grades are based on a combination of project work and participation. Participation includes in-class workshops, attendance and contributions to class discussions comprehension of assigned readings as well as safe and productive studio conduct.

Project 1 - 20%

Project 2 - 20%

Project 3 - 20%

Project 4 - 20%

Research Project -10%

Participation - 10%

# SYLLABUS - CERA 201 (ABRIDGED)

## Introduction to Ceramics

### PREREQUISITES

Enrolment in a BFA degree program excluding the Major in Ceramics.

### COURSE DESCRIPTION

This introductory-level course covers fundamental ceramic techniques including handbuilding, glazing and firing.

### COURSE OUTCOMES

- Students will gain an introductory working knowledge of ceramic processes from forming to firing.
- Students will be introduced to historical and contemporary ceramics in relation to making.
- Student will learn to employ safe and effective studio practices.

### PROJECT ASSIGNMENTS

#### PROJECT 1

##### MATERIAL RESISTANCE

This introductory assignment uses only our hands and no tools to directly discover the working properties and limitations of clay through pinching. How resistant or malleable is clay and how can we work with it to achieve different even unexpected results? Multiple forms will be produced and agglomerated into a larger sculpture. Terra sigillata or coloured clays will be used to treat the surface.

#### PROJECT 2

##### FANTASTICAL FORMS

The method of coiling will be introduced within traditional and contemporary contexts. Forms will be imagined and reimaged using the coiling technique. Ceramic engobes or coloured slips and clear glaze will increase the fantastical quality of your forms.

#### PROJECT 3

##### IN-ORGANIC

The shape of a clay particle is flat and long, like a platelet in blood, a recurring form in both biology and geology. Your work will be formed out of flat pieces of clay called a slab. These slabs can be rigid like a plank of wood or soft like a blanket, your final work will take these basic forms to make a work that appears biologic even though it is made out of minerals. Glaze will be used to achieve surfaces ranging from dry matt to glossy.

### ARTIST RESEARCH PROJECT

Students are required to attend a visiting artist lecture in ceramics and write a review of the presentation or research a contemporary ceramic artist and make an in-class presentation.

### EVALUATION

Course grades are based on a combination of project work and participation. Participation includes in-class technique oriented exercises, attendance and contributions to class discussions as well as safe and productive studio conduct.

Project 1 - 25%

Project 2 - 25%

Project 3 - 25%

Research Project – 10%

Participation - 15%

## Draw 201 – Introduction to Drawing

**OUR OBJECTIVE**, in this course, is to grasp the idea of the drawing as a projection of imagined space and vital movement onto a two-dimensional surface, and to initiate some fundamental skills required by the art of drawing. Along the way, we will explore many of the mediums and techniques as well as concepts of drawing in the historical and contemporary art world.

### COURSE OUTCOMES

\*To gain experience with a variety of drawing materials and supports.

\*To relate the qualities of the drawing surface to the qualities of pictorial space.

\*To gain a grasp of the evolution of drawing styles, using the alternation of Linear and Painterly modes.

THE EYE AS HAND (the Linear sees in Contours):

1. Line as a tactile space-maker. What makes a good shape?
2. The surface as a field of play. The picture-plane as shallow space.
3. The plane is activated by clear light; multiplicity of forms.
4. Clarity of form creates a stable composition with strong boundaries.

We will draw, mainly from observation, with an *objective outlook*, i.e. perceiving and expressing form in solid, tangible relationships and tactile values with sensitivity to line, shape, surface, texture, planar space, *stability of structure* and clarity of light.

THE EYE AS MOVING BODY (the Painterly sees in Masses):

1. The eye withdraws from the edges (away from the contour or outline) towards the *impression* of things.
2. Movement: the gestural experience and lively line: diagonal composition increases depth (unity of recessive space).
3. The emancipation of light and shade as something independent of the object: the use of light/dark contrast creates pictorial drama.
4. Bursting the frame: dynamic composition using complex rhythms in creating the impression of constant movement.

These formal principles will come into play through diverse subjects: working from observation (still life and the model), imagination and formal problem-solving. The student is encouraged to experiment with a variety of mediums: graphite & eraser, charcoal, conte, chalk or oil pastel, as well as liquid mediums such as ink, watercolour, water-soluble crayons etc. on various supports, both paper and synthetic surfaces.

Mount Royal and the Sketchbook; Project #1:

Mount Royal is the subject/theme of a sustained drawing project. The student is asked to keep a journal/sketchbook in which to record and develop their personal approach to drawing around this theme. The subject is wide open: *walking the mountain*, that is, the sense of “self” in time and space/ experiencing Olmsted’s plan/ taking the same path twice is never the same experience twice/ never taking the same path twice/ the mountain from close-up/ the mountain from far away/ the mountain as a visible landmark/ the mountain as a lookout/ the mountain as a symbol/ the mountain as a site of political contention or for social cohesion.

The idea is to start thinking outside of the classroom, reflecting consciously and making choices in the process of *drawing as it occurs through personal experience*.

A Critical appreciation; Project #2:

The student will choose the name of an artist, at random, from a list of artists from the Renaissance up to the present day, and respond with a batch of their own drawings that reflect their perception, understanding and pleasure (or not) in the work of another artist.

# SYLLABUS - FBRS 201 (ABRIDGED)

## Introduction to Fibres & Material Practices

### PREREQUISITES

Enrolment in a BFA degree program excluding the Major in Fibres & Material Practices.

### COURSE DESCRIPTION

This introductory-level course covers fundamental 2-dimensional and 3-dimensional fibres techniques, including stitch work, felt making, and off-loom structures.

### COURSE OUTCOMES

- Students will gain working knowledge of foundational fibres processes and related tools.
- Students will be introduced to the realm of historical and contemporary fibres in relation to material-based contemporary art practices.
- Student will learn to employ safe and effective studio practices.

### PROJECT ASSIGNMENTS

#### PROJECT 1

##### STRUCTURAL FORMS

In the first part of the course, we will learn about fundamental textile structures that have been used for millennia and also play a major role in contemporary art forms—for example, spinning, plying, looping, felting, basketry, and/or weaving. This introductory project will provide an opportunity to explore central questions in the field of fibres: how do structure, material, and form work in conjunction to achieve a specific purpose? Why is it relevant for artists to work with these accumulative processes in the 21<sup>st</sup> century? Students will create original three-dimensional forms and consider how to contextualize the work within theoretical and physical space(s).

#### PROJECT 2

##### DEEP SURFACES

In the second half of the course, we will learn various fibres surface-based processes like embroidery, appliqué, piecing, quilting, blockprinting, and/or resist dyeing, while investigating related cultural forms like flags, banners, garments, and quilts. This project will challenge students to work with cloth as a two-sided plane: how can we collaborate with fabric as a multivalent surface? How does your artistic approach evolve via critical engagement with materials, e.g., defining cloth as both malleable and durable, as flat and three-dimensional, as functional and formal, as image and object, as private and public?

### **SAMPLE BINDER**

Students will complete small-scale samples for each technique covered in the course and create their own archive of material samples alongside technical handouts and process notes.

### **ARTIST RESEARCH PROJECT**

Students will conduct research on a contemporary fibres-based artist (resource lists and suggested publications will be provided) and make an in-class presentation to the group.

### **EVALUATION**

Course grades are based on a combination of studio-based assignments and participation. Participation includes engagement with in-class workshops and group activities, attendance, contributions to class discussions, as well as safe and productive studio conduct.

Project 1 - 25%

Project 2 - 25%

Sample Binder - 25%

Artist Research Presentation – 10%

Participation and Attendance - 15%

# SYLLABUS - IMCA 201 (ABRIDGED)

## Introduction to Intermedia Arts

### PREREQUISITES

Enrolment in a BFA degree program excluding the Major in Intermedia.

### COURSE DESCRIPTION

This introductory-level course covers basic techniques and theories related to Video Art, Performance Art, and Electronic Arts.

### COURSE OUTCOMES

- Students will gain an introductory theoretical and historical background related to the topics of Video Art, Performance Art, and Electronic Arts.
- Students will be introduced to various elementary techniques related to the practice of Video Art, Performance Art, and Electronic Arts.
- Students will learn to develop artistic projects related to Intermedia Arts.

### PROJECT ASSIGNMENTS

#### EXERCISE 1

##### Performance Art Project

This introductory assignment allows students to explore the use of the human body as an artistic medium. It focuses on the creation of a short action/intervention to be performed in class. This project may reflect such issues as real-time, site-specific, interventionist actions, the interrelationship between installations and performances, and the interdisciplinary interface between performance and other practices found in the performing arts.

#### EXERCISE 2

##### Video Art Project

This assignment combines basic techniques related to video production (shooting, editing, presenting) with a focus on concepts related to Video Art. Digital video technology is used as a tool for aesthetic investigations. Simple technical means are explored, including smartphone video recording and editing.

#### EXERCISE 3

##### Electronic Arts Project

This assignment allows students to approach Electronic Arts on an introductory level. Students are invited to create a small-scale multimedia project that could include techniques related to



sound art, video art, interactive art, electronics and programming, and carries an artistic purpose as ultimate end goal.

#### **FINAL PROJECT**

The final project is a free synthesis project where students create artistic work based on the knowledge they have acquired during the semester. It could be a performance, an installation, a single channel video, an intervention, an immersive environment, or any kind of intermedia project approved by the instructor. Small juries will be formed to comment and evaluate the final projects.

