



**SENATE**

**NOTICE OF MEETING**

March 15, 2024

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, March 22, 2024, at 2 p.m., in the Loyola Chapel (Room FC-110) on the Loyola Campus.

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

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

*Members of the University community who wish to view the Open Session meeting are invited to go to the Loyola Chapel and wait in the foyer. You will be admitted to the observers' gallery following the Closed Session meeting.*

Karan Singh  
Secretary of Senate



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

Friday, March 22, 2024  
immediately following the Closed Session meeting  
in the Loyola Chapel  
(Room FC-110) on the Loyola Campus  
and via Zoom Videoconferencing

<b>Item</b>	<b>Presenter(s)</b>	<b>Action</b>
1. Call to order	A. Whitelaw	
1.1 Approval of the Agenda	A. Whitelaw	Approval
1.2 Adoption of Minutes from the Open Session meeting of February 8, 2024	A. Whitelaw	Approval
<b>CONSENT AGENDA</b>		
2. Tribunal Pool/Committee Appointments (Document US-2024-2-D2)		Approval
3. Committee reports (Document US-2024-2-D3)		Information
<b>REGULAR AGENDA</b>		
4. Business arising from the Minutes not included on the Agenda		
5. President's remarks	A. Whitelaw	Information
6. Academic update (Document US-2024-2-D4)	A. Whitelaw	Information

- |     |  |                                 |          |
|-----|--|---------------------------------|----------|
| 7.  | Approval of Executive MBA program<br>(JMSB-EMBA-5394) (Document US-2024-2-D5)                              | A. Whitelaw /<br>A.-M. Croteau  | Approval |
| 8.  | New Program: Microprogram in Applied<br>Artificial Intelligence (GCS-COMP-5493)<br>(Document US-2024-2-D6) | A. Whitelaw /<br>M. Debbabi     | Approval |
| 9.  | New Program: Microprogram in Sustainability<br>(SGS-SGS-5492) (Document US-2024-2-D7)                      | A. Whitelaw /<br>E. Diamantoudi | Approval |
| 10. | Question period ( <i>maximum 15 minutes</i> )  |                                 |          |
| 11. | Other business   |                                 |          |
| 12. | Adjournment  | A. Whitelaw                     |          |

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

Friday, February 9, 2024,  
in the Norman D. Hébert, LLD Meeting Room  
(Room EV 2.260) SGW Campus  
and via Zoom video conferencing

PRESENT

Voting members:

Graham Carr (Chair)	Effrosyni Diamantoudi	Deep Patel (left at 3:19 p.m.)
Angelica Antonakopoulos	Mehdi Farashahi	Zachary Patterson
Leslie Barker	Ariela Freedman	Véronique Pepin (zoom)
Matthew Barker (arrived at 3:09 p.m.)	Annie Gérin	Mahshid Rahbari
Beverley Best	Marina Ghali	Ian Rakita
Theresa Bianco (zoom)	Steve Henle	Rosemary Reilly (zoom)
Alexandrah Cardona	Arnav Ishaan (zoom)	Pat Riva (attended on behalf of Amy Buckland)
Sally Cooke (zoom)	Raghulkanna Lakshmanan (zoom, arrived at 3:04 p.m.)	Pascale Sicotte
Anne-Marie Croteau	Michael Lecchino	Ahmed Soliman
Fabienne Cyrius	Christopher Moore	Melissa Spiridigliozzi
Alexandra Dawson	David Morris (zoom)	Sofiène Tahar
Niraj Dayanandan	Catherine Mulligan (zoom)	Craig Townsend
Selvadurai Dayanandan	Xavier Ottenwaelder (zoom)	Roberto Viereck-Salinas
Mourad Debbabi	Robert Padmore	Anne Whitelaw
Larry Deck	Mireille Paquet	Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Paul Chesser, Denis Cossette, Stéphanie de Celles, Michael Di Grappa, Isabel Dunnigan (zoom), Nadia Hardy (zoom), Frederica Jacobs, Stefana Nita, Carlos Santana, Olivia Ward

Also attending: Caroline Baril, Howard Bokser (zoom), William Cheaib, Richard Courtemanche (zoom), Sandra Gabriele

ABSENT

Voting members:

Dominique Bérubé  
Roy Cross  
Bonnie Harnden

Dany-Ariel Ishimwe  
Charles Rohinth Joseph  
Mehdi Kharazmi

Moshe Lander  
Harley Martin

**1. Call to order**

The Chair called the meeting to order at 2:03 p.m.

**1.1 Approval of the Agenda**

*R-2024-1-1 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

**1.2 Adoption of December 15, 2023, Minutes**

*R-2024-1-2 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of December 15, 2023, be adopted.*

**CONSENT**

- **Tribunal Pool/Committee Appointments** (Document US-2024-1-D1)

*R-2024-1-3 Upon motion duly moved and seconded, it was unanimously resolved that the Tribunal Pool and Committee appointments be approved.*

- **Committee reports** (Document US-2024-1-D2)

This report was provided for information only.

- **Academic Programs Committee - Report and recommendations**  
(Document US-2024-1-D3)

*R-2024-1-4 Upon motion duly moved and seconded, it was unanimously resolved that the report and recommendations of the Academic Programs Committee be approved.*

**REGULAR**

- **Business arising from the Minutes not included on the Agenda**

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

- **President's remarks**

- Dr. Carr began his remarks by noting that the Québec government issued the *Règles budgétaires* ("RBs") in the week of January 22<sup>nd</sup>, essentially confirming December's announcements on tuition increases for Rest of Canada students and tuition claw backs for international students. There was another detail that emerged in the RBs, that students from the Rest of Canada studying at francophone universities would continue to pay the former tuition rate of \$9,000 rather than the increased rate of \$12,000 that those attending anglophone universities will pay.
- Prior to the holiday break, the University had announced the creation of the Canada Scholars Award, an attempt to bridge the gap between previous tuition rates and the newly increased rates. This award is a merit-based scholarship of \$1,000-\$4,000 automatic for all new students from the Rest of Canada with B- average or higher, and it will be renewable throughout recipients' program of study. Unfortunately, the recruitment process has been further complicated by the government's announcement that, beginning in 2025, the anglophone universities will need to work to bring 80% of non-Québec students to an intermediate level of French proficiency. This number is twice what had been proposed by the anglophone universities, and it is an unrealistic number for various reasons. The announcement that came in late 2023 created another layer of confusion for prospective students, and questions came up about whether they can graduate without French proficiency, and whether additional credits or semesters of coursework would be required to complete their degrees. Due to the lack of clarity from the government around these issues, the University has been unable to respond definitively to these questions beyond affirming that students registering in 2024 will not be covered by the francisation requirement. The government created a joint working group of the three anglophone universities and the *Ministère de l'Enseignement supérieur* to define the mandate and the consequences of this new requirement, but the details are still to be clarified. P. Sicotte, I. Dunnigan and D. Cossette shall be representing the University on this dossier and in continued discussions with the government.
- There has been a precipitous decline in applications, with a current decline of 27% in Rest of Canada applications and 10% decline in international undergraduate student applications. This is very worrying in terms of revenue, but also for the message it sends about Québec and Montréal's image as a place to learn and live. The mairesse of Montréal had publicly spoken against the policy, calling it an attack on Montréal, which resulted in some backlash from CAQ officials in response to her comments.
- Last week, a report was made public by the *Comité consultative sur l'accessibilité financières aux études*, a body that advised the *Ministère de l'Enseignement supérieur* on matters related to higher education. The report was critical of the government for the increases to tuition for Rest of Canada students, pointing out that there was no financial analysis or data to accompany the decision and that it was in stark contradiction to Québec's stated commitment to accessible higher education. The Minister's response was to dismiss its findings because it had been submitted 4 days after the original deadline for submitting the report, which coincided with the

publication of the RB's. This story was covered by *The Globe and Mail*, *La Presse*, and *Radio Canada*.

- There has also been a substantial decline in graduate international applications. Various factors have contributed to this decline, including the poor state of Canada-India relations, chronic visa processing challenges, the Québec government's decision not to grant automatic access to the PEQ for non-francophone international graduates of anglophone universities, and the recent federal announcement putting quotas on international student visas in some provinces. These combined factors are creating massive challenges for universities across Canada. However, on the bright side, there has been an increase of approximately 30% in graduate applications from Québec residents, mostly in thesis programs. The University is continuing to work overtime to convert as many applications as possible to confirmations by the March 1<sup>st</sup> application deadline.
- Dr. Carr reminded Senate that Winter Open House is scheduled for the following Saturday. Notwithstanding the decline in registrations, the goal was to continue to accentuate all the positives of the programs offered by Concordia, as Concordia remains a great university with very good program offerings. Dr. Carr thanked everyone for the continued efforts, even in these challenging times.
- Dr. Carr then spoke of the situation on campus owing to the conflict in the Middle East. The University Team is continuing to monitor the situation closely with the intent of de-escalating tensions. He reminded faculty and teaching assistants that the Centre for Teaching and Learning has resources and offers workshops to help navigate the difficult conversations that are being had in classrooms. He also noted that the University is going to be unveiling a new initiative, some details of which will be shared with Senate today.
- Dr. Carr spoke to the unfortunate event that happened last Friday where, as part of the student protests against the tuition hike that had also included voices protesting against the continued violence in the Middle East, a banner was displayed outside of the McGill campus with images of McGill's Principal Dr. Deep Saini and Concordia's Chancellor J. Wener associating both with genocide. Dr. Carr noted that such personalization is both appalling and extremely distasteful, even more so because the Chancellor is a volunteer role and not part of Concordia's administration. Mr. Wener is a huge champion of the University who has contributed immensely to the community over the years. Dr. Carr stated that he hopes that Senate shares his sentiment that such characterizations are unacceptable in our midst at the University.
- Dr. Carr then shared some positive news, beginning by reporting that five members of the Concordia community were named to the Order of Canada: Dr. Osama Moselhi, a faculty member in the Department of Civil Engineering who has made significant contributions to the engineering of tall buildings, bridges, nuclear power plants, harbor and offshore facilities; has supervised and co-supervised over 100 masters and Ph.D. graduates; and has authored and co-authored over 400 scientific publications in the world of academia; Lino Saputo, who is a Concordia graduate, corporate leader

and campaign co-chair, Louis Francescutti, who is a Concordia alumnus, physician and currently a professor at the University of Calgary; Kim Thúy, who is an honorary doctorate recipient and a former member of the Board of Governors; Grand Chief Wilton Littlechild, who is an honorary doctorate recipient and who also co-chaired the Truth and Reconciliation Commission on Canada's residential schools with Loyola Medal winner, Justice Murray Sinclair.

- Dr. Carr reported that, as part of his professional service, he chairs the board of U Sports, which is the national body that oversees university varsity athletics in Canada. Each year U Sports and the Governor General honor the top 8 academic all-Canadians in the country, which include 4 women and 4 men, who are both leaders in their sport and excel academically. One of this year's honorees is Emmy Fecteau, who is the captain of Concordia's women's ice hockey team. Emmy has an incredible story as she was born in Québec, and, while her parents wanted her to play ringette, she always wanted to play hockey like her friends. Emmy is studying Teaching English as a Second Language at Concordia.
- Lastly, Dr. Carr also reported on a major gift from Power Corporation of \$4M in support of Volt-Age. This is to help the development of innovative green technology and living labs associated with projects developed across Canada under the umbrella of the Canadian First Research Excellence Fund grant. Earlier this week, more than \$7.2M was allocated by Volt-Age to support first-phase research on 36 projects led by Concordia and its partner institutions, Dalhousie University, Toronto Metropolitan University, University of Calgary, ranging from highly technical engineering and system development to governance, climate monitoring.

## 2. Academic update (Document US-2024-1-D4)

A. Whitelaw noted that there was nothing to add to the written report that had been circulated. She invited Dean Gérin to share the recent accomplishments of two Mel Hoppenheim School of Cinema alumni. Dean Gérin recognized the work of Vincent Rene-Lortie, whose first short film was nominated for best live action short at the Oscars, and Meryam Joobeur, whose first feature film was part of the Berlin International Film Festival.

## 3. Budget update

Dr. Carr began by underlining that budget matters are not normally discussed Senate. However, given the context of the challenges that the University is facing, he wanted to give a high-level update of where the University stands, the challenges it faces, and the repercussions for the academic sector.

From the originally forecasted amount of \$19M, the budget deficit has been revised to \$35M, which revised deficit was approved by the Board of Governors in December 2023 and also by the *Ministère de l'Enseignement supérieur* as part of the plan de redressement, that must be approved by the government. He underscored that this is not the first time that Concordia has faced a deficit situation, and that the University has weathered these situations before. He went on to address the question of why the University was in a deficit to begin with, and



why it has increased, noting that the main reason for the deficit has been declining enrolment combined with increased expenses, mostly related to negotiated salary and benefit increases. After many years of constant growth, the University now will be facing a decline in enrolment, loss of tuition revenue, and, as a result, loss in government grants. Registration is the lifeblood of the university, so any fluctuation of student numbers has a significant impact.

Dr. Carr spoke to the decline in enrolment before the government announcement in October last year, noting that year-over-year since 2020-21, the University has seen a decrease of close to 1,700 students, which creates a major budget impact in terms of lost tuition and government grants that is cumulative because it is lost revenue for every year that a student would be enrolled. This decline had other contributing factors – post pandemic labour market realities, and the fact that the economy’s health is counter cyclical to university enrolment. When the labour market is robust, people move to the job market and, when the job market is weak, historically, university enrolment sees an increase.

He added that it is publicly known that the entire education sector in the province is underfunded. The level of underfunding of the university sector is estimated to be \$1.4 billion and has also been recognized by people like Pierre Fortin (well known economist) and Rémi Quirion (Québec’s chief scientist).

The only way universities have been able to work through the underfunding is by growth in enrolment, and this model had worked successfully for Concordia in the past. However, this year is the first time that Concordia had seen a decrease in absolute numbers in terms of enrolment. The challenges faced by the University are not unique, other universities across Canada are experiencing similar challenges.

Dr. Carr then provided a brief overview of the budget system at Concordia, which included operating, capital and restricted funds. He provided a high-level overview of the three categories and how the categories are managed and the limitations on how the funding in each category may be used. He reminded Senate that Concordia and Polytechnique Montréal were the only institutions of higher learning in Montreal that had not received any infrastructure investment from the government in the past 10 years.

Finally, Dr. Carr underlined how much Concordia has changed over the last 10 – 15 years because of the growth in the student body, the increase in research activities, and the expectation to substantially increase services to students and increase staffing to ensure compliance with government regulations – whether on procurement, provision of French language services, cybersecurity and privacy requirements, auditing costs and so on, for which there is no choice but to invest.

Dr. Carr then asked A. Whitelaw to provide a bit more detail on the academic side and how declining revenues will affect the budget allocated to the academic portfolio.

Dr. Whitelaw provided an overview of the growth in student numbers over the past 10 years and the resulting increase in the number of programs offered at the University. The University saw an increase of about 100 programs in 10 years, which involves personnel,

resources and time investment on the part of the University. During the years of growth, the University had not conducted a review of the all the program offerings and how they may be optimized. Since May 2023, conversations around strategies to create efficiencies had begun.

While the budget situation requires certain cuts, which have been mandated, Dr. Whitelaw spoke to the need for deep reflection on which programs are offered, how they can be optimized and how resources can be allocated in the most efficient manner. She outlined that this was a collaborative process and that all Deans, departments and other groups at the University were working to develop strategies for maximizing the opportunities and the resources that are available.

Dr. Carr and Dr. Whitelaw responded to specific questions around the correlation between the increase in program offerings and student enrolment, and whether any cuts made in departments would also take into account how programs were performing.

There was a question about a freeze on new programs and if there would be an impact on bringing international faculty to Concordia. Dr. Whitelaw clarified that the implementation of new programs would require a longer process and, as such, no freeze is being contemplated at this time. The goal is strategic optimization overall.

Dr. Carr noted that, while there would be challenges, the University needs to also look at what opportunities may present themselves and how they may be leveraged.

On a question whether legal recourse was being considered against the recent government decisions, Dr. Carr responded that the University has been considering all options when reflecting on the impact of the policy, which only became official policy when the RBs were issued in the week of January 22<sup>nd</sup>.

#### **4. Campaign against hate**

Dr. Carr informed Senate of the launch of a new task force to address hate on campus. This was to be modelled on the previously successful Task Force on Sexual Misconduct and Sexual Violence and the President's Task Force on Anti-Black Racism.

This new task force initiative is being led by the Deputy Provost, Dr. Nadia Hardy, and will be co-chaired by faculty and staff. It will have several working groups which will focus on antisemitism, anti-Asian hate, transphobia, and islamophobia. There will also be a steering committee for the task force. The aim is to work as a community to find solutions moving forward. Dr. Carr also expressed hope that the work at Concordia would contribute to similar initiatives at other universities.

#### **5. Question period**

There were no additional questions asked during question period.

**6. Other business**

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

**7. Adjournment**

The meeting was adjourned at 3:35 p.m.

*K. Singh*  
Karan Singh  
Secretary of Senate



**SENATE  
OPEN SESSION  
Meeting of March 22, 2024**

**AGENDA ITEM:** Committee / Tribunal Pool Appointments

**ACTION REQUIRED:** For approval

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

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Research	Joshua Neves (FOFA)	2024-27
Steering	Roy Cross (FOFA)	2024-25
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Faculty Tribunal Pool	Richard Kerr (FOFA)	2024-26
	Mark Corwin (FOFA)	2024-26

**DRAFT MOTION:**

That the Committee and Tribunal Pool appointments be approved.