#### **EVALUATION**

Course grades are based on a combination of personal effort, assimilation of various concepts and techniques, originality, and general participation. Participation includes in-class exercises, attendance, punctuality, and contributions to class discussions and critiques.

Exercise 1 - 20%

Exercise 2 - 20%

Exercise 3 - 20%

Final Project – 30%

Participation - 10%

## PTNG 201 – Introduction to Painting

### COURSE DESCRIPTION

This course will introduce the fundamental skills and concepts in the art of painting through a series of structured studio experiences. Students will grasp painting as the creation of tension between a physical surface and an imagined space.

### COURSE OUTCOMES

- \*To develop skills in the use of the painter's materials: colours, mediums, tools, various supports (canvas, panel, paper, etc.).
- \*To grasp composition as a relation between the visible surface and its markings, and the virtual pictorial space capable of nurturing the imagination.
- \*To gain some acquaintance with the variety and succession of painting styles historically and in the contemporary art world.

Much of the studio work in the course will be based on observation, whether of objects, human subjects, or landscape. Problems of form will be emphasized regardless of subject. Two Key Concepts: Pictorial Space, and Colour and Expressiveness, will each underlie a set of projects.

### Pictorial Space

Having chosen three objects, paint them:

One at a time (paint the objects each on a separate surface.)

Two at a time (two objects sharing one space).

Three at a time (three objects sharing one space).

In exploring the three modes, demonstrate, in each, two of the seven space-making devices: Occlusion (overlap), Focal clarity, Placement (high or low) on the picture plane, Relative scale, Foreshortening, Chiaroscuro or tonal gradation, Contrast of colour.

### Colour and Expressiveness

Paint a given subject using three different colour harmonies:

Harmony of Analogous (closely related) colours; Harmony of Contrast of Colours; Harmony of unified coloured Light.

Observe and articulate the changing effect of the harmonies on the affective qualities of the three works.

All student work will be viewed and discussed collectively by the class group; participation in such critiques is a required part of class work. In addition, slide shows of historical, modern and contemporary painting will impart some understanding of the dynamic traditions of painting in many epochs and cultures.

## **SYLLABUS – SCUL 201 (ABRIDGED)**

### Introduction to Sculpture and Installation

#### **PREREQUISITES**

Enrolment in a BFA degree program excluding the Major in Sculpture

#### **COURSE DESCRIPTION**

This introductory-level course covers fundamental concepts and techniques of contemporary sculpture and installation

#### **COURSE OUTCOMES**

- Students will gain an introductory working knowledge of contemporary sculptural concepts and technical processes, including assemblage, wood-working and mould making/casting
- Students will be introduced to historical and contemporary sculpture practices
- Student will learn to employ safe and effective studio practices.

#### **PROJECT ASSIGNMENTS**

##### PROJECT 1

##### UNDERMINING: ASSEMBLAGE AND THE MEANING IN MATERIALS

Drawing inspiration from contemporary practices in sculptural assemblage, students will develop a sculpture or installation that materially and conceptually explores the meaning, supply chains, visual language and/or cultural codes embedded within everyday materials and objects.

##### PROJECT 2

##### THE WOODNESS OF WOOD

Students will develop introductory skills in wood working to create a sculptural artwork that explores the ontological potential of wood.

##### PROJECT 3

##### REPRODUCIBILITY

Students will develop skills in mould making and casting to make a sculpture or installation that addresses the theme of mass production.

##### ARTIST RESEARCH PROJECT

Students are required to attend a visiting artist lecture, or an exhibition in Montréal and write a review or make an in-class presentation.

#### **EVALUATION**

Course grades are based on a combination of project work and participation. Participation includes in-class exercises and discussions, attendance and safe and productive, and community-oriented studio conduct.

Project 1 - 25%

Project 2 - 25%  
Project 3 - 25%  
Research Project – 10%  
Participation – 15%

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**From:** Josee Leclerc  
**Sent:** Thursday, December 12, 2019 4:47 PM  
**To:** studio  
**Cc:** Mary Rawlins; Tony Patricio; UPD Studio Arts  
**Subject:** Re: elective group in Studio Arts

Dear Sophie,

I am so sorry to not have yet replied to your email. It's rush grading time...

I wish to thank you and all involved for this endeavor. These 200 level studio courses will be very useful to many applicants to our program coming with a BA in psych. The courses you have listed would meet our admission prerequisites. It would be wonderful if they can be offered in the fall. The AT program would then make sure to advertise the courses on our website and through our program assistant. Let us know if you need anything else from us, and keep us posted of any development

Thanks!

Regards,

Josée

[Josée Leclerc, PhD, ATR-BC, ATPQ](#)

[Art Therapy Graduate Program Director | Directrice, programme de maîtrise en art-thérapie](#)

[Associate Professor | Professeure agrégée](#)

[Department of Creative Arts Therapies | Département de thérapies par les arts](#)

[Concordia University | Université Concordia](#)

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[Research Member, Arts in Health Research Collective | Membre du collectif de recherche Arts en santé](#)

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

Art Psychotherapist | Psychothérapeute par l'art

Psychotherapist | Psychothérapeute

Ordre des psychologues du Québec

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**From:** studio

**Sent:** Wednesday, December 4, 2019 6:23 PM

**To:** Josee Leclerc

**Cc:** Guylaine Vaillancourt; Mary Rawlins; Alyssa Browning; Chair Studio Arts; Tony Patricio; UPD Studio Arts

**Subject:** elective group in Studio Arts

Hello Josée,

As per our correspondence this past summer, please see our proposed curriculum changes regarding adding studio courses at the 200 level.

<https://sitesj.concordia.ca:8443/provotrack/ups/artu/artu-14.pdf>

The Faculty of Fine Arts would like us to confirm that the Creative Arts Therapies Department would accept these as studio electives for Future Art Therapy Masters applicants that requires ***18 credits from studio arts***? As noted below, we would foresee Psychology Majors registering for these courses, through a permission to register and portfolio submission, as they would have done, going through the Studio Arts Major, and applying for Psychology classes (which we understand from our students, are now almost impossible to get into without being a Psychology Major).

We hope we can start offering some of these classes as early as next Fall, in order to set a precedent for our future proposal for the elective group.

Merci bien.

\*\*\*\*\*

Sophie Gèneux

Department Assistant

Studio Arts Department

<http://www.concordia.ca/finearts/studio-arts.html>

VA-250

Tel: 848-2424 Ext 4262

On Sep 17, 2020, at 1:52 PM, UPD Studio Arts <[upd.studioarts@concordia.ca](mailto:upd.studioarts@concordia.ca)> wrote:

Hello Juan and Lorrie,

We are in the process of creating six (6) three-credit courses at the 200 level. These new courses will offer flexibility at the introductory level for primarily non-Studio Arts Majors by adding the option of taking a single semester course. Furthermore, Fine Arts Majors as well as other Concordia students looking for studio electives would have easier access to our classes. The PHOT 201 course that has been offered for the past two years now, has been extremely popular with the above groups of students, including your own majors.

Please see our proposed curriculum changes regarding adding studio courses at the 200 level.

<https://sitesj.concordia.ca:8443/provotrack/ups/artu/ar:u-14.pdf>

The Creative Arts Therapy Department have approved these 201 courses to count towards the 18 credits *studio arts elective* admission requirement for their Master's programs.

We would like to confirm that the Art Education Department will also accept these as *studio arts electives* for your Art Education students.

We hope we can start offering some of these classes as early as next Fall, to set a precedent for our future proposal for the elective group.

One last thing, we are on a tight timeline, and if we could receive a response by Monday September 21st that would be amazing. Many thanks.

Sincerely,  
Marisa

Marisa Portolese  
Undergraduate Program Director  
Studio Arts Department  
Associate Professor-Photography Program  
VA250  
[upd.studioarts@concordia.ca](mailto:upd.studioarts@concordia.ca)

TO: Dr. Elaine Cheasley Paterson, Associate Dean Academic, Faculty of Fine Arts  
FROM: Dr. Juan Carlos Castro, Chair, Department of Art Education  
DATE: September 22, 2020  
SUBJECT: ARTE and Introductory studio courses (ARTU-14)

The Department of Art Education is home to two undergraduate degree programs: the BFA Major in Art Education and the BFA Specialization in Art Education. As has been the case for 20 years and well established in the Undergraduate Calendar (81.40), **students in these degree programs must have the same access as in previous years** to the following Studio Art Courses:

**BFA Major in Art Education**

6 credits chosen from CERA 230; FBRs 240, 260; SCUL 210; PTNG 200  
6 credits of DRAW 200  
12 credits of Studio Art Electives

**BFA Specialization in Art Education**

6 credits DRAW 200  
6 credits PTNG 200  
6 credits chosen from CERA 230; FBRs 240, 260; SCUL 210  
12 credits of Studio Art Electives

Again, access **must be at the same levels as previous years** to the above courses as guaranteed in the Undergraduate Calendar (81.40). A reduction of access would detrimentally affect time-to-completion of Art Education students. Our concern is that a reduction in these courses to institute the new suite of electives would be used as the rationale for reducing access to Art Education Majors and Specialization students, which is unacceptable. Further, any changes to the BFA Specialization requires not only the Department of Art Education's approval but also the approval of the Concordia Teacher Education Council and MEES.