**PREPARED BY:**

Name: Secretary of Senate

Date: March 12, 2024



**ACADEMIC PROGRAMS COMMITTEE  
REPORT OF APPROVED DOSSIERS  
Sandra Gabriele, PhD  
February 29, 2024**

**The Academic Programs Committee has approved the following changes for the Undergraduate and Graduate Calendars.**

Following approval of the Faculty Councils, APC members reviewed the undergraduate and graduate curriculum submissions listed below. As a result of discussions, APC resolved that the curriculum proposals listed below be finally approved. The report of approved dossiers is provided to the Senate for information purposes.

All curriculum change dossiers listed below are available for consultation online in the [APC Approved Dossiers](#) SharePoint folder.

**Undergraduate Curriculum Proposals (Changes for the 2024-25 Calendar)**

**Faculty of Arts and Science**

AS-ARTSCI-5001; **APC-2023-8-D3**

- Regulation

Department of Applied Human Sciences

AS-AHSC-5439; **APC-2023-8-D4**

- Courses

Department of History

AS-HIST-5408; **APC-2023-8-D5**

- Courses

Department of Journalism

AS-JOUR-5466; **APC-2023-8-D6**

- Regulation

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

Department of Computer Science and Software Engineering

GCS-COMP-5385; **APC-2023-8-D7**

- Program Requirements
- Courses

Department of Mechanical, Industrial and Aerospace Engineering

GCS-MIAE-5388; **APC-2023-8-D8**

- Courses

## **Undergraduate Curriculum Proposals (Changes for the 2025-26 Calendar)**

### **Institute for Co-operative Education**

ICE-ICE-5225; **APC-2024-1-D1**

- Regulation

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

Department of Education

AS-EDUC-5474; **APC-2024-1-D2**

- Program Requirements
- Regulation
- Courses

Department of Geography, Planning and Environment

AS-GEOG-5497; **APC-2024-1-D3**

- Program Requirements
- Courses

## **Graduate Curriculum Proposals (Changes for the 2024-25 Calendar)**

### **Institute for Co-operative Education**

ICE-ICE-5475; **APC-2023-8-D9** (For May 2024 Implementation)

- Courses

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

Department of Applied Human Sciences (For September 2024 Implementation)

AS-AHSC-5401; **APC-2024-1-D4**

- Program Requirements
- Regulation
- Courses

Department of Political Science (For May 2024 Implementation)

AS-POLI-5323; **APC-2023-8-D10**

- Program Requirements
- Courses

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

Department of Building, Civil and Environmental Engineering (For September 2024 Implementation)

GCS-BCEE-5395; **APC-2024-1-D5**

- Program Requirements
- Courses

Concordia Institute for Information Systems Engineering (For September 2024 Implementation)

GCS-CIISE-5489; **APC-2024-1-D6**

- Program Requirements

Department of Computer Science and Software Engineering (For September 2024 Implementation)

GCS-COMP-5311; **APC-2023-8-D13**

- Program Requirements
- Courses

Department of Mechanical, Industrial and Aerospace Engineering (For September 2024 Implementation)

GCS-MIAE-5339; **APC-2023-8-D11**

- Program Requirements

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

Executive MBA (For September 2024 Implementation)

JMSB-EMBA-5394; **APC-2024-1-D8**

- Program Requirements
- Courses

JMSB-EMBA-5454; **APC-2024-1-D9** (For September 2025 Implementation)

- Courses



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning

February 29, 2024

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
REPORT TO SENATE  
Dr. Anne Whitelaw  
March 22, 2024**

***The Academic Planning and Priorities Committee met on February 19, 2024***

The Academic Planning and Priorities Committee (APPC) met on February 19, 2024. Dr. Whitelaw welcomed Elana Bloom, PhD, Director of Campus Wellness & Support Services and Dr. Howard Magonet, Director of Counselling & Psychological Services to the meeting. Dr. Bloom and Dr. Magonet provided a presentation on the services offered by Campus Wellness & Support Services, which is on file with the APPC Secretary. The presentation highlighted the increased need for mental health support on campus and provided an overview of the wellness resources available and recent streamlining of mental health services to improve accessibility and better respond to the growing need. The presentation also addressed the role of faculty members in supporting students in difficulty. The committee discussed the need for increased communications to faculty around the wellness resources available on campus.



**LIBRARY COMMITTEE  
REPORT TO SENATE  
Amy Buckland  
Submitted for March 22 2024**

**Meeting of November 20, 2023**

A quick overview of the Library's annual objectives for academic year 2023/2024 was presented ([Strategic plan · About · Concordia University Library](#)) by Amy Buckland, University Librarian.

Pat Riva reviewed the funding sources used to acquire materials for the Library collection. Most of the funding comes from the University budget, with at most 5% from endowments or other designated funds. In terms of materials purchased, in FY23 electronic journals and databases represented half of the costs, with another 30% going to other online subscriptions. Over the years the proportion of the monograph budget going to ebooks as opposed to print books has shifted so that now the expenditure for ebooks is three times that for print books. The Library was able to continue existing subscriptions to streaming media platforms and added a small number of targeted one-time purchases of newspaper archives and major reference works.

The PBUQ print preservation program is compiling holdings of Canadian journals so that shared retention commitments can be allocated in 2024. Canadian journals are 21% of all journal titles held in the network. Concordia holds 1,480 Canadian titles that are either unique to Concordia or are held by only one other library, which will be marked for retention, and will also be allocated a share of the one thousand other titles that are held by two or more other libraries

**LIBRARY COMMITTEE  
REPORT TO SENATE  
Amy Buckland  
Submitted for March 22, 2024**

**Meeting of February 5, 2024**

Natalia Diaz provided updates on Special Collections. The last update to the Senate Library Committee was given by Alexandra Mills in 2021, and this update covers information dating from 2021 to the present. The presentation provided an introduction to Special Collections, information regarding the growth of the collection from 2021 to December 2023. The last update introduced the Black History Archives Student Residency, a program implemented by Alexandra Mills in 2022.

Hélène Brousseau made a presentation, which outlined the VCR Circulation of the Teaching and Research Film Collection project. It detailed the agreement between FoFA and the Library for transferring the film collection, including development, processing, cataloguing, and making it available. Results highlighted include cataloguing over 14,992 records and the development of policies and procedures to support the academic community's needs relating to teaching with film.

Amy Buckland asked for feedback on the Open Access policy adopted by Senate in 2010. Katja Neves, Farrah Fayyaz and Monica Mulrennan were concerned about the way the policy was initially communicated as it sounded mandatory and unclear. Robert Padmore asked about the reasoning of the second paragraph as he thinks it is suggestive, therefore it lacks wanting to take a clear stance.



## Internal Memorandum

To: Members of Senate  
From: Nadia Hardy, Acting Provost and Vice-President, Academic  
Date: March 14, 2024  
Re: Academic Update

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In honour of International Women's Day on March 8, Concordia University deans Anne-Marie Croteau, Annie Gérin and Pascale Sicotte published an op-ed in [Le Devoir](#) and in the [Montreal Gazette](#) highlighting need to nurture the next generation of women in leadership.

[Paul F. Bandia](#), from the Département d'études françaises, has been appointed as an International Science Council Fellow. The fellowship recognizes individuals for their outstanding contributions to promoting science as a global public good.

Dominique Blain (BFA 1979) is a [recipient of the Governor General's Awards in Visual and Media Arts](#). She received a \$25,000 grant for her remarkable contributions to the arts, often delving into political themes and universal human experiences.

In the wake of the U.S. presidential election campaign, professor and chair of the Department of Theological Studies André Gagné published the English version of his book "American Evangelicals for Trump: Dominion, Spiritual Warfare, and the End Times", which generated a lot of media coverage in Canada and the U.S. Read [his analysis of the 2024 U.S. presidential race](#).

The French translation of *Hotline*, a new novel by Department of English Professor Dimitri Nasrallah was [made finalist for the Prix des Libraires](#), a prestigious Quebec literary award. Winners will be announced on May 16.

Assistant professor in the Department of Biology Nicola Smith was featured as a role model for Black scientists, in [Le Devoir](#), as part of Black History Month. [Her research](#) focuses on the effect of climate change on invasive marine species. Smith is taking her students to do a research project in The Bahamas this Spring/Summer, in which they manipulate the oxygen levels in aquariums to simulate future ocean conditions under climate change.

Kanwal Syed (PhD, 2022) is one of the twelve selected participants of the 2024 [CAA-Getty International Program](#). The program's goal is to increase international participation in the [College Art Association of America's](#) (CAA) activities, expand international networks and exchange ideas both during and after the conference.

Assistant Professor Kevin Yuen Kit Lo from the Department of Design & Computation Arts published a book titled "[Design Against Design: Cause and Consequence of a Dissident Graphic Practice](#)", exploring the urgent need for critical engagement and political resistance through graphic practice.

For International Women's Day, the Faculty of Arts and Science published a [video](#) featuring [Mikaela Gerwing](#), PhD student, and [Sarah Turner](#), Associate Professor in the department of Geography, Planning and Environment, who spoke about their journey as women in STEM.

At the [John Molson Undergraduate Case Competition](#) (JMUECC), the largest international undergraduate case competition organized by a committee of JMSB students, the JMSB delegation earned third place.

At the [MBA Diversity & Inclusion Challenge](#) at the [Telfer School of Management](#), the JMSB team earned first place. That same weekend, the JMSB team placed third at the [Desautels Negotiation Competition](#).

MBA students participating in the [Asper Business Case Competition](#) placed first for the research case, second in the boardroom case and third in the final round for their division.

The JMSB team also advanced to the finals at the [Annual Fisher Invitational Case Competition](#) at the Fisher College of Business at Ohio State University that was held in early February.

[Music in the MB](#) is part of a new collaboration between JMSB's Equity, Diversity, Inclusion and Belonging Committee (Learning) and the Department of Music. The EDIBC (L) committee is made up of students, faculty and staff and its mandate is to improve the teaching and learning environment.

[SHIFT](#) has concluded the final stage of review to better understand how community-led efforts can influence decision makers for systemic change. The project has culminated in a brief [report](#) that reflects the different perspectives of community leaders, third parties and government representatives on the influence that communities can achieve at municipal, provincial and federal levels.

The new [Public Art Policy](#) was accepted at PEG on November 29, 2023 and is now in effect. The creation of this policy is a major milestone in the stewardship of [Concordia's Public Art Collection](#). [Self-guided thematic tours](#) of the collection are now available [online](#). The tours were made possible by a Research Residency with Art Volt. They were co-created by Elliott Elliott (MFA 2020) and Max Holzberg (BFA 2021) under the mentorship of Johanne Sloan, Professor, Department of Art History, and Sandra Margolian, Public Art Lead.

[JMSB](#) has maintained its parity certification from Women in Governance –at the Silver Level. In 2019, JMSB was the first and only business school in Canada to have received this recognition.

In January and February, managers from [Campus Wellness and Support Services \(CWSS\)](#) offered sessions for student-facing staff and faculty on [supporting students in distress](#). The sessions helped participants identify campus mental health resources, distinguish between crises and distress, and provided guidance on referring students to appropriate resources through concrete examples. With over 100 attendees, feedback from the sessions was very positive. In the coming months, CWSS plans to work more closely with the faculties in facilitating these sessions.

Responding to student inquiries about targeted support for certain courses, [Student Learning Services](#) has added three new courses to its tutoring roster: ENGR 213 and 233 and PSYC 315. Students can book in-person or online appointments.

The [Concordia Council on Student Life \(CCSL\)](#) approved funding for 87 student projects in the 2023-2024 funding year, for a total amount allocated of \$125,000 towards projects that enhance student life at Concordia.

At their first Open House, the [NouLa Black Student Centre](#) gave tours to prospective Black students and offered them the opportunity to register with NouLa to stay connected and learn more about entrance bursaries and opportunities specifically for Black students. More than 60 prospective students registered with NouLa. Prospective students also received copies of the newly launched Black Student Handbook, developed with UCS to support Black students in navigating university resources and connecting with Black student life and the Montreal community.

In January Concordia University Press published the revised third edition of *The Regulation of Desire: Queer Histories, Queer Histories* by Gary Kinsman. First published in 1987 during the height of the HIV/AIDS crisis, the book has been foundational to the study of sexuality and sexual regulation in Canada for almost four decades. This expanded edition features new chapters bringing it to the present, as well as a foreword by OmiSoore Dryden, Johnston Chair in Black Canadian Studies at Dalhousie, and an afterword by Tom Hooper, Assistant Professor of Equity Studies at York. It has been positively received with events in Ottawa and Toronto and with coverage in *The Tyee*.

Several events took place at [4<sup>TH</sup>SPACE](#) over the past few months. Students from Concordia and schools across North America competed for the best [Construction Elevator Pitch](#) attempting to deliver their research in under four minutes. [A new series](#), developed with the Département d'études françaises brought together translators with the authors whose work they have translated to discuss the complexities of this collaborative relationship. [Unveiling Equity](#) part of a series with Centre for the Study of Learning and Performance (CSLP) hosted by Vivek Venkatesh, initiated a frank discussion on tackling structural racism for policy makers working in education, mental health, social services.

At 4<sup>TH</sup>SPACE, The Sexual Assault Resource Centre (SARC) revealed a [collaborative mural](#), piece by piece, which was accompanied by personal stories. The community-driven project was created to encourage healthy relationships and was exhibited in time for Valentine's Day.

For Open House weekend, 4<sup>TH</sup>SPACE hosted the Graduate Ambassadors for an inside look into [student life](#) and [student research](#). Both events were livestreamed and hybrid to provide an opportunity for those unable to make to campus to get a look inside.

To help launch the Behaviour Interactive Research Chair of Game Design, 4<sup>TH</sup>SPACE hosted Jonathan Lessard, Rilla Khaled, and designers from Behaviour Interactive for a wide-ranging discussion on the [future of designing for play](#).

On February 5, 2024, the Department of Economics welcomed again this year Senators Leo Housakos and Tony Loffreda for the event [Economic Policy and Institutions: An Armchair Discussion with Senators Leo Housakos and Tony Loffreda](#)

On February 6, Shift hosted its first Lunch and Learn series of the year. The SHIFT Learning Community Showcase series takes place every first Tuesday of the month. For this session, they were joined by two teams who shared their reflections on the consequences of systemic trauma and how internalized trauma can prevent communities from working together for social change.

On February 13, the [Office of Community Engagement](#) hosted another [Dewemaagannag/My Relations](#) workshop featuring Jennifer Dörner, deputy director at the *Musée d'art contemporain de Montréal* (MAC). During the workshop, participants considered the institutional approaches to decolonization with an emphasis on the importance of listening, relating in reciprocity, and accountability.

On February 14, in collaboration with Concordia's CAPS office (Career Advising and Professional Success), SHIFT hosted [SHIFTEing Perspectives](#), a learning and networking event tailored for current and prospective student interns from across the university. Many participants were newcomers to SHIFT, including students from the Gina Cody School of Engineering and the John Molson School of Business.

On February 14, the OCE hosted the first public conversation of the Winter 2024 season of [University of the Streets Café](#). The event took place at Café La Brassée and explored what would happen if platonic relationships were centered in our society.

On February 15, D3's [Balsam](#) team hosted the workshop *Set yourself up for Financial Success: Learn How to Maximize Wealth, Minimize Risks, and Create Prosperity!* Facilitator and expert Nick Rezzara helped participants understand the concept of wealth, from the perspective of a startup founder. Balsam Impact Incubator supports individuals, startups, and communities dedicated to tackling social, and environmental issues via entrepreneurship.

[The Library](#) has been very active in helping both students and faculty understand Generative AI by holding workshops for students and conversations with faculty members. The co-curricular workshops "[Thinking critically about AI tools](#)" provide hands on guidance and critical discussion. The library also offers curriculum integrated instruction to students on AI tools at the request of faculty. Along with the Centre for Teaching and Learning, the Library informs faculty about the support the two offices can offer and their commitment to AI literacy as an extension of information literacy.

On February 22 and 23, The Library hosted the [2024 Digital Skill-Share Days](#). Featuring over 35 sessions on digital skills by Concordia faculty and staff, the event had a record-high attendance of 435 participants. Director of Digital Transformation, Paul Fournier, delivered the keynote session 'Harmonizing the Interplay of People, Culture, and Technology'. Recordings of all sessions will be made available online.

On February 26, the departments of Chemistry and Biochemistry and of Physics [welcomed students from Sacred Heart School](#) for a half-day workshop via a Young Women in Bio initiative.

On March 2, 2024, School of Irish Studies professor Katie Young invited her students to exhibit at this year's Nuit Blanche. The event was titled [Night Culture in Ireland and the Irish Diaspora](#). One student group looked at light and how different experiences at night are influenced by it. Others presented an interactive zine, a short film and a podcast of interviews featuring DJs from Ireland.

From March 11 to 15, 2024, the Loyola College for Diversity and Sustainability and the Loyola Sustainability Research Centre hosted "[Hope and Agency in Uncertain Times: A sustainability across disciplines conference](#)". The conference featured the work and perspectives of Concordia faculty and student researchers in sustainability through panels, discussion, and other events organized on both campuses.

Concordia MFA Print Media graduates presented an [exhibition showing innovative explorations in print media](#) from March 12 to 16. The exhibit was an opportunity to experience firsthand the contemporary interpretations and techniques in print media.

On March 14, The Department of Music [commemorated the life](#) of beloved faculty member Michael Pinsonneault. The prolific musician and treasured educator dedicated decades of his career to the university. Students and faculty paid tribute through heartfelt words and music.

On March 14, The John Molson School of Business hosted [Fostering Inclusion: Strategies for Empowering Minority Entrepreneurs](#). This event, part of the National Bank Initiative in Entrepreneurship and Family Business Researcher-Practitioners Exchange Series, featured panelists Gerald Grant (Sprott School of Business); Hawa Mariam Keita (Concordia Africa Initiative); Daryl Leclaire (Director of Business Services at Tawatohni'saktha's Kahnawà:ke Economic Development Commission) to discuss inclusion in entrepreneurship. The talk was moderated by Suchit Ahuja, Graduate Program Director, MSc Business Analytics and Technology Management, John Molson School of Business.