The Department of Art Education would accept the following courses as Studio Art Electives meeting the BFA Major and Specialization requirements. The following courses do not supersede the degree requirements (DRAW 200, PTNG 200, CERA 230, FBRs 240, FBRs 260, SCUL 210) and therefore are **acceptable**.

ARTX 201  
IMCA 201  
PHOT 201

We expect that BFA Major and Specialization students in Art Education who complete the studio art requirements ((DRAW 200, PTNG 200, CERA 230, FBRs 240, 260, SCUL 210) **continue to have access** to the next level of studio art courses (e.g., DRAW 300, PTNG 300, etc.).

On behalf of the Department of Art Education



Dr. Juan Carlos Castro



**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:** September 22, 2020

**SUBJECT: GRADUATE CURRICULUM CHANGES (ECON-35)  
(CALENDAR – 2020/2021)  
DEPARTMENT OF ECONOMICS  
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 Economics is proposing a number of changes and deletions to courses in the Diploma in Economics, as well as the addition of two new courses.

The GCC approved the proposed 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: R. Courtemanche, 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:** June 3, 2020

**SUBJECT:** Graduate Calendar Curriculum Changes  
Department of Economics  
**ECON-35**  
Diploma in Economics

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The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of May 15, 2020. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

The **Department of Economics** is modifying course descriptions and titles to course listings in the Diploma in Economics in an effort to better align them with those listed at the undergraduate level, namely ECON 509 (409), 510 (410), 523 (423), and 536 (436). Similarly proposed are two new courses which are also cross-listed at the undergraduate level, ECON 530 *Transportation Economics* and ECON 540 *Market Design* (ECON 430, 440). The course listing has also been updated for the Graduate Calendar, as well as the list for the Calendar Editor.

The department also requests that ECON 599 *Advanced Topics in Economics* is removed from the calendar as ECON 598 under the same title is sufficient for topics courses. In addition, ECON 595 *Economics of Transportation and Communications* is also requested to be removed as there is sufficient overlap with the new course, ECON 530 *Transportation Economics*.

Thank you for your consideration of this proposal for which there are no additional resource implications. The new courses, ECON 530 and 540 are already in the department's regular teaching allotment under the corresponding undergraduate cross-listing.

## Department of Economics

### ECON-35

#### **Memo from Chair**

#### **Program change**

Graduate Diploma

#### **Course title change**

ECON 509	History of Early Economic Thought
ECON 510	History of Modern Economic Thought
ECON 523	Topics in Applied Econometrics
ECON 536	The Economics of Taxation

#### **New course**

ECON 530	Transportation Economics
ECON 540	Market Design

#### **Course deleted**

ECON 595	Economics of Transportation and Communications
ECON 599	Advanced Topics in Economics

## Internal Memorandum

To: Dr. Richard Courtemanche, Associate Dean of Academic Affairs, Faculty of Arts and Science  
 From: Dr. Jorgen Hansen, Chair, Department of Economics  
 Date: February 17, 2020 (*revised, April 16 and 29, 2020*)  
 Re: ECON-35 Revisions to the Graduate Diploma Calendar listings

The Department of Economics' assembly reviewed and unanimously supported the proposed changes to our Graduate Diploma program. The approval was obtained at the February 12, 2020 regular meeting based on the recommendation of the Graduate Program Committee.

The Graduate Program Committee has reviewed changes to the Graduate Diploma in order to provide up to date information to our students, who currently must consult the Undergraduate Calendar to find course descriptions, as all 500-level courses are cross-listed with the 400-level ECON courses. Implementation of these changes, which do not require additional allocations, is requested for Summer 2021. The changes are summarized in this table:

Graduate Diploma in Economics	
1. Courses, Class A	Changes to course list
2. Courses, Class B	Addition of a note leading to 600-level course descriptions
3. Courses, Class C	Changes to description
4. Course descriptions	Addition of all ECON 500-level course descriptions
5. ECON 509, 510, 523, 536	Course title changes
6. ECON 595 and 599	Elective courses deleted
7. ECON 530 and 540	Addition of new elective courses, Graduate Diploma

The justification for each change is as follows:

### 1. Courses, Class A course list

With the approval of the creation of two new courses at the 400-level (ECON 430 and ECON 440) by Senate under US-2019-7-D7 (ECON-28) in December 2019, it is required to update the Class A Courses listings to include these two courses, as Graduate Diploma students have access to cross-listed courses (400/500 level). In addition, ECON 599 (6 credits) was never offered; as the Department does not intend to add it to its offerings, we request its deletion from the course list to avoid confusion. We have also updated the course list to accurately match course titles with the 400-level as listed in the Undergraduate Calendar.

### 2. Courses, Class B Courses

There was no link directing the students to the Masters in Economics page, which includes all course descriptions for the 600-level courses. Students in the Graduate Diploma have access to the ECON 600-level courses.

### **3. Courses, Class C Courses**

The practice with Graduate Diploma students has been to approve MSCA courses (with permission from the Department of Economics and the John Molson School of Business) instead of giving permission for unspecified master-level JMSB courses. This update clarifies the departmental practice.

### **4. Course Descriptions: addition of course descriptions**

Course descriptions were not included in the Graduate Diploma calendar, as all 500-level courses are cross-listed with corresponding ECON 400-level courses. However, student feedback led us to recommend that the descriptions be added directly into the Graduate Diploma Calendar. This will clarify the course content for Graduate Diploma students, instead of requiring them to consult the Undergraduate Calendar. The department had approved the change in its assembly on September 29, 2017. However, no formal request was made to the university to make this curriculum change official.

### **5. Course title changes, ECON 509, 510, 523 and 536**

As these courses are cross-listed with ECON 400-level courses, the titles for these courses were updated to align with their 400-level counterparts:

- ECON 509: History of Early Economic Thought
- ECON 510: History of Modern Economic Thought
- ECON 523: Topics in Applied Econometrics
- ECON 536: The Economics of Taxation

The course descriptions, which do not appear in the current version of the calendar, were also aligned with those for the corresponding 400-level courses.

### **6. Elective courses deleted (ECON 595 and 599)**

ECON 595 Economics of Transportation and Communications is being made redundant with the introduction of the new course ECON 530 Transportation Economics: it is therefore recommended to delete ECON 595 from the calendar. ECON 599 (6 credits) was never offered; as the Department does not intend to add it to its offerings, we request its deletion from the calendar.

### **7. New elective courses, Graduate Diploma (ECON 530 and 540)**

Two courses: ECON 430 Transportation Economics and ECON 440 Market Design were approved by Senate on December 13, 2019. However, there was no request made at the time for the creation of their cross-listed equivalents, ECON 530 and 540. The course outlines are included in support of this request.

I thank you for your consideration, and hope that this information will be sufficient in assessing our request. Please do not hesitate to contact me should you have any questions about these curriculum changes.

Best regards,

Dr. Jorgen Hansen  
Chair and Professor  
Department of Economics

*Attached documents:*

- ECON 430/530 course outline
- ECON 440/540 course outline

**PROGRAM CHANGE:** Graduate Diploma

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p style="text-align: center;"><b>Economics Graduate Diploma</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Undergraduate degree with a cumulative GPA of 3.00 or the equivalent.</li> <li>• Sufficient credits in economics and basic statistical and mathematical methods to cope with graduate-level courses in economics.</li> <li>• <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.</li> </ul> <p>In exceptional cases, and at the discretion of the Graduate Program Director, an applicant who has not yet satisfied this Arts and Science prerequisite may be admitted, providing that the missing courses are included in the student's program in addition to the normal course requirements for the diploma.</p> <p><b>Degree Requirements</b></p> <p>Fully-qualified candidates are required to complete a minimum of 30 credits.</p>	<p style="text-align: center;"><b>Economics Graduate Diploma</b></p> <p style="text-align: center;"><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>• Undergraduate degree with a cumulative GPA of 3.00 or the equivalent.</li> <li>• Sufficient credits in economics and basic statistical and mathematical methods to cope with graduate-level courses in economics.</li> <li>• <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.</li> </ul> <p>In exceptional cases, and at the discretion of the Graduate Program Director, an applicant who has not yet satisfied this Arts and Science prerequisite may be admitted, providing that the missing courses are included in the student's program in addition to the normal course requirements for the diploma.</p> <p><b>Degree Requirements</b></p> <p>Fully-qualified candidates are required to complete a minimum of 30 credits.</p>

**6 credits – Core Courses**

ECON 501 - Advanced Microeconomic Theory (3 credits)  
ECON 503 - Advanced Macroeconomic Theory (3 credits)

**6 credits minimum – Class B Courses**

All 600-level courses offered in the Department of Economics.

**18 credits maximum – Class A and/or B and/or C Courses**

Class A

ECON 509 - History of Economic Thought † (3 credits)  
ECON 510 - History of Economic Thought ‡ (3 credits)  
ECON 513 - Economic Growth and Fluctuations (3 credits)  
ECON 514 - Economic Development: Policy Analysis (3 credits)  
ECON 521 - Econometrics I (3 credits)  
ECON 522 - Econometrics II (3 credits)

ECON 523 - Applied Econometrics (3 credits)  
ECON 525 - Mathematics for Advanced Study in Economics (3 credits)  
ECON 532 - Monetary Theory (3 credits)  
ECON 533 - Financial Economics (3 credits)  
ECON 536 - Economics of Taxation (3 credits)  
ECON 537 - Economics of Public Expenditure (3 credits)  
ECON 542 - International Economics: Trade Theory (3 credits)  
ECON 543 - International Economics: Finance (3 credits)  
ECON 550 - Economic History (3 credits)  
ECON 561 - Industrial Organization (3 credits)  
ECON 562 - The Corporate Economy (3 credits)  
ECON 563 - Economics of Regulation (3 credits)  
ECON 564 - Game Theory, Information, and Economic Modelling (3 credits)  
ECON 565 - The Economics of Professional Sport (3 credits)  
ECON 581 - Labour Economics (3 credits)  
ECON 582 - Economics of Personnel and Industrial Relations (3 credits)  
ECON 583 - Employment, Earnings and Labour Market Policies (3 credits)  
ECON 585 - Health Economics (3 credits)  
ECON 591 - Environmental Economics (3 credits)  
ECON 593 - Regional Economics (3 credits)  
ECON 595 - Economics of Transportation and Communications (3 credits)  
ECON 596 - Natural Resource Economics (3 credits)  
ECON 597 - Income Distribution and Economic Inequality (3 credits)  
ECON 598 - Advanced Topics in Economics (3 credits)  
~~ECON 599 – Advanced Topics in Economics (3 credits)~~

Class B

All 600-level courses offered in the Department of Economics.

**6 credits – Core Courses**

ECON 501 - Advanced Microeconomic Theory (3 credits)  
ECON 503 - Advanced Macroeconomic Theory (3 credits)

**6 credits minimum – Class B Courses**

All 600-level courses offered in the Department of Economics.

**18 credits maximum – Class A and/or B and/or C Courses**

Class A

ECON 509 - History of [Early](#) Economic Thought (3 credits)  
ECON 510 - History of [Modern](#) Economic Thought (3 credits)  
ECON 513 - Economic Growth and Fluctuations (3 credits)  
ECON 514 - Economic Development: Policy Analysis (3 credits)  
ECON 521 - Econometrics I (3 credits)  
ECON 522 - Econometrics II (3 credits)  
ECON 523 - [Topics in Applied Econometrics](#) (3 credits)  
ECON 525 - Mathematics for Advanced Study in Economics (3 credits)  
[ECON 530 - Transportation Economics \(3 credits\)](#)  
ECON 532 - Monetary Theory (3 credits)  
ECON 533 - Financial Economics (3 credits)  
ECON 536 - [The](#) Economics of Taxation (3 credits)  
ECON 537 - Economics of Public Expenditure (3 credits)  
[ECON 540 - Market Design \(3 credits\)](#)  
ECON 542 - International Economics: Trade Theory (3 credits)  
ECON 543 - International Economics: Finance (3 credits)  
ECON 550 - Economic History (3 credits)  
ECON 561 - Industrial Organization (3 credits)  
ECON 562 - The Corporate Economy (3 credits)  
ECON 563 - Economics of Regulation (3 credits)  
ECON 564 - Game Theory, Information, and Economic Modelling (3 credits)  
ECON 565 - The Economics of Professional Sport (3 credits)  
ECON 581 - Labour Economics (3 credits)  
ECON 582 - Economics of Personnel and Industrial Relations (3 credits)  
ECON 583 - Employment, Earnings and Labour Market Policies (3 credits)  
ECON 585 - Health Economics (3 credits)  
ECON 591 - Environmental Economics (3 credits)  
ECON 593 - Regional Economics (3 credits)  
ECON 596 - Natural Resource Economics (3 credits)  
ECON 597 - Income Distribution and Economic Inequality (3 credits)  
ECON 598 - Advanced Topics in Economics (3 credits)

Class B

All 600-level courses offered in the Department of Economics. [Course descriptions are listed under the Master of Arts in Economics.](#)

## Class C

All **master-level courses** offered in the John Molson School of Business.  
No more than six credits may be taken from Class C.

Each student's program of study must be approved by the Graduate Program Director.

**Credits.** No more than 12 credits can be earned as pro-tanto credit for previous work.

## Academic Regulations

**1. Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

**2. Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

**3. Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative grade point average of at least 2.70.

## Courses

The grading scheme for diploma courses will be the scheme applicable to graduate courses (i.e., the passing grade is B-).

### **Class A Courses** ~~(3 credits each)~~

The 500-level courses have a 3-credit value and are cross-listed with the undergraduate 400-level courses.

### **ECON 501 --Advanced Microeconomic Theory**

### **ECON 503 --Advanced Macroeconomic Theory**

### **ECON 509 --History of Economic Thought-I**

### **ECON 510 --History of Economic Thought-II**

## Class C

All **MSCA** courses offered in the John Molson School of Business, [with prior permission of the Department of Economics and the John Molson School of Business.](#)  
No more than six credits may be taken from Class C.

Each student's program of study must be approved by the Graduate Program Director.

**Credits.** No more than 12 credits can be earned as pro-tanto credit for previous work.

## Academic Regulations

**1. Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

**2. Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

**3. Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative grade point average of at least 2.70.

## Courses

The grading scheme for diploma courses will be the scheme applicable to graduate courses (i.e., the passing grade is B-).

### **Class A Courses**

The 500-level courses have a 3-credit value and are cross-listed with the undergraduate 400-level courses.

### **ECON 501 Advanced Microeconomic Theory**

[This course examines selected topics in microeconomic analysis such as general equilibrium analysis, welfare economics, the theory of the firm, factor pricing, and income distribution.](#)

### **ECON 503 Advanced Macroeconomic Theory**

[This course examines selected topics in macroeconomic analysis such as the construction of models including the labour market, the goods market, and financial markets; the role of monetary and fiscal policies; classical, Keynesian, and post-Keynesian models.](#)

### **ECON 509 History of **Early** Economic Thought**

[This course covers the evolution of economic thought from the Greek philosophers up to \(and including\) Classical economics. It seeks to provide the student with an outline of the development of economic analysis in this period.](#)

### **ECON 510 History of **Modern** Economic Thought**

[This course covers the evolution of economic thought from the Historical School to modern controversies in economic reasoning, which includes a comparative treatment of Keynesian economics and Monetarism.](#)



**ECON 513 –Economic Growth and Fluctuations**

**ECON 514 –Economic Development: Policy Analysis**

**ECON 521 –Econometrics I**

**ECON 522 –Econometrics II**

**ECON 523 –Applied Econometrics**

**ECON 525 –Mathematics for Advanced Study in Economics**

**ECON 513 Economic Growth and Fluctuations**

[This course reviews various theories explaining the causes of economic fluctuations and the determinants of economic growth. It also examines issues relevant to macroeconomic stabilization policies.](#)

**ECON 514 Economic Development: Policy Analysis**

[This course offers an advanced treatment of selected topics related to issues in economic development. Particular emphasis is placed on models of growth and structural change, such as the two-gap model, input-output analysis, and computable general equilibrium models. Trade and industrial policies, fiscal and financial policies, as well as public-sector policies including taxation, spending, and cost-benefit analysis are also discussed.](#)

[Note: Students who have received credit for ECON 511 may not take this course for credit.](#)

**ECON 521 Econometrics I**

[This course builds on the classical linear regression model as well as introducing time series models involving both stationary and non-stationary variables. Topics may include random regressors, method of moments estimation and a variety of models involving simultaneous equations, VEC, VAR, ARCH, panel, qualitative and limited dependent variables. Students continue to build on their knowledge of data management and a statistical software package through the application of these concepts and theories.](#)

**ECON 522 Econometrics II**

[Prerequisite: ECON 521. This course is intended for those interested in further developing their knowledge of econometrics and/or those contemplating pursuing graduate studies in economics. It re-examines the properties, assumptions and interpretation of the classical linear regression model and the maximum likelihood model through the use of matrix algebra. Students continue to build on their knowledge of data management and a statistical software package through the application of these concepts and theories.](#)

**ECON 523 Topics in Applied Econometrics**

[This course focuses on the development of skills in the analysis of both time-series and cross-sectional data. Time-series topics may include univariate stationary time series models, forecasting, unit-root theory, trend-stationarity, and testing and applications. Cross-sectional topics may include logit, probit and linear probability models. Students may also analyze large-survey microdata.](#)

**ECON 525 Mathematics for Advanced Study in Economics**

[This course gives students the requisite mathematical background for graduate studies in economics. Topics include algebraic methods, and static and dynamic optimization techniques needed for the study of economic theory and econometrics. Difference and differential equations are also examined.](#)

**ECON 530 Transportation Economics**

[This is a course in the field of applied economics, with a focus on transportation economics. Topics may include the evaluation of the economic benefits of various transportation systems, the social costs of transportation, road pricing, government participation in transportation finance and urban planning, the redistributive and other economic effects of transportation investment.](#)

[Note: Students who have received credit for this topic under an ECON 598 number may](#)

**ECON 532 –Monetary Theory**

**ECON 533 –Financial Economics**

**ECON 536 –Economics of Taxation**

**ECON 537 –Economics of Public Expenditure**

**ECON 542 –International Economics: Trade Theory**

[not take this course for credit.](#)

**ECON 532 Monetary Theory**

[This course examines the nature of the Monetarist-Keynesian controversy and gives a critical appraisal of the IS-LM-AS model. Topics covered may include the term structure of interest rates, post-Keynesian theories of money supply and demand as well as issues in macroeconomic policy theory such as transmission mechanisms, policy coordination and implementation lags, and international constraints.](#)