The Faculty of Fine Arts [collaborated with the International Festival of Films on Art \(FIFA\)](#). The faculty offered a limited number of complimentary tickets for students and co-sponsored the FIFA Expérimental program, featuring a film by alumna, independent curator, and writer Anne Golden (BFA 84, MA 07). Golden's film, "Test Sequence," was screened on March 16. This enduring partnership with FIFA reinforces the connection between academia and the arts community, offering students inspiration but also valuable industry connections.

Dr. Gabriel Vigliensoni, Assistant Professor in Creative Artificial Intelligence at the Department of Design and Computation Arts performed and presented "Weaving Memory Matter" at the IRCAM Forum 30th Anniversary in Paris from March 19 to 22. Dr. Vigliensoni's aimed to share a practical method for steering neural audio models using interactive machine learning.

On March 21, the Jurist-in-Residence program hosted a [round table discussion with former Chief Justice of the Court of Appeal of Quebec, the Honourable Madam Nicole Duval Hesler](#).

From March 21 to 23, Concordia will once again be hosting the greater Montreal regional finals for [Expo-science Hydro Quebec](#), an annual science fair/competition for high school and Cegep students, in the EV atrium. There will be dedicated time slots for the public exhibition over the three-day period, culminating with a closing ceremony on March 23. The event, organized by Technoscience region métropolitaine, brings together young people from all over Quebec. This event has been running for more than 60 years. Students will present and showcase projects centering on several themes and topics: natural and health sciences, pure and applied sciences, the environment and ecosystems, engineering, computer science, robotics and social sciences.

On March 25, the symposium "[Expanded Practices: Composition in the Post-Secondary Fine Arts Classroom](#)" will explore the evolving landscape of writing in the context of the Fine Arts classroom. In response to contemporary shifts in technology and writing methods, the symposium addresses how educators and artists can adapt assignments, pedagogical approaches, and practices. The symposium also aims to reevaluate the teaching of core skills, emphasizing composition and communication, and invites exploration of innovative approaches to research and writing in postsecondary Fine Arts.

The Department of Theatre proudly presents [Just](#), a weekend-long festival of short original works from the Concordia Theatre student community. Led by Meghan Moe Beitiks, the festival explores themes of equity, history, gender, machinery, absurdity, regret, hope, and time – all in a just manner, just enough, and just in time. This event will showcase four unique pieces at the John Molson Building from Thursday,

April 4, to Saturday, April 6. The opening night on April 4, 2024, at 8 p.m. marks the beginning of this theatrical exploration. Additional performances will take place on April 5, 2024, at 8 p.m., and a special all-day marathon on April 6, 2024, starting at 2 p.m. and concluding at 10 p.m.

Concordia University's [22nd Library Research Forum](#) will be a two-day hybrid event on April 16 and 17. The annual forum provides an opportunity for librarians, archivists, graduate students, teaching faculty, and information professionals to describe and promote their completed or in-progress research, practical case studies and projects. This year's keynote speaker will be Concordia's Aaron Johnson, who will speak about "Open scholarship in research: why is it important, and small steps to get you started,"

And finally in Research news, four major Faculty of Arts and Science research projects have [secured seed grant funding](#) from [Volt-Age](#) at Concordia University under the CFREF program. This significant investment is meant to jump-start large scale projects that will bridge the gap between academia and industry to develop green energy and foster sustainable communities.





**SENATE  
OPEN SESSION  
Meeting of March 22, 2024**

**AGENDA ITEM:** Academic Programs Committee recommendation: Executive MBA ("EMBA") program revisions (JMSB-EMBA-5394)

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to approve the revisions to the EMBA program

**BACKGROUND:**

In the decade since the EMBA curriculum was last updated in 2013, the global business landscape has undergone profound transformations. There has been a pronounced shift towards environmental, social, and corporate governance (ESG) considerations, reflecting a broader societal demand for responsible and sustainable business practices. To ensure that the John Molson School of Business ("JMSB") EMBA program remains at the forefront of business education and equips students with the relevant skills and knowledge to navigate these evolving challenges, it was deemed an imperative to realign the curriculum with the current market needs. The proposed revision is aimed to ensure that Concordia University (the "University") graduates are well-prepared to lead in this new era of business.

The change requires the EMBA program to offer one new 3-credit course. This change will pose no resource implications for the University because the JMSB EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. The EMBA program does not receive any resources/funding from the University, for additional options a change in the program fee is also being revised.

**DRAFT MOTION:**

That, on recommendation of the Academic Programs Committee, Senate approve the implementation of the changes to the Executive MBA, as detailed in the attached documentation.

**PREPARED BY:**

Name: Secretary of Senate  
Date: March 4, 2024

**Summary and Rationale for Changes**

In the decade since the EMBA curriculum was last updated in 2013, the global business landscape has undergone profound transformations. There's been a pronounced shift towards environmental, social, and corporate governance (ESG) considerations, reflecting a broader societal demand for responsible and sustainable business practices. To ensure that the John Molson EMBA program remains at the forefront of business education and equips our students with the relevant skills and knowledge to navigate these evolving challenges, it's imperative to realign our curriculum with the current needs. This revision will ensure our graduates are well-prepared to lead in this new era of business. Please see proposal and supporting documents for further details.

**Resource Implications**

The change requires the Executive MBA program to offer one new 3-credit course. However, we are simultaneously deleting another three-credit course. The course EMBA 626 *Business Opportunities and Cultural Immersion - Indigenous Perspectives*, will require additional resources. However, this will pose no resource implications for Concordia University because the John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. The EMBA program does not receive any resources/funding from the university. We are simultaneously proposing an increase in EMBA tuition to cover for increased trip costs.

**Summary of Committee Discussion: Editorial review**

**For Submission to:**

” ”  
”

**Approved by:**

” ”  
”

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 Feb 2024

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 22 Jan 2024

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2324 5 D1). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

**Summary of Committee Discussion: Faculty Council Approval**

**For Submission to:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 15 Jan 2024

**Approved by:**

Anne-Marie Croteau, Dean, John Molson School of Business,  
Faculty Council, 08 Dec 2023

The Faculty Council Committee approved this proposal on December 8, 2023.

**Summary of Committee Discussion: FCC/FAPC Approval**

**For Submission to:**

Anne-Marie Croteau, Dean, John Molson School of Business,  
Faculty Council, 08 Dec 2023

**Approved by:**

Sandra Betton, Associate Dean, Professional Graduate Programs, JMSB,  
Faculty Academic Programs Committee (FAPC), 29 Sep 2023

The Faculty Council committee meeting was originally scheduled on October 19th but it was rescheduled to December 8th, 2023. The committee approved this proposal on this date.

**Summary of Changes (Graduate Program Regular Curriculum Change)**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
EMBA 611 Managing Talent Change				X					X	
EMBA 613 Capital Markets and Financial Management Change				X					X	
EMBA 620 Business Process Analytics and Supply Chain Strategy Change			X						X	
EMBA 625 Business Opportunities and Cultural Immersion (International study trip) Change			X	X				X	X	
EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives New	X	X	X	X			X	X	X	
EMBA 635 Innovation & Venture Creation Change			X	X				X	X	
EMBA 636 Climate Risk: Strategic Transformation for Sustainability	X	X	X	X			X	X	X	



New										
EMBA 637 Corporate Governance New	X	X	X	X			X	X	X	
EMBA 641 Corporate Governance Delete	X	X	X	X			X	X	X	
EMBA 646 Applied Field Project Change							X	X	X	
EMBA 670 Transformational Insight New	X	X	X	X		X	X	X	X	

**Program Changes:**

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Require- ments Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Executive MBA (EMBA) Change				X			

**PROGRAM CHANGE FORM**

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** Executive MBA (EMBA)

**Calendar Section Type:** Program

**Description of Change:** Executive MBA (EMBA) Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Program Name:** Executive MBA (EMBA)

**Program Type:** Course-based

**Degree:** EMBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > John Molson School of Business Programs > Master/Magisteriate > Executive MBA (EMBA) > Degree Requirements

**Type of Change:** Program Change

<b>Present Text calendar</b>	<b>Proposed Text</b>
<p><b>46</b> Executive MBA (EMBA) <b>credits</b></p> <p>37.5 credits of Core Courses:                      EMBA 610 Measuring and Reporting Financial Performance (3)                      EMBA 611 Managing Talent (3)                      EMBA 612 Marketing Management (3)                      EMBA 613 Capital Markets and Financial Management (3)                      EMBA 620 <del>Value Creation through Business Processes</del> (3)                      EMBA 621 Information Technology and Digital Strategy (3)</p> <p>EMBA 622 Business, Government and the Economy (1.5)                      EMBA 623 Managing in a Global Environment <del>(3)</del>  <del>EMBA 630 Financial Decisions Under Uncertainty</del> (3)                      EMBA 631 Strategic Management Accounting (3)                      EMBA <del>632 Creativity and Innovation</del> (1.5)  <del>EMBA 640 Leadership</del> (3)                      EMBA <del>641</del> Corporate Governance <del>(1.5)</del>                      EMBA 642 Crafting and Implementing a Winning Strategy (3)</p> <p>8.5 credits of Integrative Courses:                      EMBA 615 Live Case Experience (1)                      EMBA 625 Business Opportunities and Cultural Immersion (1)                      EMBA 635 <del>EMBA</del> (3)                      EMBA 646 Applied Field Project <del>(3.5)</del></p>	<p><b>46</b> Executive MBA (EMBA) <b>credits</b></p> <p>37.5 credits of Core Courses:                      EMBA 610 Measuring and Reporting Financial Performance (3)                      EMBA 611 Managing Talent (3)                      EMBA 612 Marketing Management (3)                      EMBA 613 Capital Markets and Financial Management (3)                      EMBA 620 Business <b>Process Analytics and Supply Chain Strategy</b> (3)                      EMBA 621 Information Technology and Digital Strategy (3)</p> <p>EMBA 622 Business, Government and the Economy (1.5)                      EMBA 623 Managing in a Global Environment (3)                      EMBA 631 Strategic Management Accounting (3)                      EMBA <b>636 Climate Risk: Strategic Transformation for Sustainability</b> (3)                      EMBA <b>637</b> Corporate Governance (3)  <del>EMBA 640 Leadership</del> (3)                      EMBA 642 Crafting and Implementing a Winning Strategy (3)</p> <p>8.5 credits of Integrative Courses:                      EMBA 615 Live Case Experience (1)                      EMBA 625 Business Opportunities and Cultural Immersion <b>(International study trip)</b> (1)                      EMBA <b>626 Business Opportunities and Cultural Immersion - Indigenous Perspectives</b> (0.5)                      EMBA <b>635 Innovation &amp; Venture Creation</b> (3)                      EMBA 646 Applied Field Project (3)                      EMBA <b>670 Transformational Insight</b> (0)</p>

**Rationale:**

In the decade since the EMBA curriculum was last updated in 2013, the global business landscape has undergone profound transformations. There's been a pronounced shift towards environmental, social, and corporate governance (ESG) considerations, reflecting a broader societal demand for responsible and sustainable business practices. To ensure that the John Molson EMBA program remains at the forefront of business education and equips our students with the relevant skills and knowledge to navigate these evolving challenges, it's imperative to realign our curriculum with the current needs. This revision will ensure our graduates are well-prepared to lead in this new era of business.

**Resource Implications:**

The change requires the Executive MBA program to offer one new 3 credit course (EMBA 636), one new 0.5 credit course (EMBA 626), increasing the credit value of one course (EMBA 641), reducing the credit weight of one course (EMBA 646). And deleting two courses - a three-credit course (EMBA 630) and 1.5 credit course (EMBA 632). The net change in the number of credits is zero. EMBA 670 (zero credits) will require additional resources, however, this will pose no resource implications for Concordia University because the John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university. We are simultaneously proposing an increase in EMBA tuition to cover increased trip costs.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 611

**Calendar Section Type:** Course

**Description of Change:** EMBA 611 Managing Talent Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 611 Managing Talent (3 credits)

*Prerequisites:*

*Description :*

The ~~issues related to the~~ management ~~of people within organizations~~ are the focus of the course. The course covers the broad topics of human behaviour and motivation as well as the processes that influence these in organizational contexts. Topics include human resource planning, recruiting, selection, training and development, performance management, compensation and legal frameworks for non-union and union environments. The course uses case studies, in-class exercises and exams. Students develop an understanding of the strategic partnership between the human resource function and managers allowing the company to capitalize fully on the potential of people as a source of competitive advantage.

*Component(s):*

Lecture

*Notes :*

#### **Rationale:**

The course is redeveloped to align with the dynamic global business landscape, emphasizing strategic talent management challenges and solutions. It introduces vital concepts such as organizational resilience and the enhanced role of leadership in talent strategies. This revision ensures students are primed for success in today's evolving work environment.

#### **Resource Implications:**

None. Revision of current course content.

### Proposed Text

EMBA 611 Managing Talent (3 credits)

*Prerequisites:*

*Description :*

The Talent Management course provides a comprehensive exploration of strategic talent management challenges across individual, organizational, and leadership dimensions. It emphasizes the significance of aligning talent with organizational goals in a globalized environment. Students will delve into topics such as talent scarcity, engagement, retention, organizational resilience, and the pivotal role of leadership in fostering a unified culture and continuous learning. This course equips participants with the tools and strategies to ensure organizational success through effective talent management.

*Component(s):*

Lecture

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 613

**Calendar Section Type:** Course

**Description of Change:** EMBA 613 Capital Markets and Financial Management Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 613 Capital Markets and Financial Management (3 credits)

*Prerequisites:*

*Description :*

~~The role of financial information in corporate management is examined. Students learn how the capital markets process and aggregate information provided by firms and governments in order to evaluate the risk and return trade-offs of business decisions. Students apply this knowledge to the evaluation of alternative investment opportunities. They learn how to identify and interpret the information needed to make profitable investment decisions.~~

*Component(s):*

Lecture

*Notes :*

**Rationale:**

The course is redeveloped to focus more on top leadership perspective of Financial Management.

**Resource Implications:**

None. Revision of course content.

### Proposed Text

EMBA 613 Capital Markets and Financial Management (3 credits)

*Prerequisites:*

*Description :*

This course provides a general understanding of the fundamental concepts of corporate finance and capital markets as they apply to the firm's long-term and short-term financing and investment decisions. It examines the valuation of financial instruments and integrates that knowledge into investment, financing and capital budgeting strategies.

*Component(s):*

Lecture

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 620

**Calendar Section Type:** Course

**Description of Change:** EMBA 620 Business Process Analytics and Supply Chain Strategy Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 620 ~~Value Creation through~~ Business ~~Processes~~ (3 credits)

*Prerequisites:*

*Description :*

This course looks at how companies can improve their business processes to deliver services or build products that are valued by their customers. In today's business environment, companies are closely interconnected with global supply chains and distribution channels as well as multiple stakeholders. In this course, students learn to design, operate and improve a network of operations among various stakeholders to ensure that systems are properly managed so that the flow of material and information is fluid. Some of the topics covered include supply chain network design, service delivery improvement, sourcing, risk management and enterprise resource planning (ERP).

*Component(s):*

Lecture

*Notes :*

**Rationale:**

The new title better aligns with the description of the course.

**Resource Implications:**

None.

### Proposed Text

EMBA 620 Business ~~Process Analytics and Supply Chain Strategy~~ (3 credits)

*Prerequisites:*

*Description :*

This course looks at how companies can improve their business processes to deliver services or build products that are valued by their customers. In today's business environment, companies are closely interconnected with global supply chains and distribution channels as well as multiple stakeholders. In this course, students learn to design, operate and improve a network of operations among various stakeholders to ensure that systems are properly managed so that the flow of material and information is fluid. Some of the topics covered include supply chain network design, service delivery improvement, sourcing, risk management and enterprise resource planning (ERP).

*Component(s):*

Lecture

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 625

**Calendar Section Type:** Course

**Description of Change:** EMBA 625 Business Opportunities and Cultural Immersion (International study trip) Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 625 Business Opportunities and Cultural ~~Immersion~~ (1 credits)

*Prerequisites:*

*Description :*

This ~~integrative~~ course ~~allows students to experience distinct cultures and learn to do business with them in a sustainable and responsible manner. Students have the opportunity to apply the business knowledge gained by being exposed to~~ business practices in a ~~specific region. The course exposes~~ students to a ~~culturally distinct community. It provides them with an opportunity to experience and learn about~~ distinct economic, political, social, and cultural factors that ~~influence~~ business opportunities and ~~practices.~~

*Component(s):*

Fieldwork

*Notes :*

**Rationale:**

The new title and description better brings out the focus and content of the course.

**Resource Implications:**

None. Revision of current course description.

### Proposed Text

EMBA 625 Business Opportunities and Cultural **Immersion (International study trip)** (1 credits)

*Prerequisites:*

*Description :*

This course offers an enriching exploration into the global business landscape, emphasizing the pivotal role of cultural understanding in international business interactions. As a hallmark of the EMBA program, students will embark on a week-long international study trip, delving into the distinct economic, political, social, and cultural dynamics of a specific region. This immersive experience is designed to cultivate adaptability and cultural awareness, attributes indispensable for modern business leaders. Through firsthand exposure to diverse business practices and cultural nuances, students will gain a holistic understanding of the myriad factors that shape business opportunities and practices globally, equipping them for the multifaceted challenges of the international business domain.

*Component(s):*

**Workshop ;** Fieldwork

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 626

**Calendar Section Type:** Course

**Description of Change:** EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives (0.5 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

Students are invited on a journey to explore Indigenous cultures and peoples. This course delves into the rich tapestry of Indigenous governance, business models, and values. Through a carefully planned study trip, participants will witness sustainable practices and environmental stewardship firsthand, and gain insights that transcend conventional business education. This immersive experience is designed to broaden cultural horizons and foster an understanding of the diverse global business ecosystem.