**ECON 533 Financial Economics**

[This course introduces students to the theory and practice of finance as seen from the economist's point of view. In particular, it examines the following topics: the theory of decision-making under uncertainty; the basic portfolio models, such as the CAPAM and the APT; equilibrium aspects of financial markets, such as the role of arbitrage in the pricing of financial assets; the pricing of derivative securities, such as options.](#)

**Note:** [Students who have received credit for this topic under an ECON 598 number may not take this course for credit.](#)

**ECON 536 The Economics of Taxation**

[This course focuses on the effects of taxation on economic behaviour. Major topics considered include the excess burden of taxation in decisions to supply effort, savings and investment, the incidence of corporate taxation, and the design of commodity taxation. Among policy issues, topics such as tax evasion, and the taxation of multinational enterprises are examined.](#)

**Note:** [Students who have received credit for ECON 535 may not take this course for credit.](#)

**ECON 537 Economics of Public Expenditure**

[This course examines the economic consequences of public expenditure on the economy. Topics covered include public goods, externalities, the theory of welfare measurement, public investment criteria, pricing policy of public enterprises, public choice and intergovernmental fiscal relations.](#)

**Note:** [Students who have received credit for ECON 535 may not take this course for credit.](#)

**ECON 540 Market Design**

[This course focuses on the design and analysis of market mechanisms, which are concerned with how to construct rules for allocating resources and how to structure successful marketplaces. It draws on tools of game theory to identify why certain market rules or institutions succeed and why others fail. Topics may include matching markets, auctions, contracts, economic platforms and network effects. The main objectives of this course are to introduce students to some of the fundamental concepts and ideas in the theory of market design and to connect this theory to real-life markets and to practical aspects of market design policy.](#)

**Note:** [Students who have received credit for this topic under an ECON 598 number may not take this course for credit.](#)

**ECON 542 International Economics: Trade Theory**

[This courses examines the foundations of international trade, the origins of gains from trade, factor-price equalization, tariffs, Canadian trade policy, the role of trade in development, and economic integration.](#)

**ECON 543 –International Economics: Finance**

**ECON 550 –Economic History**

**ECON 561 –Industrial Organization**

**ECON 562 –The Corporate Economy**

**ECON 563 –Economics of Regulation**

**ECON 564 –Game Theory, Information, and Economic Modelling**

**ECON 565 –The Economics of Professional Sport**

**ECON 543 International Economics: Finance**

[This course is an introduction to theory of national income determination in open economies with capital mobility. It includes analyses of balance of payments, exchange rate, and the role of monetary and fiscal policies under different exchange rate regimes. Among other issues covered are international policy coordination, optimum currency areas, and features of the international monetary system.](#)

**ECON 550 Economic History**

[This courses covers advanced topics in economic history with an emphasis on the application of economic theory to specific historical issues.](#)

**ECON 561 Industrial Organization**

[This course examines departures from the perfect competition paradigm to analyze economic behaviour in an industrial setting. An industry consists of a number of firms which interact strategically to maximize their profits. Topics addressed include measures of market structure, theories of oligopoly, effects of potential entry, product differentiation and advertising, technological change, vertical integration, and monopoly and merger issues.](#)

**ECON 562 The Corporate Economy**

[This course investigates the nature and behaviour of the firm. Economic rationalizations are presented for organizing production within a firm. The economic effects of various organization structures are examined. Topics addressed include team production, contractual models of the firm, principal-agent theory, tournaments, and the relationship between managers, shareholders, and the outside market.](#)

**ECON 563 Economics of Regulation**

[This course is devoted to an examination of the economic aspects of governmental regulations. Besides a critical review of the economic theories of regulation, the spectrum of the existing regulatory network, and empirical investigations aimed at discerning cost-benefits, the course focuses on the process of regulatory reforms in all aspects of the Canadian economy.](#)

**ECON 564 Game Theory, Information, and Economic Modelling**

[This introductory course on game theory is a collection of mathematical tools to model and analyze strategic interactions in a variety of settings, from economic and social situations to politics and international relations. The course focuses on both non-co-operative and co-operative game theoretic modelling, in particular, strategic and extensive form games, Bayesian games, and coalitional games. Students learn to solve games using the concepts of dominant strategies, Nash-equilibrium, subgame perfection, Bayesian equilibrium, and the core. Applications may include repeated games, auctions, bargaining, oligopoly games, entry deterrence, pricing strategies, and collusion.](#)

**ECON 565 The Economics of Professional Sport**

[This is a course in applied microeconomic theory. Various observations on the state of professional sports are explained using economic theory. Evidence of the statistical relevance of such explanations is also investigated. Issues addressed include the magnitude of the earnings of professional sports stars; the impact of free agency on competitive balance in sports leagues; the value of professional sports teams to cities, and whether such valuation justifies public subsidization of franchises or arenas.](#)

**ECON 581 –Labour Economics**

**ECON 582 –Economics of Personnel and Industrial Relations**

**ECON 583 –Employment, Earnings and Labour Market Policies**

**ECON 585 –Health Economics**

**ECON 591 –Environmental Economics**

**ECON 593 –Regional Economics**

**ECON 595 –Economics of Transportation and Communications**

Note: Students who have received credit for this topic under an ECON 598 number may not take this course for credit.

**ECON 581 Labour Economics**

The course deals with topics in labour economics using microeconomic concepts such as inter-temporal decision-making, uncertainty, moral hazard, adverse selection and market signalling. The following topics are covered: labour supply and demand, wage differentials, human capital theory, efficiency wages and implicit contracts.

**ECON 582 Economics of Personnel and Industrial Relations**

The main objective of this course is to describe how modern microeconomics and modern labour economics can be used to solve practical human resource and personnel issues. These include hiring and firing practices, optimal payment and compensation structure, unions and strike behaviour.

**ECON 583 Employment, Earnings and Labour Market Policies**

This course covers topics in labour economics from the macroeconomic perspective. The key topics include equilibrium unemployment, job search, wage determination mechanisms, labour income processes and labour mobility. The course also devotes a substantial amount of time to macroeconomic policy issues of the labour markets such as employment insurance, minimum wage and union.

**ECON 585 Health Economics**

This course introduces students to the role of economics in health, health care, and health policy. It surveys the major topics in health economics and forms an introduction to the ongoing debate over health care policy. Topics include the economic determinants of health, the market for medical care, the market for health insurance, the role of government in health care, and health care reform.

**ECON 591 Environmental Economics**

This course provides a survey, from the perspective of economics, of public issues regarding the use of environmental resources, ecosystems and the management of environmental quality. The course covers both conceptual and methodological topics with recent and current applications. It begins with an introduction to the theory and methods of environmental and natural resource economics and concepts of sustainable development. Then the emphasis is shifted to the optimal use of natural resources, both non-renewable resources (mineral and energy) and renewable resources, and the valuation of environmental resources. The last part of the course examines national and international environmental policy issues, including intergenerational equity and environmental ethics.

**ECON 593 Regional Economics**

This course introduces the student to the methods and techniques of regional economic analysis, and their application to the problems of regional economies within Canada. Among the micro-economic topics covered are the location behaviour of firms and households, and the factors determining the allocation of land among alternative competing uses. Macroeconomic topics include the measurement and analysis of regional income and growth levels, cyclical changes in those levels, and interregional differences in growth rates. Policy problems pertinent to Canadian regions are stressed throughout the course.

**ECON 596 --Natural Resource Economics**

**ECON 597 --Income Distribution and Economic Inequality**

**ECON 598 --Advanced Topics in Economics**

**ECON 599--Advanced Topics in Economics**

**Class B Courses** (3 credits each)

All 600-level courses offered in the Department of Economics.

**Class C Courses** (3 credits each)

All ~~master-level~~ courses offered in the John Molson School of Business.

**Course Descriptions**

**ECON 596 Natural Resource Economics (3 credits)**

~~This course focuses on the problems of the finiteness of the natural resources base in Canada and in the world, and on an analysis of the demand for and supply of natural resources and energy. The course also discusses the economic aspects of a selected group of conservation measures (financial incentives, reallocation of property rights, regulation).~~

~~**Note:** Students who have received credit for this topic under a ECON 598 number may not take this course for credit.~~

**ECON 596 Natural Resource Economics**

This course focuses on the problems of the finiteness of the natural resources base in Canada and in the world, and on an analysis of the demand for and supply of natural resources and energy. The course also discusses the economic aspects of a selected group of conservation measures (financial incentives, reallocation of property rights, regulation).

**Note:** Students who have received credit for this topic under an ECON 598 number may not take this course for credit.

**ECON 597 Income Distribution and Economic Inequality**

This course examines the extent and dimensions of economic inequality among households both domestically and internationally. Topics covered include theories of income inequality, wealth inequality, recent trends in polarization, poverty, intergenerational bequests, the welfare state, and the role of government economic policy.

**ECON 598 Advanced Topics in Economics**

Specific topics and relevant prerequisites for this course are stated in the Graduate Class Schedule.

**Class B Courses** (3 credits each)

All 600-level courses offered in the Department of Economics. Course descriptions are listed under the **Master of Arts in Economics**.

**Class C Courses** (3 credits each)

All MSCA courses offered in the John Molson School of Business, with prior permission of the Department of Economics and the John Molson School of Business.

Rationale:

**1. Class A courses:** Two new courses, ECON 430 and ECON 440, were approved by Senate under document US-2019-7-D7 (see December 17, 2019 memo). However, the addition of these courses was not requested at the same time for ECON 530 and 540, which are cross-listed with 430 and 440 respectively. The list of courses was also updated to correspond with the 400-level course titles currently listed in the Undergraduate Calendar. ECON 599 was never offered to Graduate Diploma students, and we therefore recommend to remove it

from the course list. ECON 595 is also removed as it is replaced by ECON 530.

**2. Class B courses:** There was no link directing the students to the Masters in Economics page, which includes all course descriptions for the 600-level courses. This change is recommended to remedy that. Students in the Graduate Diploma in Economics have access to the ECON 600-level courses.

**3. Class C courses:** The practice with Graduate Diploma students has been to approve MSCA courses (with permission from the Department of Economics and the John Molson School of Business) specifically, instead of giving permission for unspecified master-level JMSB courses. This update clarifies the departmental practice.

**4. ECON 500-level Course descriptions:** Course descriptions were not included in the Graduate Diploma Calendar, as all 500-level courses are cross-listed with Economics' ECON 400-level courses. However, student feedback led us to recommend that the descriptions be added directly into the Graduate Calendar. This will clarify the course content for Graduate Diploma students, instead of requiring them to consult the Undergraduate Calendar. The department had approved the change in its assembly on September 29, 2017. However, no formal request was made to the university to make this curriculum change official. Course title changes for ECON 509, 510, 523, and 536 are justified by the need to align the titles with the undergraduate course calendar: this has been added further in the dossier.

We request implementation of these changes for the Summer 2021 calendar. ECON 430 and 440 will be cross-listed as ECON 598 for the Winter 2021, but will enter the regular rotation as ECON 430/530 and 440/540 in 2021-22.

**NOTE TO CALENDAR EDITOR** - please add hyperlink to [Master of Arts in Economics](#) under 'Class B Courses'.

Resource Implications:

None.

**COURSE CHANGE:** ECON 509      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>ECON 509 - History of Economic Thought</b>↓</p>	<p><b>ECON 509 - History of <u>Early</u> Economic Thought</b>  <a href="#">This course covers the evolution of economic thought from the Greek philosophers up to (and including) Classical economics. It seeks to provide the student with an outline of the development of economic analysis in this period.</a></p>
<p>Rationale:                      This course is cross-listed with ECON 409; the description for the latter was updated and so this change is requested to align the course titles and descriptions.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                       This course is cross-listed with ECON 409, which may be taken for credit as an elective by students in the Major, Specialization, and Honours in Economics.</p>	

**COURSE CHANGE:** ECON 510      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>ECON 510 --History of Economic Thought--</b></p>	<p><b>ECON 510 History of <u>Modern</u> Economic Thought</b>  <a href="#">This course covers the evolution of economic thought from the Historical School to modern controversies in economic reasoning, which includes a comparative treatment of Keynesian economics and Monetarism.</a></p>
<p>Rationale:                      This course is cross-listed with ECON 410; the description for the latter was updated and so this change is requested to align the course titles and descriptions.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                      This course is cross-listed with ECON 410, which may be taken for credit as an elective by students in the Major, Specialization, and Honours in Economics.</p>	



**COURSE CHANGE:** ECON 523          New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>ECON 523 –Applied Econometrics</b></p>	<p><b>ECON 523 <u>Topics in Applied Econometrics</u></b>  <a href="#">This course focuses on the development of skills in the analysis of both time-series and cross-sectional data. Time-series topics may include univariate stationary time series models, forecasting, unit-root theory, trend-stationarity, and testing and applications. Cross-sectional topics may include logit, probit and linear probability models. Students may also analyze large-survey microdata.</a></p>
<p><b>Rationale:</b>                      This course is cross-listed with ECON 423; the description for the latter was updated and so this change is requested to align the course titles and descriptions.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                       This course is cross-listed with ECON 423, which may be taken for credit as an elective by students in the Major and Honours and Economics, and as a program requirement for students in the Specialization in Economics.</p>	

**COURSE CHANGE:** ECON 530      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**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><u><a href="#">ECON 530 Transportation Economics (3 credits)</a></u></b>  <u><a href="#">This is a course in the field of applied economics, with a focus on transportation economics. Topics may include the evaluation of the economic benefits of various transportation systems, the social costs of transportation, road pricing, government participation in transportation finance and urban planning, the redistributive and other economic effects of transportation investment.</a></u>  <u><a href="#">Note: Students who have received credit for this topic under an ECON 598 number may not take this course for credit.</a></u></p>
<p><b>Rationale:</b>                      The Department received the Senate's approval for two new courses at the 400-level, ECON 430 and 440. As all 400-level courses in the Department of Economics are cross-listed with the 500-level, we propose the inclusion of ECON 530, with the same course description and credit value, in the Graduate Diploma. The course outline for ECON 440 is included in support of this request.</p> <p>Students in the Diploma will be able to take ECON 530 as a requirement for Class A.</p> <p>From the document submitted to Senate under US-2019-7-D7 to justify the creation of ECON 430:                      The University Appraisal Committee report 2017 recommended offering courses that incorporate multi-disciplinary content.</p> <p>Enrolments at the 400-level were as follows:                      Winter 2016: 46/50                      Fall 2016: 41/50                      Winter 2017: 43/50                      Fall 2017: 58/60                      Fall 2018: 54/60</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department annual allotment.</p>	
<p><b>Other Programs within which course is listed:</b></p>	

This course is cross-listed with ECON 430, which is an elective accessible to students in the Major, Specialization, and Honours in Economics.

**COURSE CHANGE:** ECON 536      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>ECON 536 --Economics of Taxation</b></p>	<p><b>ECON 536 <u>The Economics of Taxation</u></b>  <a href="#">This course focuses on the effects of taxation on economic behaviour. Major topics considered include the excess burden of taxation in decisions to supply effort, savings and investment, the incidence of corporate taxation, and the design of commodity taxation. Among policy issues, topics such as tax evasion, and the taxation of multinational enterprises are examined.</a>  <a href="#">Note: Students who have received credit for ECON 535 may not take this course for credit.</a></p>
<p><b>Rationale:</b>                      This course is cross-listed with ECON 536; the description for the latter was updated and so this change is requested to align the course titles and descriptions.</p>	
<p><b>Resource Implications:</b>                      None.</p>	
<p><b>Other Programs within which course is listed:</b>                      This course is cross-listed with ECON 436, which may be taken for credit as an elective by students in the Major, Specialization, and Honours in Economics.</p>	

**COURSE CHANGE:** ECON 540      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**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><u>ECON 540 Market Design (3 credits)</u></b>  <u>This course focuses on the design and analysis of market mechanisms, which are concerned with how to construct rules for allocating resources and how to structure successful marketplaces. It draws on tools of game theory to identify why certain market rules or institutions succeed and why others fail. Topics may include matching markets, auctions, contracts, economic platforms and network effects. The main objectives of this course are to introduce students to some of the fundamental concepts and ideas in the theory of market design and to connect this theory to real-life markets and to practical aspects of market design policy.</u>  <u>Note: Students who have received credit for this topic under an ECON 598 number may not take this course for credit.</u></p>
<p><b>Rationale:</b>                      The Department received the Senate's approval for two new courses at the 400-level, ECON 430 and 440. As all 400-level courses in the Department of Economics are cross-listed with the 500-level, we propose the inclusion of ECON 530, with the same course description and credit value, in the Graduate Diploma. The course outline for ECON 440 is included in support of this recommendation.</p> <p>Students in the Diploma will be able to take ECON 540 as a requirement for Class A.</p> <p>From the document submitted to Senate under US-2019-7-D7 to justify the creation of ECON 440: Game theory is a popular field in economics and amongst students. This course shows how game theory covered in ECON 464 (Game Theory, Information, and Economic Modelling) can be applied in policy design. This course responds to student interest and fills an important niche in our curriculum.</p>	
<p><b>Resource Implications:</b>                      None. This course will be offered in rotation with the department annual allotment.</p>	
<p><b>Other Programs within which course is listed:</b>                      This course is cross-listed with ECON 440, which is an elective available to students in the Major, Specialization, and Honours in Economics.</p>	

**COURSE CHANGE:** ECON 595      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<p><del><b>ECON 595—Economics of Transportation and Communications</b> (3 credits)                      Congestion problems and solutions, pricing, costs, demand, and regulation in transportation. Some applications to communications.</del></p>	
<p>Rationale:                      ECON 595 Economics of Transportation and Communications is being made redundant with the introduction of the new course ECON 530 Transportation Economics: it is therefore recommended to delete ECON 595 from the calendar.</p>	
<p>Resource Implications:                      None.</p>	
<p>Other Programs within which course is listed:                      None.</p>	

**COURSE CHANGE:** ECON 599      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** May 2021

**Faculty/School:** Arts and Science  
**Department:** Economics  
**Program:** Economics  
**Degree:** Graduate Diploma  
**Calendar Section/Graduate Page Number:** Fall 2020

**Type of Change:**

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

Present Text (from 2020/2021) calendar	Proposed Text
<del>ECON 599 -- Advanced Topics in Economics</del>	
Rationale: ECON 599 Advanced Topics in Economics is removed from the calendar as ECON 598 under the same title is sufficient for topics courses.	
Resource Implications: None.	
Other Programs within which course is listed:  This course was cross-listed with ECON 499 at the undergraduate level.	