*Component(s):*

*Component(s):*

Fieldwork

*Notes :*

*Notes :*

**Non-standard assessment note :**

**Non-standard assessment note :** This course will be evaluated on a pass/fail basis.

### **Rationale:**

This is the second part of a two-part training course in Business opportunities and Cultural immersion training. EMBA 625 as the first part consists of an international study trip. This course will expose the students to a distinct culture within Canada. As this course emphasizes immersive learning in Indigenous cultures. Traditional grading may deter genuine engagement, fostering a competitive rather than a culturally sensitive mindset. A Pass/Fail system encourages open-mindedness, aligns with the course's objectives of cultural awareness, and promotes inclusivity. Students will spend a day in the Indigenous community, followed by reflections, discussions, and assignment. For this workload 0.5 credit is appropriate.

### **Resource Implications:**

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from



students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 635

**Calendar Section Type:** Course

**Description of Change:** EMBA 635 Innovation & Venture Creation Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 635 ~~EMBA~~ (3 credits)

*Prerequisites:*

*Description :*

~~The goal of this integrative course is to engage students in the theory and practice of entrepreneurship and innovation in businesses. The course is built around a group project whose objective is to create a comprehensive innovative business plan for a novel stand-alone business, or a new line of business within an existing organization. This project provides students with an opportunity to identify a market opportunity. Students assess its business potential and viability, structure and financing options as well as exit strategies. Groups present their business plans to a board of potential investors.~~

*Component(s):*

~~Fieldwork~~

*Notes :*

#### **Rationale:**

The course is redeveloped to blend elements of EMBA 632 (deleted) and EMBA 635 into one course.

#### **Resource Implications:**

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.

### Proposed Text

EMBA 635 Innovation & Venture Creation (3 credits)

*Prerequisites:*

*Description :*

This course is designed to guide students in converting a budding idea into a launch-ready business venture. Through an immersive curriculum, students will explore the nuances of innovation, conduct in-depth market analysis, and craft strategic financial plans. The culmination of their efforts will be a presentation to a set of industry experts. Alongside theoretical knowledge, the course emphasizes hands-on experience and practical application. By the end, students will have a comprehensive understanding of the challenges and opportunities inherent in launching a new business, equipped with a robust business proposal ready for the real world.

*Component(s):*

Lecture ; Workshop

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 636

**Calendar Section Type:** Course

**Description of Change:** EMBA 636 Climate Risk: Strategic Transformation for Sustainability New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

EMBA 636 Climate Risk: Strategic Transformation for Sustainability  
(3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

Situating students squarely within the context of our global climate and environmental crises, this course highlights the challenges firms face in rapidly transitioning towards a low-carbon future. Combining current research, case studies and discussions with industry experts students will explore scientific, industrial, and political perspectives on climate change. They will then develop applied insight into developing low-carbon futures by creating a viable proposal for transitioning their chosen organizations towards net-zero to avert the worst of our climate crises. While this course requires students to engage in applied independent and collaborative research, there are no technical or course requirements as prerequisites.

*Component(s):*

*Component(s):*

Lecture

*Notes :*

*Notes :*

### **Rationale:**

In the face of escalating climate crises, businesses play a crucial role in shaping a sustainable future, making the proposed EMBA course, "Climate Risk: Strategic transformation for Sustainability," essential for leaders navigating today's challenges. The course offers a comprehensive blend of climate science and business strategy, empowering students to envision and drive transformative, sustainable business models. With its focus on applied projects, students are equipped to make tangible, impactful changes in their organizations, aligning with the immediate and future needs of the global business landscape.

### **Resource Implications:**

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from

students registered in the program. All teaching carried out by full-time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 637

**Calendar Section Type:** Course

**Description of Change:** EMBA 637 Corporate Governance New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

[EMBA 637 Corporate Governance](#) (3 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course presents a comprehensive view of corporate governance emphasizing the interactions between the board of directors and management. Mixing generally accepted principles of good governance with the latest research evidence, the course will be practice-oriented with class participants being involved as governance actors, either on the board or on the managerial side. Moreover, in presenting the context underlying and supporting corporate governance, the course will integrate considerations about how stakeholders beyond shareholders as well as ESG ( Environmental, Social and Governance) and sustainability map into governance decision-making processes. Overall, the course takes a practical yet conceptually grounded approach to corporate governance.

*Component(s):*

*Component(s):*

Lecture

*Notes :*

*Notes :*

### Rationale:

The course is redeveloped to incorporate a comprehensive board of governors perspective of corporate governance.

This course was formerly EMBA 641 but since the credit weight doubled, a new course code was required.

### Resource Implications:

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.



## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 641

**Calendar Section Type:** Course

**Description of Change:** EMBA 641 Corporate Governance Delete

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Deletion

### Present Text calendar

~~EMBA 641 Corporate Governance (1.5 credits)~~

*Prerequisites:*

*Description :*

~~Students learn the principles and practices underlying governance, the system by which organizations are directed and controlled to create value for their shareholders but also to all stakeholders involved in its value chain. Students review how an organization's governance structure allocates rights and responsibilities to make decisions among stakeholders and specifies procedures for decision making. The course focus on the actions and decisions of corporate boards of directors and on their interactions with managers and stakeholders such as investors. Particular attention is directed toward the ethical and sustainability dimensions of corporate governance.~~

*Component(s):*

*Notes :*

### **Rationale:**

The course was redeveloped to incorporate a comprehensive board of governors perspective of corporate governance but because the credit weight doubled, a new course code was required. The new course is EMBA 637, the title remained the same.

### **Resource Implications:**

None

### Proposed Text

*Prerequisites:*

*Description :*

*Component(s):*

*Notes :*

## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 646

**Calendar Section Type:** Course

**Description of Change:** EMBA 646 Applied Field Project Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** Course Change

### Present Text calendar

EMBA 646 Applied Field Project (~~3.5~~ credits)

*Prerequisites:*

*Description :*

This capstone integrative course provides students with the opportunity to tackle a major business problem or issue of their choice, thereby allowing them to apply the knowledge and competencies acquired in the program. In teams, students develop a business project proposal focusing on a problem or issue faced by the organization they have chosen. Students are then expected to gather data and develop innovative and practical responses to the complex, cross-disciplinary issues faced by their client organization. Student teams are required to present a comprehensive set of recommendations to a panel comprised of faculty members, EMBA peers and representatives of the client organization. The key deliverable of this course is the actual set of recommendations and implementation plan designed to address the selected problem or issue.

*Component(s):*

Fieldwork

*Notes :*

### **Rationale:**

With the new governance course and the new course on sustainability, students will be better prepared to delve into this course and as a result they will need relatively less preparation. Therefore we propose to reduce the weight of the course from 3.5 credits to 3 credits.

### **Resource Implications:**

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.

### Proposed Text

EMBA 646 Applied Field Project (3 credits)

*Prerequisites:*

*Description :*

This capstone integrative course provides students with the opportunity to tackle a major business problem or issue of their choice, thereby allowing them to apply the knowledge and competencies acquired in the program. In teams, students develop a business project proposal focusing on a problem or issue faced by the organization they have chosen. Students are then expected to gather data and develop innovative and practical responses to the complex, cross-disciplinary issues faced by their client organization. Student teams are required to present a comprehensive set of recommendations to a panel comprised of faculty members, EMBA peers and representatives of the client organization. The key deliverable of this course is the actual set of recommendations and implementation plan designed to address the selected problem or issue.

*Component(s):*

Lecture ; Fieldwork

*Notes :*





## COURSE CHANGE FORM

**Dossier Type:** Graduate Program Regular Curriculum Change

**Dossier Title:** EMBA Program Curriculum Refresh

**Calendar Section Name:** EMBA 670

**Calendar Section Type:** Course

**Description of Change:** EMBA 670 Transformational Insight New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** John Molson School of Business

**Department:** Executive MBA

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > John Molson School of Business Courses > Master's Level Courses > Executive MBA Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

[EMBA 670 Transformational Insight](#) (0 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

Throughout the Executive MBA program, students receive feedback on their leadership styles, strengths, and areas for growth. With dedicated opportunities to collaborate with instructors and executive coaches, they actively address and refine these facets. This course is a two-day workshop, which serves as a capstone to this journey, offering students a reflective space to measure and celebrate leadership growth. Through this experience, students have an opportunity to equip themselves with refined leadership insights and emerge poised to navigate the multifaceted challenges of the contemporary business arena.

*Component(s):*

*Component(s):*

Workshop

*Notes :*

*Notes :*

**Other note :**

**Other note :** [Zero-credit. This course will be evaluated on a pass/fail basis.](#)

### **Rationale:**

As this is a workshop facilitating subjective reflection on self-development, it will be impossible to design assessments warranting objective letter grades. Hence, a Pass/Fail grade is more appropriate for this course.

### **Resource Implications:**

None. The John Molson EMBA is a privatized program. All EMBA operating costs are funded by tuition from students registered in the program. All teaching carried out by full time faculty in this program are in addition to their regular teaching load and therefore, the changes do not represent a reduction in the regular teaching capacity of any department at JMSB. The EMBA program does not receive any resources/funding from the university.

## Impact Report

### Programs

#### Executive MBA (EMBA)

Graduate -> See Winter 2024 Graduate Calendar -> Programs -> John Molson School of Business Programs ->

Master/Magisteriate -> Executive MBA (EMBA) -> Degree Requirements

Source of Impact

- EMBA 611
- EMBA 613
- EMBA 620
- EMBA 625
- EMBA 635
- EMBA 641
- EMBA 646

### Courses

#### EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Executive MBA Courses

Source of Impact

#### EMBA 636 Climate Risk: Strategic Transformation for Sustainability New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Executive MBA Courses

Source of Impact

#### EMBA 637 Corporate Governance New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Executive MBA Courses

Source of Impact

#### EMBA 670 Transformational Insight New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> John Molson School of Business Courses ->

Master's Level Courses -> Executive MBA Courses

Source of Impact

### Other Units

#### Addition of EMBA 626 to Executive MBA (EMBA) requirement

Source of other unit Impact

- Course is housed in Executive MBA Courses

#### Addition of EMBA 670 to Executive MBA (EMBA) requirement

Source of other unit Impact

- Course is housed in Executive MBA Courses

#### Addition of EMBA 636 to Executive MBA (EMBA) requirement

Source of other unit Impact

- Course is housed in Executive MBA Courses

#### Addition of EMBA 637 to Executive MBA (EMBA) requirement

Source of other unit Impact

- Course is housed in Executive MBA Courses

**INTERNAL MEMORANDUM**

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

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

**Date:** October 19, 2023

**Subject:** Proposed Changes to the EMBA program

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Please find attached the proposed changes to the EMBA program.

The JMSB Faculty Academic Programs Committee approved these changes on September 29, 2023.

I kindly request that the proposed changes be presented for consideration at the November 3, 2023 meeting of the Faculty Council of the John Molson School of Business.

Thank you.

**INTERNAL MEMORANDUM**

---

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

**From:** Rahul Ravi, Director, John Molson Executive MBA

**Date:** August 13, 2023

**Subject:** Proposal for refreshing the John Molson Executive MBA curriculum

---

Please find attached the EMBACC memo and the proposal for refreshing the John Molson executive MBA curriculum.

The Executive MBA (EMBA) curriculum committee approved these changes on June 20, 2023.

I kindly request that the proposed changes be presented at the October 6th meeting of the Faculty Academic Program Committee of the John Molson School of Business for consideration.

Thank you.

**Attachments:**

**List of All files in this packet:**

1. 02\_A\_Memo EMBA CC to Program Director\_EMBA program curriculum refresh
2. 02\_B\_CHECKLIST FOR CURRICULUM APPROVAL COMMITTEES
3. 02\_C\_SOME FINAL TIPS FOR THE SUBMISSION OF DOSSIERS
4. 03\_A\_EMBA curriculum refresh proposal
5. 03\_B\_Appendix I List of individuals consulted
6. 03\_C\_Appendix II Agenda FORUM final
7. 03\_D\_EMBACC meetings
8. 04\_A\_abridged course outline\_EMBA 636 Climate Risk Strategic transformation for Sustainability
9. 04\_B\_EMBA 626 outline - Business Opportunities and Cultural Immersion- Indigenous Perspectives
10. 04\_C\_Course Outline EMBA 670
11. 05\_A\_Abridged outline for EMBA 637\_Corporate Governance
12. 06\_A\_outline for EMBA611\_Managing Talent
13. 06\_B\_EMBA 613 proposed Finance Outline
14. 06\_C\_EMBA 635\_Innovation & Venture Creation course proposal
15. 07\_A\_Course Outline for EMBA 625 Business Opportunities and Cultural Immersion - International Study Trip
16. 07\_B\_EMBA 620\_Value Creation through Business Processes

## INTERNAL MEMORANDUM

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**To:** Rahul Ravi, Director, John Molson Executive MBA

**From:** Navneet Vidyarthi, Chair of the EMBA curriculum Committee

**Date:** August 13, 2023

**Subject:** Proposal for refreshing the John Molson Executive MBA curriculum

---

The EMBA curriculum committee consists of the following faculty members:

1. Michel Magnan
  2. Mehdi Farashahi
  3. Raymond Paquin
  4. Ehsan Derayati
  5. Navneet Vidyarthi\*
  6. Jooseop Lim
  7. Michel Deslauriers
- The objectives presented to the committee were as follows:
    - Help develop the new course on climate change and sustainability.
    - Help develop the new course on indigenous exposure study trip.
    - Help develop the new finance course.
    - Discuss the new corporate governance course and increase in credit weight for this course from 1.5 to 3.0
    - Discuss the changes to the creativity and Innovation course and the starting new venture course.
    - Discuss the title change for EMBA 620 – From “Value creation through business process” to “Business Process Analytics and Supply Chain Strategy.”
    - Discuss the title change for EMBA 625 from “Business Opportunities and Cultural Immersion” to “Business Opportunities and Cultural Immersion - International study trip.”
    - Discuss the reduction in credit weight for EMBA 646: Applied Field Project from 3.5 credit to 3 credit.
    - Discuss the change in learning objectives and goals of the program.
    - Discuss the change in of description of EMBA 611 Managing Talent



The EMBA curriculum committee (EMBACC) met on the following dates:

- o 27th January 2023
- o 2nd March 2023 -- virtual
- o 11th April 2023
- o 11th May 2023 -- virtual
- o 23rd May 2023

The final meeting of the committee was conducted virtually met Tuesday, June 20, 2023, to consider a proposal to refresh the current curriculum of the John Molson Executive MBA Program. Director Dr. Rahul Ravi presented the relevant documents and answered questions. The GIIMCC deliberated the proposal and has voted unanimously to approve the following items:

- Proposal to create EMBA 636 Climate Risk: Strategic Transformation for Sustainability (+3 cr.) – [Fall 2024](#)
- Proposal to create EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives (+0.5 cr.) – [Fall 2024](#)
- Proposal to create EMBA 670 Transformational Insight (Zero-cr. Pass/Fail) – [Fall 2024](#)
- Proposal to delete EMBA 630 Financial Decisions under Uncertainty (-3 cr) – [Fall 2025](#)
- Proposal to delete EMBA 632 Creativity and Innovation (-1.5 cr.) – [Fall 2025](#)
- Proposal to change the credit value and description of EMBA 641 Corporate Governance from 1.5 credits to three credits (+1.5 cr.) – [Fall 2024](#)
- Proposal to change the credit value of EMBA 646 Applied Field Project from 3.5 credits to 3 credits (-0.5 cr.) – [Fall 2024](#)
- Proposal to change the description of EMBA 611 Managing Talent – [Fall 2024](#)
- Proposal to change the description of EMBA 613 Capital Markets and Financial Management – [Fall 2024](#)
- Proposal to change the title and description for EMBA 635 -- Innovation and Venture Creation – [Fall 2024](#)
- Proposal to change the title for EMBA 625 -- Business Opportunities and Cultural Immersion (International study trip) – [Fall 2024](#)
- Proposal to change the title for EMBA 620 --Business Process Analytics and Supply Chain Strategy – [Fall 2024](#)

Thank you.

The John Molson  
Executive Master of Business Administration,  
(EMBA)  
2023 curriculum refresh

**Rationale for this revision:**

The business world is in a constant state of evolution, driven by technological advancements, global market shifts, and changing managerial practices. An EMBA program, designed to prepare professionals for leadership roles, must reflect the current realities and future trends of the business environment. The John Molson Executive MBA (EMBA) curriculum was last revised in 2013. The John Molson Executive MBA (EMBA) Program Committee has undertaken this task of revising the curriculum such that it remains relevant, incorporates the latest industry insights, and continues to offer students a competitive edge in their careers.

After reviewing the results of student and alumni surveys and benchmarking against other EMBA programs, the committee proposes this revision of the John Molson EMBA program curriculum. The highlights of the proposed changes are as follows:

**Summary of changes:**

1. Create three new courses:
  - a. EMBA 636 Climate Risk: Strategic Transformation for Sustainability (+3 cr.)
  - b. EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives (+0.5 cr.)
  - c. EMBA 670 Transformational Insight (Zero-cr. Pass/Fail)
  
2. Reweight two of the existing courses:
  - a. EMBA 641 Corporate Governance from 1.5 credits to 3-credits (+1.5 cr.)
  - b. EMBA 646 Applied Field Project from 3.5 credits to 3-credits (-0.5 cr.)
  
3. Revise/redevelop three existing courses:
  - a. EMBA 611 Managing Talent
  - b. EMBA 613 Capital Markets and Financial Management
  - c. EMBA 635 Innovation and Venture Creation
  
4. Change the titles of two of the existing courses
  - a. EMBA 625 Business Opportunities and Cultural Immersion - International study trip
  - b. EMBA 620 Business Process Analytics and Supply Chain Strategy

Abridged course outlines are provided for the three new courses (EMBA 636, 626 and 670) and for the existing courses with substantive redesign (EMBA 641, 611, 613 and 635)

**Admission Requirement for John Molson Executive MBA:** There is no change in admission requirements.

**Checklists attached:**

1. CHECKLIST FOR CURRICULUM APPROVAL COMMITTEES as suggested in the “Approval Guidelines for Curriculum Committees: created by the Office of the Vice-Provost, Innovation in Teaching and Learning November 1, 2022.

2. SOME FINAL TIPS FOR THE SUBMISSION OF DOSSIERS as suggested in “THE CURRICULUM APPROVAL PROCESS” created by the Office of the Vice-Provost, Innovation in Teaching and Learning November 1, 2022.

**Current structure of the program:**

Term 1 <i>Mastering Fundamentals</i>		Term 2 <i>Integrating Globally</i>		Term 3 <i>Thinking Outside the Box</i>		Term 4 <i>Leading Change</i>		
<b>EMBA 610</b> Measuring & Reporting Financial Performance	3	<b>EMBA 613</b> Capital Markets & Financial Management	3	<del>EMBA 630</del> Financial Decisions under Uncertainty	3	<b>EMBA 631</b> Strategic Management Accounting	3	
<b>EMBA 611</b> Managing Talent	3	<del>EMBA 620</del> Value Creation through Business Processes	3	<del>EMBA 632</del> Creativity & Innovation	1.5	<del>EMBA 641</del> Corporate Governance	1.5	
<b>EMBA 612</b> Marketing Management	3	<b>EMBA 621</b> Information Technology & Digital Strategy	3	<b>EMBA 635</b> Starting a New Venture	3	<b>EMBA 642</b> Crafting & Implementing a Winning Strategy	3	
<b>EMBA 622</b> Business, Government & the Economy	1.5	<b>EMBA 623</b> Managing in a Global Environment	3	<b>EMBA 640</b> Leadership	3	<b>EMBA 646 (cont'd)</b> Applied Field Project	3.5	
<b>EMBA 615</b> Live JMSB Experience	1	<del>EMBA 625</del> Business Opportunities & Cultural Immersion	1	<b>EMBA 646</b> Applied Field Project				
LEAD Executive Coaching								
The Healthy Executive								
Executives Connect								
Total Credits	11.5		13		12		9.5	46

- Red struck out parts are being changed

**Proposed structure of the program:**

Term 1 <i>Mastering Fundamentals</i>		Term 2 <i>Global Leadership</i>		Term 3 <i>Thinking Outside the Box</i>		Term 4 <i>Leading Change</i>	
<b>EMBA 610</b> Measuring & Reporting Financial Performance	3	<b>EMBA 613</b> Corporate Finance and Capital Markets	3	<b>EMBA 642</b> Crafting and Implementing a Winning Strategy	3	<b>EMBA 631</b> Strategic Management Accounting	3
<b>EMBA 611</b> Managing Talent	3	<b>EMBA 621</b> Information Technology & Digital Strategy	3	<b>EMBA 620</b> Business Process Analytics and Supply Chain Strategy	3	<b>EMBA 637</b> Corporate Governance	3
<b>EMBA 612</b> Marketing Management	3	<b>EMBA 640</b> Leadership	3	<b>EMBA 635</b> Starting a New Venture		3	
				<b>EMBA 646:</b> Applied Field Project		3	
<b>EMBA 622</b> Business, Government & the Economy	1.5	<b>EMBA 623</b> Managing in a Global Environment	3	<b>EMBA 636</b> Climate Risk: Strategic Transformation for Sustainability	3	<b>EMBA 670</b> Transformational Insight (2 days residential module)	0
<b>EMBA 615</b> Live JMSB Experience	1	<b>EMBA 625</b> Business Opportunities and Cultural Immersion-International Study trip	1	<b>EMBA 626</b> Business Opportunities and Cultural Immersion-Indigenous Perspectives	0.5		
LEAD Executive Coaching							
The Healthy Executive							
Executives Connect							
Total Credits	11.5		12.75		9.75	12	46

- Blue parts represent the revised content. -- only course number blue represents revised/redevelopment course. Title Blue represents changed title. Credit number blue represents changed credit. Course number and title blue represents new course.

### **Details of Proposed changes:**

This proposal is the culmination of a process of consultation that started in 2020 while we were going through the global pandemic and the Executive MBA program was in a state of constant adaptation.

The John Molson Executive Master of Business Administration (EMBA) program is designed specifically for experienced professionals who are typically in mid to senior-level management positions and want to enhance their leadership and management skills. This program differs from other MBA programs in several ways:

- **Target Audience:** The EMBA program caters to professionals with significant work experience, usually around 10-15 years on average. In contrast, the general MBA programs often admit students with limited work experience or those looking to make a career switch. This difference in the student body means EMBA programs need to focus more on practical, real-world application of business concepts. It is a program designed to be immediately applicable to the students' professional roles.
- **Curriculum Focus:** EMBA curricula need to recognize that students already have a solid experiential foundation in business fundamentals. Thus, the emphasis needs to be more on developing leadership, executive decision-making, and strategic thinking abilities.
- **Networking Opportunities:** All EMBA programs encourage networking among peers who are already established professionals. This can lead to valuable connections and knowledge sharing that are relevant to students' current careers. The John Molson EMBA too must recognize and maintain this aspect in its own EMBA curriculum.
- **Cohort-Based Learning:** The John Molson EMBA program is cohort-based, meaning students progress through the program as a group, forming strong bonds with their classmates. This can foster a supportive learning environment and collaboration. All courses in the program leverage this aspect in their design.

The EMBA program serves very specific needs of a specific audience of working professionals with unique constraints and demands. We recognize that to remain relevant and effective, the program must adapt quickly to changes in the business environment, student needs, and delivery methods.

Fortunately, we have a substantial pool of available advisors to help us discern the necessary adaptations. EMBA students, with their extensive work experience, are well-prepared to offer guidance to the program shortly after graduation. A list of all students who graduated from the program between 2019 through 2023 is attached for reference (Appendix I). We continued extensive conversations with each of them to help us in keeping the EMBA curriculum relevant during the pandemic and beyond.

With the help of these advisors to the program, we identified several critical factors that needed attention. These include:

1. **Flexibility in Delivery:** We recognised that it was critical for our students to switch between in-person, hybrid, and online formats. We had to be ready to deliver high-quality education in various formats to adapt to changing circumstances. In response to this zoom-room technology was installed in the EMBA classroom in 2020. This continues to serve the program very well even post pandemic as very often one or more EMBA student has to take on a business travel during a term. Pre-pandemic they relied on their classmates to facetime them during each lecture. Now they can zoom into the class.
2. **Crisis Management and Leadership:** We temporarily substituted the international trip component of the program with crisis management modules – initially dubbed “the pandemic module”. I have attached the details of the module from 2020 as a sample (Appendix I). The need for greater emphasis on governance was a direct result of this experience.
3. **Health and Wellbeing:** The healthy executive module is a supporting module of the EMBA program. Through this module students have access to a nutritionist and a kinesiologist, for their full duration as a student. The program also works with a group of certified executive coaches to provide not only career related coaching to each student, but also serve as a guide in times of confusion. The demand for the services of this module increased significantly during the pandemic. The coaches as well as the nutritionist and a kinesiologist, adapted to the pandemic by leveraging virtual technology such as zoom.
4. **Global and cross-cultural Perspective:** We were reminded time and again by our students and alumni that while they understood why we had to replace the international trip by the “pandemic module”, developing a global outlook and learning cross-cultural management was still essential for all students coming into the EMBA. This aspect has informed various elements of this curriculum revision proposal.
5. **Relevant Curriculum:** We identified the need for the curriculum to reflect current events and teach skills relevant to navigating businesses through crises, such as supply chain resilience, digital marketing, and remote team management. EMBA 620 and EMBA 621 have adapted to address these aspects.
6. **Support for Career Transitions:** Many professionals may seek an EMBA for a career pivot. Providing robust career support services and coaching is essential during times of economic uncertainty. The team of executive coaches adapted to address this. And the lessons learned have added to this curriculum proposal.
7. **Entrepreneurship and Innovation:** Encouraging innovation and entrepreneurship can help executives to think creatively about solving new and complex problems that arise during times of turmoil such as the pandemic. EMBA 632 (Creativity & Innovation) and EMBA 635 (Starting new Venture) adapted to address this during the pandemic.



However, through this proposal we are proposing to incorporate the lessons learned into the curriculum.

8. **Sustainability and Ethics:** During recent years there has been increasing awareness around the need for sustainable business practices and ethical leadership. We were advised to incorporate these as elements of the EMBA curriculum.

The EMBA curriculum committee was tasked with the responsibility of incorporating the advice received as well as the lessons learned into the EMBA curriculum.

The John Molson EMBA is a 46-credit program and increasing credits is not an option. Therefore, the new elements needed to be incorporated without sacrificing the current academic rigour or without compromising any of the learning goals of the program.

### **The EMBA curriculum committee:**

The EMBA curriculum committee consists of the following faculty members:

1. Michel Magnan (Accountancy)
2. Mehdi Farashahi (Management)
3. Raymond Paquin (Management)
4. Ehsan Derayati (Management)
5. Navneet Vidyarthi\* (Business Technology Management and Supply Chain Management)
6. Jooseop Lim (Marketing)
7. Michel Deslauriers (Finance)

\* The committee was chaired by Navneet Vidyarthi

Meetings of the EMBA curriculum committee:

- The committee was constituted on the 17<sup>th</sup> of January 2023
- The composition of the committee was determined on the basis of:
  - Full time Faculty teaching in the program – The decision to include faculty who have been teaching in the program is for the following reasons:
    - In-depth Program Understanding: Faculty members who teach in the EMBA program have a deep understanding of the program's goals, objectives, and content. They are intimately familiar with the specific needs and expectations of EMBA students, as they interact with them regularly.
    - Student Engagement: Faculty members who teach in the EMBA program develop strong relationships with their students. They understand the unique needs, motivations, and challenges of executive-level learners. This close connection allows faculty to gather feedback from students and integrate their perspectives into the curriculum committee's decision-making process, ensuring that the program remains responsive to student needs.
    - Quality Assurance: Including full-time faculty in the curriculum committee helps maintain high academic standards. These faculty

- members are well-versed in the institution's academic policies, ensuring that the program's curriculum complies with accreditation standards and institutional guidelines.
- Raymond Paquin was included as a member of the committee even though he has not taught in the program in recent years.
    - His inclusion was dictated by the need for a new course on sustainability and climate risk. As this is a new course, we do not have any current member teaching this course.
    - Raymond taught in the program briefly around 2011.
  - The initial objectives presented to the committee were as follows:
    - Help develop the new course on climate change and sustainability.
    - Help develop the new course on indigenous exposure study trip.
    - Help develop the new finance course.
    - Discuss the new Corporate governance course and increase in credit weight for this course from 1.5 to 3.0
    - Discuss the changes to the creativity and Innovation course and the starting new venture course.
    - Discuss the title change for EMBA 620 – From “Value creation through business process” to “Business Process Analytics and Supply Chain Strategy”
    - Discuss the title change for EMBA 625 from “Business Opportunities and Cultural Immersion” to “Business Opportunities and Cultural Immersion - International study trip”
    - Discuss the reduction in credit weight for EMBA 646: Applied Field Project from 3.5 credit to 3 credit.
    - Discuss the change in learning objectives and goals of the program.
  - While some of the meetings of the committee were in person, others were conducted virtually over e-mail exchanges. A list of all meetings are as follows:
    - 27<sup>th</sup> January 2023
    - 2<sup>nd</sup> March 2023 -- virtual
    - 11<sup>th</sup> April 2023
    - 11<sup>th</sup> May 2023 -- virtual
    - 23<sup>rd</sup> May 2023
    - The development of the courses was done through one-on-one correspondence between the concerned faculty and me, between meetings. The following faculty help develop/revise the new/existing courses:
      - Michel Deslauriers - EMBA 613 Capital Markets and Financial Management
      - Raymond Paquin - EMBA 636 Climate Risk: Strategic Transformation for Sustainability
      - Navneet Vidyarthi - EMBA 620 Business Process Analytics and Supply Chain Strategy (Name Change)
      - Ronald Abaira - EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives–Senior Lecturer Department of Management, Ronald Abaira has worked in the field of entrepreneurship and economic development for the past twenty-two years. Since 1986, he has worked as a Business Services Officer in the community economic development agency in Kahnawake primarily writing business plans for local entrepreneurs and performing industry and market research duties

for community economic development projects and studies. He was named the Executive Director for the economic development agency in Kahnawake in spring 1990 and he guided the development of both the capital corporation (a business development investment fund) and the employment and training agency (a program that amongst its training activities helps educate potential entrepreneurs). He is also a member of the Investment Committee of the First Nations Venture Capital Fund of Quebec.

- Michel Magnan - EMBA 641 Corporate Governance
  - Rahul Ravi - EMBA 670 Transformational Insight
  - Benoit Grenier - EMBA 611 Managing Talent – Industry faculty currently teaching the course.
  - Edward Pardiak - EMBA 635 Innovation and Venture Creation – Industry faculty currently teaching the course.
- Copies of my correspondence with the committee as well as with faculty developing the courses are attached to this proposal as appendix.

### **New courses:**

**EMBA 636 Climate Risk: Strategic Transformation for Sustainability (New course):** (3 credits)

Course description: Situating students squarely within the context of our global climate and environmental crises, this course highlights the challenges firms face in rapidly transitioning towards a low-carbon future. Students will explore scientific, industry, and political perspectives on climate change. Then, taking a business model innovation lens, they will develop applied insight into developing low-carbon futures by creating viable proposals for supporting the necessary and likely drastic transitions their organizations will need to undergo in the coming decades for society to avert the worst of our climate crises.

### **Rationale for including a sustainability course as a part of the JMSB Executive MBA curriculum:**

1. Sustainability has become an increasingly important consideration in business operations as companies face growing pressures to address social and environmental issues. As a result, integrating sustainability into EMBA curriculums is essential to prepare future business leaders to navigate these challenges and ensure long-term success for their organizations.
2. EMBA programs are designed for experienced professionals who are in or moving into senior leadership roles. These leaders have a significant impact on their organizations and society. Including sustainability in an EMBA curriculum ensures that senior leaders have a deep understanding of sustainability issues and can make informed decisions that align with the long-term goals of their organizations and stakeholders.
3. Including sustainability in an EMBA curriculum demonstrates JMSB and Concordia's commitment to ethical and sustainable business practices.

**EMBA 626 Business Opportunities and Cultural Immersion - Indigenous Perspectives:** (0.5 cr.) This course is proposed as a second part of a two-part cultural immersion experience through study trips. The first part is rendered through EMBA 625.

Course description: This course provides students with an introductory overview of Indigenous cultures, highlighting their governance, business models, and values. As a distinctive component

of the EMBA program, students will embark on a study trip to an Indigenous community, offering a firsthand experience of their sustainable practices and environmental stewardship. In line with national reconciliation initiatives, the course seeks to bolster students' cultural

awareness, a crucial attribute for today's business leaders. Through this immersive experience, participants will gain insights into the economic, political, social, and cultural factors that shape business interactions within Indigenous contexts, equipping them for a multifaceted global business landscape.

Rationale for including mandatory Indigenous experience trip as a part of the EMBA curriculum:

The reasons for embedding this essential Indigenous-focused trip into our curriculum are as follows:

1. *Cultivating Intercultural Competency*: Engaging directly with Indigenous communities provides EMBA students with firsthand experience in intercultural competency. Such exposure equips future business leaders with the skills to navigate diverse business environments, fostering more inclusive and effective decision-making.
2. *Enhancing Understanding of Indigenous Governance and Business*: Indigenous communities have unique governance structures, business models, and cultural values. By understanding these intricacies, EMBA graduates will be better positioned to form meaningful partnerships and collaborations with Indigenous businesses and communities.
3. *Sustainability and Environmental Stewardship*: Indigenous communities have a deep-rooted connection to the land and have practiced sustainable living for generations. By engaging with these communities, students gain insights into sustainable practices and environmental stewardship that can be integrated into modern business strategies. This aligns with the global shift towards sustainable business models and the increasing demand for businesses to be environmentally responsible.
4. *Alignment with National Reconciliation Efforts*: The Truth and Reconciliation Commission of Canada's Call to Action #92 underscores the importance of the corporate sector understanding and respecting the rights and history of Indigenous peoples. By integrating an exposure to Indigenous communities into the EMBA curriculum, the John Molson School of Business demonstrates its commitment to national reconciliation efforts and its leadership in fostering a more inclusive and informed business environment.
5. *Alignment with the United Nations Sustainable Development Goals (UNSDGs)*: UNSDGs serve as a global blueprint for peace, prosperity, and sustainability. Several of these goals, such as Goal 4 (Quality Education), Goal 10 (Reduced Inequalities), and Goal 15 (Life on Land), resonate deeply with the principles of Indigenous rights, knowledge, and sustainable practices. By introducing an Indigenous-focused trip in the EMBA curriculum, we actively align our educational approach with these global aspirations. This initiative broadens students' perspectives on sustainable and inclusive business practices and positions the program at the forefront of global educational trends that prioritize Indigenous understanding and collaboration.
6. *Alignment with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*: Adopted in 2007, UNDRIP sets out the individual and collective rights of Indigenous peoples, as well as their rights to culture, identity, language, employment, health, education, and other issues. It emphasizes the rights of Indigenous peoples to maintain and strengthen their own institutions, cultures, and traditions and to pursue their development in keeping with their own needs and aspirations. By integrating an Indigenous-focused trip into the EMBA curriculum, the John Molson School of Business showcases its commitment to recognizing and respecting the rights and values of

Indigenous communities. This initiative not only promotes awareness and understanding among future business leaders but also aligns the institution with global efforts to ensure the rights and well-being of Indigenous peoples are upheld and championed.