CONCORDIA UNIVERSITY Department of  
Economics

**ECON 498/598 (proposed as ECON 430/530)**

*TRANSPORTATION ECONOMICS* Tue,

18:00-20:15 in H 1145

**Fall 2018**

**Instructor: Anca Alecsandru**

**Office: Hall Building 1150**

**Class Webpage: Moodle**

**E-mail: Anca.Alecsandru@concordia.ca**

**Office hours:**

Mon 12:00-14:30, Th 12:00-14:30, or by appointment

Students are strongly encouraged to submit their questions or inquiries by email, whenever appropriate. Past experience shows email communication to provide the fastest turnaround for short questions.

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**Course Description:**

**This is a course in the field applied economics, with focus on transportation economics: urban sustainable development, contemporary transportation problems and policy issues relating to transportation.**

In a macroeconomic sense, transportation activities are part of the aggregate economic product and determine the development of the national economy.

In a microeconomic sense, transportation determines the relations between firms and individual consumers.

Applicable topics include benefit-cost analysis, cost-effectiveness analysis, and redistributive and other economic effects of transportation investment, pricing, regulation, cost allocation, and other public policies.

**Student Outcome Objectives:**

1. To better understand the complex interface between transportation and the wider economy.
2. To understand the processes by which transportation is funded and understand the roles of different government levels.
3. To understand how to use data and statistical indicators to estimate the development economic impacts of transportation projects (costs, travel time savings, safety, environmental damage, employment and income growth)
4. Formulate and communicate in written, spoken, analytical form about economic issues and matters of current interest in transportation finance and policy.



CONCORDIA UNIVERSITY  
DEPARTMENT OF ECONOMICS  
**ECON 498/598 (proposed as ECON 440/540)**  
**Market Design**

**Instructor:** Szilvia Papai

**E-mail:** [szilvia.papai@concordia.ca](mailto:szilvia.papai@concordia.ca)

**Office:** H-1155-67

**Office hours:** Tuesday 4:30-5:30 p.m.

**Class:** Thursday 6:00-8:15 p.m., H-619

**Course description and objectives**

This course is about the study and design of market mechanisms. The field of market design is concerned with how to construct rules for allocating resources and how to structure successful marketplaces. It draws on the tools of game theory and mechanism design to identify why certain market rules or institutions succeed and why others fail.

In this course we will focus on matching markets, which typically consist of the allocation of scarce indivisible and heterogeneous resources to be allocated among people who would like to receive these resources. The goal is to design an economic mechanism that gives people an opportunity to express their preferences and achieves a desirable (such as efficient, stable, fair, etc.) outcome. We analyze settings where there is no money, and instead of using prices we have to ask people about their preferences and allocate the limited amount of resources based on their reported preferences.

Examples of matching markets include, among many others, placing doctors in residency positions, assigning students to public schools, allocating courses to students, matching couples on dating websites, or exchanging donated kidneys to transplant patients. We will study algorithms with desirable theoretical properties as well as algorithms used in practice to solve these problems.

The main objectives of this course are to introduce students to some of the tools of game theory and mechanism design in the context of matching markets, and to connect matching theory to some of the practical applications. Lectures will be devoted to theoretical models as well as to relevant applications, and we will also discuss some computational and empirical evidence and results from laboratory or field experiments. The goal is to familiarize you with these ideas, so that you will be able to apply your knowledge to settings where matching market design ideas are relevant and useful.

### Should you take this course?

This class is designed primarily for Graduate Diploma students in Economics and for senior students majoring in Economics, but any student with a strong quantitative background who is interested in the subject matter is welcome. While the formal prerequisites are Econ 222, Econ 302 and Econ 304, it is most important for students to be comfortable with mathematical and logical arguments. Some knowledge of game theory is useful, although not necessary. There will be a good deal of economic theory discussed, and you should expect to see theoretical arguments in every class. Note that Econ 464/564: Game Theory is a complementary course to this one, which is a course on the foundations of game theory. Although our course uses some game theoretical concepts, it focuses specifically on matching theory and its main applications. I hope that you will enjoy the course and your feedback is always welcome.

### Requirements

You are expected to attend classes and to participate in all class activities. In order to get the most out of each class, you may find it useful to read ahead. A weekly schedule of topics and readings will be posted in Moodle.

There will be three problem sets posted in Moodle, together with their solutions. The problem sets will not be turned in or graded, but there will be a one-hour exam based on each problem set. **The exams are scheduled for February 7, March 14, and April 4,** from 6 to 7 p.m.

The main requirement beyond the exams is a short **term paper**, which is **due on April 16** (no exceptions). You will also need to submit a **brief proposal or outline of your term paper by March 28** (maximum one page). Term papers can be written individually or by a team of at most three students. The topic should be closely related to the course, and the maximum length of the paper is 8 pages (with an expectation that papers written by a team will be closer to this upper limit). An alternative to submitting a term paper is to present your term project to the class, using slides, in the last class on April 11th. This can also be done by a team of at most three students, with each team member's participation. Since we will only have time for a limited number of presentations, please let me know as soon as you decide that you are interested in presenting, since the presentation slots will be allocated on a first-come first-served basis. A separate document (posted in Moodle) describes the paper and the required proposal in more detail. Note that there is no final exam in the course.

### Grading:

Class participation (attendance and class exercises)	5%
Exam 1 (February 7)	20%
Exam 2 (March 14)	20%
Exam 3 (April 4)	20%
Term paper (due by April 16)	35%

Note: If you miss an exam for a legitimate reason (e.g., illness, certified by a doctor's note) then you will be scheduled for a make-up exam at the end of the term.

### **Textbook and readings**

We don't have a required textbook for this course, but you may consult the following optional book for more details on the discussed topics:

Market Design: Auctions and Matching, by Guillaume Haeringer (MIT Press, 2018)

I will most likely present a set of slides in each class and the slides will be posted online in Moodle, but I may make adjustments to this method during the term. Further optional reading materials will be posted in Moodle, and you may also search the presented subject matter online and find your own readings. This will be especially useful when deciding about your term paper topic.

### **Tentative course contents**

(You will find the details in Moodle as the term progresses.)

- Entry-level labor markets; the medical match
- Assignment markets
- Probabilistic assignments
- School choice
- Kidney exchange
- Course allocation



**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:** September 22, 2020

**SUBJECT: GRADUATE CURRICULUM CHANGES (CIISE-68)  
(CALENDAR – 2020/2021)  
CONCORDIA INSTITUTE FOR INFORMATION SYSTEMS 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 Concordia Institute for Information Systems Engineering is proposing a new elective course *INSE 6690 Fundamentals of Federated Learning*.

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: E. Shihab, 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:** Kristy Clarke  
Academic Programs and Development  
School of Graduate Studies

**DATE:** May 15, 2020

**RE:** **Graduate Curriculum Proposal for the 2021-22 Academic Year (CIISE-68)**  
**Gina Cody Council of Engineering and Computer Science**

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At its meeting on May 15, 2020, the Council of the Gina Cody School of Engineering and Computer Science reviewed and approved, with minor modifications, the creation of a new permanent *INSE 6690 Fundamentals of Federated Learning* proposed by the Concordia Institute for Information Systems Engineering (CIISE).

Details of the curriculum items are indicated and explained in the internal memorandums and in the CIISE-68 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. M. Debbabi  
Chair of the Council  
Gina Cody School of Engineering and Computer Science

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

**DATE:** April 30, 2020

**RE:** **Graduate Curriculum Proposal for the 2021-22 Academic Year (CIISE-68)  
Concordia Institute for Information Systems Engineering (CIISE)**

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At its virtual meeting on April 30, 2020, the Engineering and Computer Science Graduate Studies Committee (ECSGSC) reviewed and approved, with some corrections, the creation of a new course *INSE 6690 Fundamentals of Federated Learning*.

Details of the course proposal are indicated and explained in the Department's internal memorandum and in the CIISE-68 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 MEMORADUM

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**DATE:** April 9, 2020

**TO:** Dr. Emad Shihab, Associate Dean, Research and Graduate Studies  
Gina Cody School of Engineering and Computer Science

**FROM:** Dr. Abdessamad Ben Hamza, Director  
Concordia Institute for Information Systems Engineering

**SUBJECT:** New Course: INSE 6690 Fundamentals of Federated Learning

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Please find Dossier #68 submitted by the Concordia Institute for Information Systems Engineering.

### INSE 6690 Fundamentals of Federated Learning

We have included a course change to reflect the addition of this new course which introduces students to the fundamentals of federated learning, an emerging learning paradigm that enables decentralized edge devices to collaboratively learn a shared prediction model while keeping all the training data on device, hence reducing concerns of data security and privacy.

As Artificial Intelligence (AI) becomes pervasive in everyday life, security needs to be integral in AI systems for users' safety and privacy, as well as for protecting businesses' investments. The goal of this course is to help fill the industry's skills gap by providing fundamental training in the security of AI systems using federated learning. With federated learning, the AI algorithm is trained without ever recognizing any individual user's specific data.

This course shall be listed under Topic Area E69 – Information Systems Security.

These curriculum changes have been approved by the Department Curriculum Committee and at the CIISE Department Council meeting held April 1, 2020.

I would be grateful if you could put this on the agenda of the next ENCS Graduate Studies Committee meeting.