Overall, including an indigenous cultural experience as a part of a EMBA curriculum can provide students with a deeper understanding of the role of business in society and equip them with the skills to navigate a rapidly changing global landscape.

Rationale for Pass/Fail grade design: EMBA 626 emphasizes immersive learning in Indigenous cultures. Traditional grading may deter genuine engagement, fostering a competitive rather than a culturally sensitive mindset. A Pass/Fail system encourages open-mindedness, aligns with the course's objectives of cultural awareness, and promotes inclusivity.

Rationale for 0.5 credit: A three-credit course at Concordia involves 27 hours of lectures and an estimated 75 hours of outside work, totaling 102 hours. For EMBA 626's 0.5 credit, if we proportionally calculate, it suggests roughly 17 hours of commitment. Given its immersive nature, students will spend a day in the Indigenous community, followed by reflections, discussions, and assignment. This hands-on experience, while condensed, is intense and requires deep engagement and reflection. The 0.5 credit acknowledges the compact effort students invest, making it a fitting representation of the course's demands.

**EMBA 670 Transformational Insight:** (zero-credit, Pass/Fail course) The curriculum concludes with a reflection component that challenges students to reflect on their learning and personal growth throughout the program.

Course Description: Throughout the Executive MBA program, students receive invaluable feedback on their leadership styles, strengths, and areas for growth. With dedicated opportunities to collaborate with instructors and executive coaches, they actively address and refine these facets. This two-day workshop serves as a capstone to this journey, offering students a reflective space to measure and celebrate leadership growth. Through this experience, students have an opportunity to equip themselves with refined leadership insights and emerge poised to navigate the multifaceted challenges of the contemporary business arena.

Rationale for this course: In the rapidly evolving business landscape, introspection, adaptability, and self-awareness are valuable leadership traits. The EMBA curriculum, designed to mold future business leaders, recognizes the imperative of embedding these qualities in its participants. The introduction of this course addresses this need. By integrating the 360-assessment tool, the course offers students a mirror to their leadership styles, strengths, and areas of growth. This introspective journey, complemented by mentorship, ensures that students don't just learn about leadership in theory but live it in practice. As they progress through the program, having this course in their focus will serve as a guiding beacon, ensuring they evolve holistically, ready to lead with insight and agility in the complex world of modern business.

Rationale for Pass/Fail and zero credit: This course is fundamentally introspective, focusing on personal growth and leadership evolution rather than traditional academic content. Its primary objective is to offer students a space for reflection, self-assessment, and personal development, rather than to test knowledge or skills in a conventional sense. Given its unique nature, the

course doesn't align with traditional grading metrics. Thus Pass/Fail is more suitable grading criteria for this course. Furthermore, as a transformative experience rather than a conventional academic endeavor, we propose assigning it zero-credit.

Implementation of this course: We use a 360-assessment tool as a part of the leadership course (EMBA 640). This is a powerful way for students to gain insights into their leadership style and identify areas for growth and development. There are various reasons why this is a useful tool.

1. Multi-perspective feedback: A 360 assessment provides feedback from multiple perspectives, including the student's peers, direct reports, and supervisors. This can help students gain a more complete picture of their strengths and weaknesses as a leader.
2. Self-awareness: The feedback from a 360 assessment can help students become more self-aware of their leadership style, behaviors, and impact on others. This increased self-awareness can help them identify blind spots and areas for improvement.
3. Goal setting: The insights gained from a 360 assessment can help students set meaningful goals for their personal and professional development. This can help them create a plan for growth that is aligned with their strengths, weaknesses, and career aspirations.
4. Actionable feedback: The feedback from a 360 assessment is typically specific and actionable, providing students with concrete suggestions for how they can improve their leadership skills. This can help them make meaningful changes that lead to improved performance and effectiveness.

We are moving the leadership course to the second term, instead of the third term where it is currently situated. Students will be encouraged to work on the 360 feedback with an executive coach or mentor (available within the EMBA) who can help them interpret the results of the assessment and develop a plan for growth and development. This plan will include specific goals and actionable steps that the student can take to improve their leadership skills while going through the program. The coach or mentor can also help by checking in with the student periodically to monitor their progress and adjust the plan as needed. The contact between the coach and the student is confidential and an ungraded activity.

The Transformational Insight module as a culmination of this journey: We will readminister 360 assessments in term four to allow students to gauge how the two-year journey has impacted them. The reflection module will give them the opportunity to take the results of the assessments and reflect and share their growth as a leader through the two years in the program.

### **Courses to be Deleted:**

#### **EMBA 630 Financial Decisions under Uncertainty: (3 credit)**

EMBA 613 and EMBA 630 have been merged into the revamped EMBA 613.

Current course description EMBA 613: The role of financial information in corporate management is examined. Students learn how the capital markets process and aggregate information provided by firms and governments in order to evaluate the risk and return trade-offs of business decisions. Students apply this knowledge to the evaluation of alternative investment

opportunities. They learn how to identify and interpret the information needed to make profitable investment decisions.

Current course description EMBA 630: Students apply recent advances in corporate finance theory to evaluate complex decisions that may have a profound effect on the future of a firm. Through the use of cases and projects, students evaluate and recommend different decisions within the constraints imposed by the ownership and governance structure of the firm. Examples include making choices on raising debt or equity, using capital for investment or to reward shareholders and whether to go public or remain private.

Rationale for deletion: The content of EMBA 613 and EMBA 630 largely centered on developing proficiency in fundamental financial calculations. However, considering that EMBA students typically aim for upper-management positions, their primary concern should be deciphering financial results rather than hands-on calculations. In today's corporate world, dedicated finance units manage complex calculations, and sophisticated software streamlines these tasks. Moreover, a significant number of EMBA students already possess a foundational understanding of these financial principles. Consequently, pertinent sections from both courses have been consolidated to form the revamped EMBA 613.

**EMBA 632 Creativity & Innovation:** (1.5 credit) we propose to delete this course as its contents are included within EMBA 635: Creating New Ventures (Entrepreneurship)

Rationale for deletion: Both "Creativity & Innovation" and "Starting New Venture" courses inherently deal with the genesis and development of new ideas. Merging them offers a seamless transition from ideation to execution.

### **Courses with credits changed:**

**EMBA 641 Corporate Governance:** (Increase weight from 1.5 credit to 3 credits) This course is redeveloped as a 3-credit course.

Current course description: Students learn the principles and practices underlying governance, the system by which organizations are directed and controlled to create value for their shareholders but also to all stakeholders involved in its value chain. Students review how an organization's governance structure allocates rights and responsibilities to make decisions among stakeholders and specifies procedures for decision making. The course focus on the actions and decisions of corporate boards of directors and on their interactions with managers and stakeholders such as investors. Particular attention is directed toward the ethical and sustainability dimensions of corporate governance.

Proposed course description: This course aims to present a comprehensive view of corporate governance emphasizing the interactions between the board of directors and management. Mixing generally accepted principles of good governance with the latest research evidence, the course will be practice-oriented with class participants being involved as governance actors, either on the board or on the managerial side. Moreover, in presenting the context underlying and supporting corporate governance, the course will integrate considerations about how stakeholders beyond shareholders as well as ESG and sustainability map into governance



decision-making processes. Overall, the course takes a practical yet conceptually grounded approach to corporate governance.

Rationale for a 3-credit corporate governance course in an EMBA curriculum:

It can better help prepare students to be effective leaders who understand the importance of

1. Ethical considerations: Corporate governance involves the ethical and moral principles that guide the actions and decisions of a company's management and board of directors. Understanding these principles is critical for effective decision-making and risk management.
2. Legal compliance: Corporate governance also involves legal requirements related to reporting, disclosure, and shareholder rights. Failure to comply with these requirements can result in significant legal and financial consequences for companies and their executives.
3. Stakeholder management: Effective corporate governance involves managing the interests of a wide range of stakeholders, including shareholders, employees, customers, and the wider community. Understanding how to balance these competing interests is critical for the long-term success of a company.
4. Reputation management: Poor corporate governance can damage a company's reputation and lead to negative publicity, which can have a significant impact on its bottom line. By understanding the principles of good corporate governance, executives can help protect their company's reputation and build trust with stakeholders.

These skills are critical for success in today's business environment, where companies are facing increasing scrutiny from regulators, investors, and the public.

**EMBA 646 Applied Field Project: (Reduce weight from 3.5 credit to 3 credit)**

Course description: (remains unchanged) This capstone integrative course provides students with the opportunity to tackle a major business problem or issue of their choice, thereby allowing them to apply the knowledge and competencies acquired in the program. In teams, students develop a business project proposal focusing on a problem or issue faced by the organization they have chosen. Students are then expected to gather data and develop innovative and practical responses to the complex, cross-disciplinary issues faced by their client organization. Student teams are required to present a comprehensive set of recommendations to a panel comprised of faculty members, EMBA peers and representatives of the client organization. The key deliverable of this course is the actual set of recommendations and implementation plan designed to address the selected problem or issue.

Rationale for reducing credit weight: With the new governance course and the new course on sustainability, students will be better prepared to delve into this course and as a result they will need relatively less preparation. Therefore, we propose to reduce the weight of the course from 3.5 credits to 3 credits.

**Courses with descriptions and/or Titles changed:**

The titles and/or the descriptions of the following courses are changed in the interest of better alignment with the program goals.

### **EMBA 611 Managing Talent (3 credits)**

**Current course description:** The issues related to the management of people within organizations are the focus of the course. The course covers the broad topics of human behaviour and motivation as well as the processes that influence these in organizational contexts. Topics include human resource planning, recruiting, selection, training and development, performance management, compensation and legal frameworks for non-union and union environments. The course uses case studies, in-class exercises and exams. Students develop an understanding of the strategic partnership between the human resource function and managers allowing the company to capitalize fully on the potential of people as a source of competitive advantage.

**Proposed Course description:** The Talent Management course provides a comprehensive exploration of strategic talent management challenges across individual, organizational, and leadership dimensions. It emphasizes the significance of aligning talent with organizational goals in a globalized environment. Students will delve into topics such as talent scarcity, engagement, retention, organizational resilience, and the pivotal role of leadership in fostering a unified culture and continuous learning. This course equips participants with the tools and strategies to ensure organizational success through effective talent management.

**Rationale for change:** The course is redeveloped to align with the dynamic global business landscape, emphasizing strategic talent management challenges and solutions. It introduces vital concepts such as organizational resilience and the enhanced role of leadership in talent strategies. This revision ensures students are primed for success in today's evolving work environment.

### **EMBA 613 Capital Markets & Corporate Finance (3 credits)**

**Current course description:** The role of financial information in corporate management is examined. Students learn how the capital markets process and aggregate information provided by firms and governments in order to evaluate the risk and return trade-offs of business decisions. Students apply this knowledge to the evaluation of alternative investment opportunities. They learn how to identify and interpret the information needed to make profitable investment decisions.

**Proposed course description:** This course provides a general understanding of the fundamental concepts of corporate finance and capital markets as they apply to the firm's long-term and short-term financing and investment decisions. It examines the valuation of financial instruments and integrates that knowledge into investment, financing and capital budgeting strategies.

**Rationale for change:** contents of two current finance courses, EMBA 613 and EMBA 630 have been merged into this revamped EMBA 613.

**EMBA 635 Innovation & Venture Creation (3 cr.)** This course is listed in the calendar simply as “EMBA”. We propose a change of name for this course to “Innovation & Venture Creation”.

Furthermore, the course is redeveloped as merged EMBA 632 (Creativity & Innovation) and EMBA 635.

Current course description of EMBA 632: Students are introduced to the theoretical concepts of creativity and innovation with the goal of implementing novel ideas in organizations. The purpose is to develop students’ own creative abilities to solve business challenges in a more effective way. Based on lectures, case studies and experiential exercises, the course also proposes techniques needed to foster innovative processes in others.

Current course description of EMBA 635: The goal of this integrative course is to engage students in the theory and practice of entrepreneurship and innovation in businesses. The course is built around a group project whose objective is to create a comprehensive innovative business plan for a novel stand-alone business, or a new line of business within an existing organization. This project provides students with an opportunity to identify a market opportunity. Students assess its business potential and viability, structure and financing options as well as exit strategies. Groups present their business plans to a board of potential investors.

Proposed course description for EMBA 635: This course is designed to guide students in converting a budding idea into a launch-ready business venture. Through an immersive curriculum, students will explore the nuances of innovation, conduct in-depth market analysis, and craft strategic financial plans. The culmination of their efforts will be a presentation to a set of industry experts. Alongside theoretical knowledge, the course emphasizes hands-on experience and practical application. By the end, students will have a comprehensive understanding of the challenges and opportunities inherent in launching a new business, equipped with a robust business proposal ready for the real world.

Rationale for change: Both "Creativity & Innovation" and "Starting New Venture" courses inherently deal with the genesis and development of new ideas. Merging them offers a seamless transition from ideation to execution.

**EMBA 620 Business Process Analytics and Supply Chain Strategy (3 cr.)** We propose a change of title for this course from:

Current title: “*Value Creation through Business Processes*” to

Proposed title: “*Business Process Analytics and Supply Chain Strategy*”.

Rationale for change: The proposed title aligns well with the course objectives as detailed in the calendar. This course is divided into two main components: (1) Business Process Analytics (BPA) and (2) Supply Chain Management. BPA involves a thorough analysis of a company's operations to enhance efficiency, effectiveness, and profitability. Given the recent disruptions in global supply chains from factors like pandemics, geopolitical conflicts, and climate change, there's a pressing need for companies to reevaluate and fortify their supply chain strategies. The latter part of the course addresses these challenges.

**Current learning goals of the EMBA program and learning objectives of each goal:**

1. Our EMBA graduates will integrate knowledge about fundamental business functions (processes, talent, capital, resources, and markets) when making management decisions.
  - a. Demonstrate content specific knowledge in business.
  - b. Perform cross-functional analysis.
  - c. Generate integrated solutions to complex business problems.
  - d. Deliver a professional quality oral business presentation.
2. Our EMBA graduates will demonstrate a global management mind- and skillset.
  - a. Demonstrate a knowledge of cultural differences in global business situations.
  - b. Incorporate a global perspective in decision-making
3. Our EMBA graduates will be able to identify, analyze and offer creative and strategically-sound solutions to complex business problems.
  - a. Provide appropriate strategic orientation to solution.
  - b. Use relevant qualitative and quantitative techniques.
  - c. Develop realistic and actionable implementation plans.
4. Our EMBA graduates will have acquired knowledge and skills for effective leadership.
  - a. Possess self-awareness with a clear understanding of one's strengths and of the development needed to become an effective leader.
  - b. Understands self-management concepts

**Proposed new learning goals and objectives:**

**Learning Goal 1:** Our EMBA graduates will integrate knowledge about fundamental business functions (processes, talent, capital, resources, and markets) to guide management decision making.

1. Explain the interrelationships between different business functions.
2. Analyze case studies to identify patterns, trends, and key insights.
3. Develop integrated solutions to complex business problems.

**Learning Goal 2:** Our EMBA graduates will demonstrate a global management skillset.

1. Demonstrate how cultural differences impact global business decision making.
2. Create organizational strategies that reflect a global perspective.

**Learning Goal 3:** Our EMBA graduates will be able to identify, analyze, and offer creative and strategically-sound solutions to complex business problems.

1. Analyze complex business problems using relevant qualitative and/or quantitative techniques.
2. Evaluate the effectiveness of different strategic options in addressing complex business problems.
3. Develop innovative solutions to complex business problems that align with organizational goals.

**Learning Goal 4:** Our EMBA graduates will have acquired knowledge and skills for effective leadership.

1. Create a personal leadership development plan that incorporates self-reflection and feedback.
2. Design effective communication strategies that demonstrate best practices to motivate teams to achieve shared goals.

**Learning Goal 5:** Our EMBA graduates will be able to promote sustainable and ethical business practices.

1. Explain the application of the principles of corporate governance to sustainable business practices.
2. Evaluate the impact of business practices on social and/or environmental, and/or economic sustainability.
3. Design sustainable and ethical business practices that align with organizational goals and stakeholder expectations.

**Mapping the proposed Learning goals with the courses:**

	LG 1.1	LG 1.2	LG 1.3	LG 2.1	LG 2.2	LG 3.1	LG 3.2	LG 3.3	LG 4.1	LG 4.2	LG 5.1	LG 5.2	LG 5.3
EMBA 610	X	X	X										
EMBA 611	X		X										
EMBA 612	X		X										
EMBA 613						X	X						
EMBA 620	X	X	X										
EMBA 621	X	X	X			X		X		X			
EMBA 622				X									
EMBA 623				X	X								
EMBA 631	X	X	X			X	X	X			X		
EMBA 636											X	X	X
EMBA 640									X	X			
EMBA 637										X	X		
EMBA 642						X	X	X					
EMBA 615						X	X	X					
EMBA 625				X	X								
EMBA 626			X	X				X				X	X
EMBA 635		X	X			X	X	X					X
EMBA 646	X	X	X			X	X	X		X			X
EMBA 670									X	X			

## **Proposal for a New Course:**

### **EMBA 636: Climate Risk: Strategic transformation for Sustainability**

#### **Course description**

Situating students squarely within the context of our global climate and environmental crises, this course highlights the challenges firms face in rapidly transitioning towards a low-carbon future. Combining current research, case studies and discussions industry experts students will explore scientific, industrial, and political perspectives on climate change. They will then develop applied insight into developing low-carbon futures by creating a viable proposal for transitioning their chosen organizations towards net-zero to avert the worst of our climate crises. While this course requires students to engage in applied independent and collaborative research, there are no technical or course requirements as prerequisites.

#### **Learning goals**

- Develop a baseline of climate literacy which describes, at a high-level, the climate science behind governmental and industry discussions of climate change; and the interconnectedness of sustainability related issues which challenge ‘business as usual’ thinking
- Analyze sustainability issues as business problems which also provide potential opportunities through innovation
- Through the course project, analyze and assess the impact of sustainability and climate change on a business, and develop a proposal for rapidly transitioning the business to carbon-neutral in line with current scientific research and political aspirations
- Analyze and explore the necessarily interconnected aspects of firms’ sustainability oriented decisions on the creation of financial, environmental, and social / societal-level impact

#### **High-level session plan**

##### **Carbon Literacy and Climate Science**

1 - Overview of Climate Science and the historical role of business in environmental and carbon emissions

2 – Developing Carbon Literacy and an understanding of one’s individual and collective impact on climate change

3 – Connecting Science and Politics through negotiating international climate agreements (simulation)

##### **Analyzing firms using a Business Model Lens**

4 & 5 – Business Models, the Business Model Canvas (BMC) and financial impacts

6 – Exploring Firms’ Environmental / Climate Impacts through a Business Model Lens

7 – Analyzing Industries’ Environmental and Climate Impacts, and pathways towards low carbon futures

8 – Exploring Firms’ Social / Societal Impacts through a Business Model Lens

**Prototyping Firm Innovations towards net-zero futures**

10 & 11 – Prototyping innovation through sustainable business model patterns

12 – Potential net-zero futures

**Assessment plan**

**Individual Contributions**

In-class participation	15%
Pre-class homework	20%

**Project / Team Contributions**

Industry analysis and presentation	5%
Additional intermediary analyses	10%
Business model innovation workshop deliverables	15%
Presentation & Deliverable (poster, video, etc.)	10%
Final Report	25%

The tentative teaching approach is to rely on recent academic and practitioner research for conceptual foundations and analytical tools. The primary work of the course is the applied project involving the analysis and viable proposal for rapidly transitioning an organization towards net-zero leveraging a business model innovation perspective.



## **Course Outline: EMBA 626:**

### **Business Opportunities and Cultural Immersion – Indigenous Perspectives**

**Description:** In EMBA 626, students are invited on a journey to explore Indigenous cultures and peoples. This course delves into the rich tapestry of Indigenous governance, business models, and values. Through a carefully planned study trip, participants will witness sustainable practices and environmental stewardship firsthand, and gain insights that transcend conventional business education. This immersive experience is designed to broaden cultural horizons and foster an understanding of the diverse global business ecosystem.

#### **Activities:**

- **Pre-Trip Orientation and Lectures:**
  - Introduction to Indigenous cultures, history, and contemporary issues.
  - Workshops on cultural sensitivity and respectful engagement.
  - Guest lectures from Indigenous leaders and scholars.
- **Study Trip: (Examples of possible activities)**
  - Guided tour of the Indigenous community with a focus on historical sites and cultural landmarks.
  - Participation in traditional ceremonies and community events (with permission).
  - Observational learning about local governance and business operations.
  - Discussions on Indigenous business models and economic development strategies.
  - Interactive sessions on traditional ecological knowledge and sustainable practices.
  - Engage in dialogue with community members to understand their perspectives on business and culture.
  - Reflective journaling sessions to document experiences and insights.
- **Post-Trip Debrief and Integration:**
  - Group discussions to integrate learning and share reflections.
  - Collaborative projects on how to apply insights to contemporary business challenges.
- **Assessment and Reflection:**
  - Submission of a reflective essay on the experience and its impact on personal and professional perspectives.
  - Group presentations on lessons learned and potential applications in various business contexts.
- **Reconciliation Action Plans:**
  - Crafting personal and corporate action plans to support national reconciliation efforts.

## **Course Outline EMBA 670: Transformational Insight**

**Description:** EMBA 670 serves as the capstone of the leadership journey within the Executive MBA program. This zero-credit, Pass/Fail course is a reflective two-day workshop designed to encapsulate and celebrate your evolution as a leader. It provides a structured opportunity to introspect on the feedback received, the skills honed, and the personal growth achieved. This course invites graduating students to reflect deeply, acknowledge their transformation, and prepare to apply their refined leadership abilities to real-world challenges.

### **Activities:**

- **Pre-Trip activities:**
  - 360 – assessment in term 2 as a part of leadership course.
  - Leadership Project: Create a personal leadership project that encapsulates your growth and vision for future leadership roles.
  - Mentorship Meetings: Regular meetings with a mentor or executive coach to interpret feedback and refine leadership strategies.
  - Peer Feedback Sessions: Exchange perspectives with peers to gain a broader understanding of diverse leadership styles.
  - Journaling: Maintain a personal journal to document insights, breakthroughs, and areas for ongoing development.
- **Day 1: Reflection and Self-Assessment:**
  - Revisit initial 360-assessment results and personal goals set at the beginning of the program.
  - Engage in guided reflection activities to assess personal and professional growth.
  - Review the second 360-assessment administered in term four to evaluate progress and development.
  - Group discussions to share experiences, challenges overcome, and lessons learned.
  - Develop a forward-looking leadership plan, setting goals for continuous improvement post-EMBA.
- **Day 2: Integration and Forward Planning:**
  - **Capstone Presentation:**
    - Prepare and deliver a presentation that captures your leadership journey, growth, and vision for the future.
    - Receive constructive feedback from peers, coaches, and faculty members.
- **Closing Ceremony:**
  - Participate in a closing ceremony that celebrates the completion of the EMBA program.

## **Course outline: EMBA 637 Corporate Governance (3 cr.)**

### **Motivation/justification of offering the course**

The Organisation for Economic Co-operation and Development (OECD) states that: *'The purpose of corporate governance is to help build an environment of trust, transparency and accountability necessary for fostering long-term investment, financial stability and business integrity, thereby supporting stronger growth and more inclusive societies.'* (G20/OECD Principles of Corporate Governance (2015)).

Focusing on for-profit private sector corporations, Brickley and Zimmerman (2010) put forward the view that corporate governance refers to the system of rules, practices, and processes by which a corporation is directed and controlled. It encompasses the policies, procedures, and processes that are in place to ensure that an organization is run in an ethical and responsible manner, with a focus on maximizing long-term value while protecting the interests of all stakeholders. Corporate governance includes the roles and responsibilities of the board of directors, management, and shareholders, as well as the systems and processes that are in place to ensure that these groups work together effectively and in the best interests of the organization. This includes the oversight of financial and operational performance, risk management, and compliance with laws and regulations. Additionally, corporate governance also encompasses ensuring transparency, fairness, and accountability to all stakeholders. The framework of corporate governance is usually established by laws, regulations and a company's own bylaws and articles of incorporation.

Managers, even if they are not senior executives, interface with corporate governance mechanisms on a regular basis throughout their career in multiple ways. They may have to participate in presentations to an organization's board of directors on strategic files and issues. They are subject to incentive and control mechanisms which are governed by a board of directors. They must adhere to risk management policies which have been approved by the board of directors. Financial reporting and disclosure is overseen by the board of directors through its audit committee. Ethical lapses as well as corporate culture are also closely monitored by an organization's board of directors. Hence, managers who aspire to higher executive positions must thus develop an understanding of their organization's board of directors goals, functioning and orientation as well as abilities to engage with it. Moreover, alongside their professional career, many managers will assume governance roles in associations, not-for-profit organizations or educational institutions. While the purposes of such organizations differ from for-profit corporations, the aims and functioning of their governance mechanisms are quite similar and managers can thus build governance skills that may eventually become useful in their corporate career. However, reputational pitfalls can happen if they get involved in organizations with governance failures (e.g., Hockey Canada). Hence, acquiring an understanding of corporate governance and developing abilities and skills in this regard appears to be a must for most up-and-coming managers. The purpose of this course is to develop such knowledge and competencies.

### **Course description (and prerequisite, if applicable)**

This course aims to present a comprehensive view of corporate governance emphasizing the interactions between the board of directors and management. Mixing generally accepted principles of good governance with the latest research evidence, the course will be practice-oriented with class participants being involved as governance actors, either on the board or on the managerial side. Moreover, in

presenting the context underlying and supporting corporate governance, the course will integrate considerations about how stakeholders beyond shareholders as well as ESG and sustainability map into governance decision-making processes. Overall, the course takes a practical yet conceptually grounded approach to corporate governance.

### Learning goals

- Understand the institutional environment that underpins firm-level corporate governance;
- Understand the firm-level practices and mechanisms that comprise corporate governance;
- Assess the effectiveness and relevance of various corporate governance mechanisms and practices, from both conceptual and practical perspectives;
- Analyze and apply decisions resulting from corporate governance issues and challenges;
- Implement measures and practices that enhance corporate governance processes.

### High-level session plan

Session 1. Corporate Governance in Canada: Foundations and Trends

#### Board's Dynamics

Session 2. Key governance actors' roles and responsibilities

Session 3. Board legitimacy and credibility

Session 4. Leadership within the board

#### Focusing on the board's key responsibilities

Session 5. CEO appointment, evaluation and termination

Session 6. Succession planning within the top management team

Session 7. Compensation policy and managerial incentives

Session 8. Financial accountability and risk governance

Session 9. Strategy oversight

#### Emerging Issues

Session 10. Corporate social responsibility, ESG and sustainability

Session 11. Shareholders' and stakeholders' activism

Session 12. Alternative models of corporate governance

Session 13. International governance

### Assessment plan

Case reports (2) – Individual work	30%
Mid-term – Individual work	35%
Term project proposal – Group work	5%
Term project report – Group work	30%
Total	100%

The tentative teaching approach is to rely on a basic textbook for conceptual foundations with cases being discussed and debriefed in class to cover analysis and implementation of concepts. The term project entails analyzing the corporate governance of a particular entity.

# Course Outline

## Managing Talent

### Executive MBA

#### General Information

Course Number EMBA 611

Credits 3

Professor

Telephone

Office MB 10.321

Office Hours

Email

# Course Overview

This course focuses on the strategic issues organizations face in ensuring effective talent management at the individual, organizational, and leadership levels. Talent management ensures an organization has the people, organizational capability and leadership needed to succeed. Having the right talent, with the necessary skills, at the right time is crucial to the success and growth of any organization in an increasingly competitive and globalized environment.

Managing talent at the individual level involves dealing with people-related risks such as talent scarcity and increasing costs and challenges in engaging and retaining employees, as well as anticipating and addressing talent gaps and future talent needs to achieve short-term and long-term business objectives. Strategies and practices at the individual level comprise designing a compelling employee value proposition, sourcing talent and orchestrating workforce ecosystems, attracting and deploying talent strategically, unlocking performance through employee engagement and experiences, building talent, upskilling people and enabling continuous learning.

Moreover, in a volatile business environment, organizations must build the capability to face the increasing speed of changes. They must be prepared to bounce back from external shocks and disruptions while ensuring ongoing short-term business continuity and long-term evolution. At the organizational level, managing talent has become a key enabler for aligning teams and the entire organization towards a collective sense of purpose, shared values, a unified culture, and clear goals and expectations. To unlock their full potential, businesses are deploying strategies and practices for architecting their corporate culture, developing organizational resilience and agility, making work and workplaces human-centric and engaging, valuing human capital diversity, fostering social responsibility and maintaining healthy workplaces for employees and teams.

Leadership is the third crucial dimension of managing talent strategically. Organizations with leaders who own and value their human capital are more likely to succeed in talent management initiatives. These organizations enable their leaders to serve as role models while demonstrating their commitment to organizational culture, resilience and change. Successful leaders build talent. They know how to identify and develop top talent and future leaders. They help people build connections with peers and other leaders, give them networking opportunities and special projects, and foster cross-functional collaboration. They inspire trust, continuous learning and personal growth and ultimately emerge as "magnets" for top talent attraction and retention. They also commit time and effort to self-improvement and self-leadership. Value-adding strategies and practices at the leadership level encompass creating a business-driven talent strategy, developing top talent and building a bench of future-ready leaders, and cultivating talent management excellence in leadership.

# Course Objectives

This course aims to develop a comprehensive vision of talent management strategies and their significance in driving organizational performance and competitiveness.

Specific objectives include:

- Exploring the impact of emerging trends, such as the future of work and changing workforce dynamics, on talent management strategies and adaptability within organizations
- Acquiring basic knowledge of the most up-to-date strategies and best practices pertaining to the people, organizational and leadership dimensions of strategic talent management
- Examining the impact of talent management strategies and practices on organizational resilience, engagement, motivation, and productivity, and understanding how to create a positive and healthy work environment
- Understanding the role of organizational culture, executive enrolment, and change leadership in enabling successful talent management initiatives aimed at creating a climate in which employees are encouraged to develop and utilize their skills to the fullest
- Developing an understanding of the fundamental strategies to effectively drive high-performance teams in diverse organizational contexts, namely virtual, cross-cultural and geographically dispersed or diverse teams
- Fostering the ability to navigate and lead through complex and ambiguous situations pertaining to talent management and adapting leadership approaches to diverse challenges and changes

## JMSB's EMBA Learning Goals

Our EMBA graduates will:

- Integrate knowledge about fundamental business functions (processes, talent, capital, resources, and markets) when making management decisions
- Demonstrate a global management mind and skillset
- Be able to identify, analyze and offer creative and strategically sound solutions to complex business problems
- Have enhanced their knowledge and skills for effective leadership
- Be able to apply ethical and sustainability principles in business environments



# Course Schedule

Session	Topics	Readings
1. SAT Aug. 19 <sup>th</sup> Time: 10:15 AM	The Shifting Paradigm of Talent Management: A Contemporary View	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (foreword and introduction)</li> <li>• Defining the purpose and scope of talent management (pp. 3-8)</li> <li>• Why we love to hate HR... and what HR can do about it</li> </ul>
2. SAT Aug. 26 <sup>th</sup> Time: 10:15 AM	Framing The Future of Work: Megatrends and Changing Workforce Dynamics	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (chapter 1)</li> <li>• Forces of change: The future of work</li> <li>• Are you developing skills that won't be automated?</li> <li>• Amazon, FTX And predictions about the future of work</li> </ul>
3. FRI Sept. 1 <sup>st</sup> Time: 3:30 PM	Talent Management Challenges in the New World of Work	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (chapter 2)</li> <li>• State of the global workplace 2023 report (pp. 1-23)</li> <li>• The state of organizations 2023 (pp. 4-7)</li> </ul>
4. SAT Sept. 9 <sup>th</sup> Time: 1:15 PM	Designing Organizations: The Rise of Human-Centered Organizations	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (chapter 4)</li> <li>• Raising the resilience of your organization</li> <li>• The four-step process for redesigning work</li> <li>• Can't Fill Jobs? Deconstruct them</li> <li>• Are you ready to lead work without jobs?</li> </ul> <u>Elective:</u> <ul style="list-style-type: none"> <li>• The skills-based organization: A new operating model for work and the workforce</li> <li>• Your workforce is more adaptable than you think</li> <li>• How to do hybrid right</li> <li>• Managing the new tensions of hybrid work</li> <li>• Is this New York City office the future of the workplace?</li> </ul>
5. FRI Sept. 15 <sup>th</sup> Time: 3:30 PM	Sourcing Talent and Orchestrating Workforce Ecosystems	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (chapter 5)</li> <li>• Workforce ecosystems: A new strategic approach to the future of work</li> </ul>

Session	Topics	Readings
		<u>Elective:</u> <ul style="list-style-type: none"> <li>• Rethink your employee value proposition</li> <li>• The Great Attrition is making hiring harder: Are you searching the right talent pools?</li> <li>• Your approach to hiring is all wrong</li> <li>• How midsize firms can attract – and retain – talent right now</li> <li>• Culture Renovation (chapters 16 and 21)</li> </ul>
6. SAT Sept. 23 <sup>rd</sup> Time: 1:15 PM	Building Talent, Upskilling People and Enabling Continuous Learning	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (chapter 6)</li> <li>• Reimagining people development to overcome talent challenges</li> <li>• Culture Renovation (chapter 20)</li> </ul> <u>Elective:</u> <ul style="list-style-type: none"> <li>• Create a growth culture, not a performance-obsessed one</li> <li>• Focus on skills to grow your workforce</li> <li>• How to design an internal talent marketplace</li> <li>• Turning potential into success: The missing link in leadership development</li> <li>• Culture Renovation (chapter 15)</li> </ul>
7. FRI Sept. 29 <sup>th</sup> Time: 3:30 PM	Unlocking Performance Through Employee Engagement and Experiences	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Talent Tectonics (Chapter 7, Appendix)</li> <li>• Reinventing performance management</li> <li>• Culture Renovation (chapter 18)</li> </ul> <u>Elective:</u> <ul style="list-style-type: none"> <li>• Why more and more companies are ditching performance ratings</li> <li>• Insights from inside Google work rules! that will transform how you live and lead (chapter 7)</li> <li>• Motivating employees is not about carrots or sticks</li> <li>• Insights from inside Google work rules! that will transform how you live and lead (chapter 8)</li> </ul>
8. SAT Oct. 21 <sup>st</sup> Time: 10:15 AM	Blueprinting Organizational Culture	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Culture Renovation (chapters 1, 2, 3, and 4)</li> </ul>
9. FRI Oct. 27 <sup>th</sup> Time: 3:30 PM	Building Organizational Culture	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>• Culture Renovation (chapters 5, 6, 7, 8, 9)</li> </ul>

Session	Topics	Readings
10. SAT Nov. 4 <sup>th</sup> Time: 8:00 AM	Leading Organizational Culture Change	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>Culture Renovation (chapters 10, 11, 12, 13, 14, 15)</li> </ul>
11. FRI Nov. 10 <sup>th</sup> Time: 3:30 PM	Maintaining Healthy Workplaces, Organizations and Teams	<u>Mandatory:</u> <ul style="list-style-type: none"> <li>Talent Tectonics (chapter 8)</li> <li>Workplace wellbeing and firm performance</li> <li>Employee health contributes to organizational health</li> </ul> <u>Elective:</u> <ul style="list-style-type: none"> <li>Well-being intelligence: A skill set for the new world of work</li> <li>Resilient organizations make psychological safety a strategic priority</li> <li>The next frontier of workplace culture: How employers can win on mental health and wellbeing</li> <li>Managers have major impact on mental health: How to lead for wellbeing</li> <li>Supporting the well-being of your underrepresented employees</li> </ul>
12. SAT Nov. 18 <sup>th</sup> Time: 8:00 AM	Team Presentations	

## Student Evaluation

The course has been designed to assess your ability to integrate course material and apply the theories, concepts, ideas, etc., to solve managerial and organizational problems. The evaluation of this course consists of three components: individual work, team presentation, and class participation. The evaluation will be based on the quality of the individual work, the effectiveness of the team presentation, and the level of class participation. The professor will provide submission guidelines during the course sessions.