**PROGRAM CHANGE:** Topic area E69

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** Summer 2021

**Faculty/School:** Gina Cody School of Engineering and Computer Science  
**Department:** Concordia Institute for Information Systems Engineering  
**Program:** Information Systems Security  
**Degree:** MEng, MAsc, PhD  
**Calendar Section/Graduate Page Number:** List of Courses by Topic Areas

**Type of Change:**

Editorial       Requirements       Regulations       Program Deletion       New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p><b>E69 - INFORMATION SYSTEMS SECURITY</b></p> <p>INSE 6110 Foundations of Cryptography                      INSE 6120 Crypto-Protocol and Network Security                      INSE 6130 Operating Systems Security                      INSE 6140 Malware Defenses and Application Security                      INSE 6150 Security Evaluation Methodologies                      INSE 6160 Database Security and Privacy                      INSE 6170 Network Security Architecture and Management                      INSE 6180 Security and Privacy Implications of Data Mining                      INSE 6190 Wireless Network Security                      INSE 6610 Cybercrime Investigations                      INSE 6620 Cloud Computing Security and Privacy                      INSE 6630 Recent Developments in Information Systems Security                      INSE 6640 Smart Grids and Control System Security                      INSE 6650 Trusted Computing                      INSE 6660 Secure Programming                      INSE 6670 Embedded Systems Security                      INSE 6680 Systems Physical Security</p>	<p><b>E69 - INFORMATION SYSTEMS SECURITY</b></p> <p>INSE 6110 Foundations of Cryptography                      INSE 6120 Crypto-Protocol and Network Security                      INSE 6130 Operating Systems Security                      INSE 6140 Malware Defenses and Application Security                      INSE 6150 Security Evaluation Methodologies                      INSE 6160 Database Security and Privacy                      INSE 6170 Network Security Architecture and Management                      INSE 6180 Security and Privacy Implications of Data Mining                      INSE 6190 Wireless Network Security                      INSE 6610 Cybercrime Investigations                      INSE 6620 Cloud Computing Security and Privacy                      INSE 6630 Recent Developments in Information Systems Security                      INSE 6640 Smart Grids and Control System Security                      INSE 6650 Trusted Computing                      INSE 6660 Secure Programming                      INSE 6670 Embedded Systems Security                      INSE 6680 Systems Physical Security  <a href="#">INSE 6690 Fundamentals of Federated Learning</a></p>
<p>Rationale:                      The change reflects the addition of a new course.</p>	
<p>Resource Implications:                      None.</p>	

**COURSE CHANGE:** INSE 6690      New Course Number:

**Proposed**  Undergraduate or  Graduate Curriculum Changes

**Calendar for academic year:** 2021/2022  
**Implementation Month/Year:** Summer 2021

**Faculty/School:** Gina Cody School of Engineering and Computer Science  
**Department:** Concordia Institute for Information Systems Engr.  
**Program:** Information Systems Security  
**Degree:** MEng, MAsC, PhD  
**Calendar Section/Graduate Page Number:** Engineering Course Descriptions

**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>INSE 6690 Fundamentals of Federated Learning (4 credits)</b></p> <p>Federated learning is a privacy-preserving machine learning paradigm, which enables the collaborative training of machine learning models from decentralized datasets in users' devices such as mobile phones, wearable devices and smart sensors without uploading their privacy-sensitive data to a central server or service provider. This course introduces students to the fundamentals of federated learning with case studies in healthcare, smart cities, Internet of Things, and blockchain technology. Topics include centralized versus decentralized learning systems, local model training and global model aggregation, federated averaging algorithms, federated learning protocols, differential privacy and secure multi-party-computation, homomorphic encryption, privacy-preserving protocols, adaptive aggregation and incentive mechanisms, data and model poisoning attacks. A project is required.</p>
<p><b>Rationale:</b>                      Consumers and policymakers are increasingly putting more focus and effort into enhancing privacy and security. This course covers the fundamentals of federated learning, an emerging learning paradigm that enables decentralized edge devices to collaboratively learn a shared prediction model while keeping all the training data on device, hence reducing concerns on data security and privacy. Moreover, federated learning allows for faster deployment and testing of learning models, lower latency, and less power consumption, all while ensuring secure, multi-party collaboration without compromising the stakeholders' data. No prerequisite is required for this course.</p> <p>This course shall be listed under Topic Area E69 - Information Systems Security</p>	
<p><b>Resource Implications:</b>                      This course will be part of a faculty member's teaching load.</p>	
<p><b>Other Programs within which course is listed:</b></p> <p>None.</p>	

# INSE 6690 Fundamentals of Federated Learning (4 credits)

## 1. General Information

- INSE 6690: Fundamentals of Federated Learning (4 credits)
- Prof. ...., Concordia Institute for Information Systems Engineering.
- Office: ....., E-mail: .....
- Office hours: .....
- Course website: [MyConcordia Portal \(Moodle\)](#)

## 2. Course Description

Consumers and policymakers are increasingly putting more focus and effort into enhancing privacy and security. Federated learning is an emerging learning paradigm that enables decentralized edge devices to collaboratively learn a shared prediction model while keeping all the training data on device, hence reducing concerns on data security and privacy. This course introduces students to the fundamentals of federated learning with case studies in healthcare, smart cities, Internet of Things, and blockchain technology. Topics include centralized vs. decentralized learning systems, local model training and global model aggregation, federated averaging algorithm, federated learning protocols, differential privacy and secure multi-party-computation, homomorphic encryption, privacy-preserving protocols, adaptive aggregation and incentive mechanism, data and model poisoning attacks. A project is required.

## 3. Learning Outcomes

By the end of this course, students should be able to:

- Learn current and emerging techniques for federated learning.
- Design and analyze federated learning algorithms.
- Implement federated learning algorithms in open-source libraries.
- Apply federated learning to real-world problems.

## 4. Schedule

- **Week 1:** Course Overview. Centralized vs. decentralized learning systems.
- **Week 2:** Federated learning: model training and aggregation. Open-source libraries.
- **Week 3:** Federated averaging algorithm.
- **Week 4:** Federated learning protocols.
- **Week 5:** Differential privacy and secure multi-party-computation for federated learning.
- **Week 6:** Homomorphic encryption for federated learning.
- **Week 7:** Midterm exam.

- **Week 8:** Privacy-preserving protocols for federated learning.
- **Week 9:** Adaptive aggregation and incentive mechanism.
- **Week 10:** Data and model poisoning attacks.
- **Week 11:** Applications of federated learning to healthcare and smartcities.
- **Week 12:** Applications of federated learning to Internet of Things and blockchain technology.
- **Week 13:** Presentation of term projects.

## 5. Course Materials

- No textbook required. Course notes will be posted on Moodle.

### References:

- Federated Learning in Mobile Edge Networks: A Comprehensive Survey, arXiv:1909.11875, 2019.
- Advances and Open Problems in Federated Learning, arXiv:1912.04977, 2019.
- Federated Learning | TensorFlow Federated, 2020.
- PySyft: an open-source library for secure and private federated learning, 2020.

## 6. Grading

- **Grading Policy:**

- Midterm Exam: 30%
- Term Project: 25%
- Final Exam: 45%

- **Details:**

1. Midterm Exam: First 6 Lectures. Exam date: .....
2. Project Report: May be done **individually**. Each student is to research and write a comprehensive report on the topics that will be provided by the instructor. More details about the project will be posted on the course website. Due date: .....
3. Final Exam: will take place during the examination period at the end of the semester. Students should not make any specific arrangements to leave the city until the final exam date is posted.

## 7. Academic Code of Conduct

### Academic Integrity

Any form of cheating, plagiarism, personation, falsification of a document as well as any other form of dishonest behaviour related to the obtention of academic gain or the avoidance of evaluative exercises committed by a student is an academic offence under the Academic Code of Conduct and **may lead to severe penalties up to and including suspension and expulsion.**

As examples only, you are not permitted to:

- Copy from anywhere without indicating where it came from
- Let another student copy your work and then submit it as his/her own
- Hand in the same assignment in more than one class
- Have unauthorized material or devices in an exam. Note that you do not have to be caught using them – just having them is an offence
- Copy from someone's else exam
- Communicate with another student during an exam
- Add or remove pages from an examination booklet or take the booklet out of an exam room
- Acquire exam or assignment answers or questions
- Write an exam for someone else or have someone write an exam for you
- Submit false documents such as medical notes or student records
- Falsify data or research results

You are subject to the Academic Code of Conduct. Take the time to learn more at <http://provost.concordia.ca/academicintegrity/>

## 8. Student's Responsibilities

- Students are expected to attend every class. Some material may only be covered in class and not made available on the course website. Students are expected to read the assigned material and to actively participate in class discussions.
- Students are expected to be respectful of other people's opinions and to express their own views in a calm and reasonable way. Disruptive behaviour will not be tolerated.
- Students are expected to be familiar with the Code of Rights and Responsibilities: <http://rights.concordia.ca>
- If you cannot attend class for any reason, unforeseen or not, you are to come and talk or write to me as soon as possible.

## 9. Student Services

- **Concordia Counselling and Development** offers career services, psychological services, student learning services, etc.  
<http://cdev.concordia.ca>
- **The Concordia Library Citation and Cycle Guides:**  
<http://library.concordia.ca/help/howto/citations.html>
- **Advocacy and Support Services:**  
<http://supportservices.concordia.ca>
- **Student Transition Centre:**  
<http://stc.concordia.ca>
- **New Student Program:**  
<http://newstudent.concordia.ca>
- **Office for Students with Disabilities:**  
<http://supportservices.concordia.ca/disabilities/>
- **The Academic Integrity Website:**  
<http://provost.concordia.ca/academicintegrity/>

## 10. Disclaimer

*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.*