The grading criteria for each component of the evaluation are detailed as follows:

Coursework	Value
Individual Work	40%
Team Presentation	40%
Class Participation	20%
<b>Total</b>	<b>100%</b>

### **Individual Work (40%)**

The individual work involves a personal reflection on one of the topics covered in sessions 4, 5, 6, 7, or 11. This reflection should focus on the practical application of concepts discussed in mandatory and elective readings on a given topic, as the student chose. For that topic, the student must write a five-to seven-page report on a specific company. In doing so, they should address the questions on pages 251 to 254 of the book "Talent Tectonics" related to the chosen topic. The student can choose their workplace or a company they are familiar with to gather relevant information. It is important to note that the professor will treat this personal reflection and the resulting analysis and opinions confidentially. The individual work is due no later than two weeks after the course session in which the topic is discussed.

### **Team Presentation (40%)**

The team presentation requires collaboration among team members to deliver a presentation on a selected case topic related to talent management. During the early sessions of the course, students will be asked to form teams of 4 people. In session 12, each team will have 20 minutes to present a business case that justifies a major talent management investment project. This business case will be presented to the class, which will act like a company's president and executive team. Investment projects, companies, and their context can be fictional, real, or a combination. The objective is to convince the president and the executive committee of the relevance of investing in the proposed talent management project. At the end of the presentation, a person from the audience acting as the president or an executive committee member will be invited to ask a single question. The presentation will conclude with a reply from the presenters. The audience will then be invited to vote confidentially on the approval or disapproval of the requested investment. This vote will not impact the professor's team presentation grade. No written work is required for the team presentation. However, if the presentation includes a PowerPoint document, it should be submitted to the professor in session 12.

### **Class Participation (20%)**

Active participation in class discussions is crucial for a meaningful adult learning experience. Students are encouraged to contribute their perspectives, ask questions, and engage in thoughtful discussions about the course content. Class participation will be evaluated starting from session 4, as the first three sessions will consist of lectures. For sessions 4 to 11, there will be one hour of lectures and one hour of discussion on the concepts covered in the required readings for the session. The professor using one or more questions for debate will initiate the conversation. Participation will be assessed based on the quality of the participant's listening skills, knowledge of mandatory readings and contribution to the discussion rather than the quantity of interventions.

# Assessment of Learning Objectives

Learning Activity Learning Objectives	Individual Work	Group Presentation	Class Participation
Develop executive-level knowledge of megatrends and changing workforce dynamics	Assess how well talent management strategies and practices align with changing organizational environment	Evaluate the business case's relevance by examining its alignment with the organization's context	Refer to trends and workforce dynamics from your company, class readings or everyday news
Ascertain the importance of aligning talent strategies with organizational goals	Assess alignment of practices with organizational goals, and identify areas for improvement	Advocate for the strategic importance of the proposed talent management project for the business	Refer to business-driven talent strategies from your company, class readings or everyday news
Build executive-level awareness of best practices in individual and organizational talent management dimensions and their impact on business outcomes	Understand the practical implementation of best practices and their implications for the targeted organization	Translate knowledge of recommended best practices into proposed practical applications with expected benefits for the business	Refer to best practices and their impact on business results from your company, class readings or everyday news
Develop a deeper understanding of leadership role in shaping a company's culture, developing organizational agility, and fostering organizational resilience	Comprehend leaders' enrollment and abilities to manage talent and be an integral part of its success in the organization	Propose concrete roles and responsibilities for senior management and leaders in the deployment of the proposed project	Refer to the leadership dimension of talent management from your company, class readings or everyday news
Establish a solid understanding of how to develop targets and measure the success of talent strategies and practices for an organization	Understand the risks and/ or benefits of current talent management practices	Formulate objectives with measurable goals and metrics	Provide feedback to your peers following the team's presentations

# Housekeeping

Active participation is emphasized in this class; *you share responsibility* for your learning. Students are expected to come to class prepared to participate!

Therefore, you are expected to:

- Success is where luck meets preparation; as such, read the mandatory readings, think through their implications, and come to class prepared to discuss the materials.
- Read the questions at the end of Talent Tectonic's chapters, think through the answers to the questions, and be prepared to discuss them in class.
- Contribute to the creation of an environment conducive to learning (e.g., turn off your cell phone when you enter the classroom, and be mentally present).
- Be an active learner by taking part in class discussions.
- Contribute to the class learning by sharing news, articles, and videos relevant to the class...
- Check the course folder on Moodle before every class.

## Course Materials

### **Session 1: The Shifting Paradigm of Talent Management: A Contemporary View**

Mandatory:

- Hunt, S. T. (2022). How we managed people in the past will not work in the future. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. xi-14). John Wiley & Sons, Inc.
- Alancheril, J., Tuzel, S., & Shepp, J. (2023, April 26). Defining the purpose and scope of talent management. *Gartner HR Leaders Monthly*, 3-8. <https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx#ite-506924>
- Cappelli, P. (2015, July-August). Why we love to hate HR... and what HR can do about it. *Harvard Business Review*. <https://hbr.org/2015/07/why-we-love-to-hate-hr-and-what-hr-can-do-about-it>

### **Session 2: Framing the Future of Work: Megatrends and Changing Workforce Dynamics**

Mandatory:

- Hunt, S. T. (2022). Forces reshaping work and workforces. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 15-34). John Wiley & Sons, Inc.
- Deloitte. (2018, October). Forces of change: the future of work. *Deloitte Insights*.

[https://www2.deloitte.com/content/dam/insights/us/articles/4322\\_Forces-of-change\\_FoW/DI\\_Forces-of-change\\_FoW.pdf](https://www2.deloitte.com/content/dam/insights/us/articles/4322_Forces-of-change_FoW/DI_Forces-of-change_FoW.pdf)

- Kosslyn, S. M. (2019, September 25). Are you developing skills that won't be automated? *Harvard Business Review*. <https://hbr.org/2019/09/are-you-developing-skills-that-wont-be-automated>
- Brady, D. (2022, November 16). Amazon, FTX and predictions about the future of work. *Forbes*. <https://www.forbes.com/sites/dianebrady/2022/11/16/amazon-ftx-and-predictions-about-the-future-of-work/?sh=8f2d64a3464e>

### **Session 3: Talent Management Challenges in the New World of Work**

Mandatory:

- Hunt, S. T. (2022). The employee experience and workforce adaptability. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 35-54). John Wiley & Sons, Inc.
- State of the Global Workplace: 2023 Report. Gallup.com, 1-23. <https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx#ite-506924>
- Guggenberger, P., Maor, D., Park, M., & Simon, P. (2023, April 26). The State of Organizations 2023. *McKinsey*, 4-7.

### **Session 4: Designing Organizations: The Rise of Human-Centered Organizations**

Mandatory:

- Hunt, S. T. (2022). Designing organizations to provide positive employee experiences. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 85-108). John Wiley & Sons, Inc.
- Maor, D., Park, M., & Weddle, B. (2022, October 12). Raising the resilience of your organization. *McKinsey Quarterly*. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/raising-the-resilience-of-your-organization#/>
- Gratton, L. (2022, August 04). The four-step process for redesigning work. *MIT Sloan Management Review* <https://sloanreview.mit.edu/article/the-four-step-process-for-redesigning-work/>
- Jesuthasan, R., & Boudreau, J. W. (2022, February 02). Can't fill jobs? Deconstruct them. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/cant-fill-jobs-deconstructthem/#:~:text=This%20leads%20to%20a%20false,greater%20value%20to%20the%20organization>
- Boudreau, J., & Donner, J. (2021, April 08). Are you ready to lead work without jobs? *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/are-you-ready-to-lead-work-without-jobs/>

Elective:

- Cantrell, S., Griffiths, M., Jones, R., & Hiipakka, J. (2022, September 08). The skills-based organization: A new operating model for work and the workforce. *Deloitte Insights*, 31. <https://www2.deloitte.com/us/en/insights/topics/talent/organizational-skill-based-hiring.html>
- Fuller, J. B., Raman, M., Wallenstein, J. K., & de Chalendar, A. (2021, May-June). Your workforce is more adaptable than you think. *Harvard Business Review*. <https://hbr.org/2019/05/your-workforce-is-more-adaptable-than-you-think>
- Gratton, L. (2021, May-June). How to do hybrid right. *Harvard Business Review*. <https://hbr.org/2021/05/how-to-do-hybrid-right>
- Trevor, J., & Holweg, M. (2022, December 13). Managing the new tensions of hybrid work. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/managing-the-new-tensions-of-hybrid-work/>
- Feinstein, L. (2023, June 13). Is this New York City office the future of the workplace? *Metropolis*. <https://metropolismag.com/projects/is-this-new-york-city-office-the-future-of-the-workplace/>

## **Session 5: Sourcing Talent and Orchestrating Workforce Ecosystems**

Mandatory:

- Hunt, S. T. (2022). Filling positions and the experience of moving into new roles. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 109-130). John Wiley & Sons, Inc.
- Altmann, E. J., Kiron, D., Jones, R., & Kearns-Manolatos, D. (2021, April 13). Workforce ecosystems: A new strategic approach to the future of work. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/projects/workforce-ecosystems-a-new-strategic-approach-to-the-future-of-work/>

Elective:

- Mortensen, M., & Edmondson, A. (2023, January-February). Rethink your employee value proposition. *Harvard Business Review*. <https://hbr.org/2023/01/rethink-your-employee-value-proposition#:~:text=Offer%20your%20people%20more%20than%20just%20flexibility.&text=The%20Great%20Resignation%20and%20a%20major%20challenge%20for%20employers.>
- De Smet, A., Dowling, B., Hancock, B., & Schaninger, B. (2022, July 13). The Great Attrition is making hiring harder: Are you searching the right talent pools? *McKinsey Quarterly*. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-great-attrition-is-making-hiring-harder-are-you-searching-the-right-talent-pools>
- Cappelli, P. (2019, May-June). Your approach to hiring is all wrong. *Harvard Business Review*. <https://hbr.org/2019/05/your-approach-to-hiring-is-all-wrong>



- Green, J., & McClave, C. (2021, December 09). How midsize firms can attract – and retain – talent right now. *Harvard Business Review*. <https://hbr.org/2021/12/how-midsize-firms-can-attract-and-retain-talent-right-now>
- Oakes, K. (2022). Make onboarding about relationships versus red tape. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 207-218). McGraw Hill Education.
- Oakes, K. (2022). Don't underestimate the value of external sentiment. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 275-290). McGraw Hill Education.

## **Session 6: Building Talent, Upskilling People, and Enabling Learning**

### Mandatory:

- Hunt, S. T. (2022). Developing capabilities and the employee experience of learning. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 131-148). John Wiley & Sons, Inc.
- Durth, S., Komm, A., & Reich, A. (2023, March 03). Reimagining people development to overcome talent challenges. *McKinsey*. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/reimagining-people-development-to-overcome-talent-challenges#/>
- Oakes, K. (2022). Increase the focus on talent mobility. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 259-274). McGraw Hill Education.

### Elective:

- Schwartz, T. (2018, May 07). Create a growth culture, not a performance-obsessed one. *Harvard Business Review*. <https://hbr.org/2018/03/create-a-growth-culture-not-a-performance-obsessed-one>
- Raman, A., & Rosenblum, E. (2023, June 21). Focus on skills to grow your workforce. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/article/focus-on-skills-to-grow-your-workforce/>
- Cowgil, B., Davis, J. M. V., Montagnes, P., Perkowski, P., & Hammer, B. (2023, May-June). How to design an internal talent marketplace. *Harvard Business Review*. <https://hbr.org/2023/05/how-to-design-an-internal-talent-marketplace>
- Fernández-Aráoz, C., Roscoe, A., & Aramaki, K. (2017, November-December). Turning potential into success: The missing link in leadership development. *Harvard Business Review*. <https://hbr.org/2017/11/turning-potential-into-success-the-missing-link-in-leadership-development>
- Oakes, K. (2022). Provide training on the desired behaviors. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 191-206). McGraw Hill Education.

## **Session 7: Unlocking Performance Through Employee Engagement and Experiences**

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### Mandatory:

- Hunt, S. T. (2022). Creating engagement and employee experiences that inspire successful performance. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 149-176). John Wiley & Sons, Inc.
- Hunt, S. T. (2022). Appendix: The Peloton model of team performance. In *Talent Tectonics: Navigating global workforce shifts, building resilient organizations, and reimagining the employee experience* (pp. 255-258). John Wiley & Sons, Inc.
- Buckingham, M., & Goodall, A. (2015, April). Reinventing performance management. *Harvard Business Review*. <https://hbr.org/2015/04/reinventing-performance-management>
- Oakes, K. (2022). Change performance management practices. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 233-246). McGraw Hill Education.

### Elective:

- Rock, D., & Jones, B. (2015, September 08). Why more and more companies are ditching performance ratings. *Harvard Business Review*. <https://hbr.org/2015/09/why-more-and-more-companies-are-ditching-performance-ratings>
- Bock, L (2015). Why everyone hates performance management and what we decided to do about it. In *Insights from inside Google work rules! that will transform how you live and lead*. Grand Central Publishing.
- Lai, L. (2017, June 27). Motivating employees is not about carrots or sticks. *Harvard Business Review*. <https://hbr.org/2017/06/motivating-employees-is-not-about-carrots-or-sticks>
- Bock, L (2015). The Two Tails. In *Insights from inside Google work rules! that will transform how you live and lead*. Grand Central Publishing.

## **Session 8: Shaping and Guarding Organizational Culture: Blueprinting Culture**

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### Mandatory:

- Oakes, K. (2022). Does culture predict performance? In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 1-10). McGraw Hill Education.
- Oakes, K. (2022). The rise of the unicorns. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 11-20). McGraw Hill Education.
- Oakes, K. (2022). Culture renovation needs to start at the top. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 21-42). McGraw Hill Education.
- Oakes, K. (2022). Step #1: Develop and deploy a comprehensive listening strategy. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 43-52). McGraw Hill Education.

## **Session 9: Shaping and Guarding Organizational Culture: Building Culture**

Mandatory:

- Oakes, K. (2022). Step #2: Figure out what to keep. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 53-62). McGraw Hill Education.
- Oakes, K. (2022). Step #3: Set your cultural path. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 63-74). McGraw Hill Education.
- Oakes, K. (2022). Step #4: Define the desired behaviors. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 75-84). McGraw Hill Education.
- Oakes, K. (2022). Step #5: Identify influencers, energizers, and blockers. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 85-100). McGraw Hill Education.
- Oakes, K. (2022). Step #6: Determine how progress will be measured, monitored, and reported. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 101-122). McGraw Hill Education.

## **Session 10: Shaping and Guarding Organizational Culture: Culture Change**

Mandatory:

- Oakes, K. (2022). Step #7: Clearly communicate that change is coming. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 123-132). McGraw Hill Education.
- Oakes, K. (2022). Step #8: Ferret out skeptics and nonbelievers early. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 133-148). McGraw Hill Education.
- Oakes, K. (2022). Step #9: Paint a vision for the future. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 149-168). McGraw Hill Education.
- Oakes, K. (2022). Step #10: Consciously collaborate. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 169-180). McGraw Hill Education.
- Oakes, K. (2022). Step #11: Establish a co-creation mindset. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 181-190). McGraw Hill Education.
- Oakes, K. (2022). Step #12: Provide training on the desired behaviors. In *Culture Renovation: 18 leadership actions to build an unshakeable company* (pp. 191-203). McGraw Hill Education.

## **Session 11: Maintaining Healthy Workplaces, Organizations, and Teams**

Mandatory:

- Hunt, S. T. (2022). Increasing efficiency, ensuring compliance and security, and building culture. In *Talent Tectonics: Navigating global workforce shifts, building*

*resilient organizations, and reimagining the employee experience* (pp. 177-196). John Wiley & Sons, Inc.

- De Neve, J-E., Kaats, M., & Ward, G. (2023, May 12). Workplace wellbeing and firm performance. *University of Oxford Wellbeing Research Center, Working Paper 2304*. doi.org/10.5287/ora-bpkbjayvk
- Bhatt, J. (2022, June 21). Employee health contributes to organizational health: The commitment to employee health and well-being should start in the C-suite. *Deloitte Insights Magazine*, 30.  
<https://www2.deloitte.com/us/en/insights/industry/health-care/improving-employee-health-andwellbeing.html/#:~:text=The%20organizations%20that%20figure%20out,and%20a%20boost%20in%20productivity>.

Elective:

- Roulet, T., & Bhatti, K. (2023, April 13). Well-Being intelligence: A skill set for the new world of work. *MIT Sloan Management Review*.  
<https://sloanreview.mit.edu/article/well-being-intelligence-a-skill-set-for-the-new-world-of-work/>
- Gube, M., & Hennelly, D. S. (2022, August 25). Resilient organizations make psychological safety a strategic priority. *Harvard Business Review*.  
<https://hbr.org/2022/08/resilient-organizations-make-psychological-safety-a-strategic-priority>
- Bonin, G., Horne, J., Halliday, K., & MacDonald, C. (2023, April 28). The next frontier of workplace culture: How employers can win on mental health and wellbeing. *Boston Consulting Group*. <https://www.bcg.com/en-ca/publications/2023/workplace-burnout-costing-canadian-companies-billions?linkId=217294399>
- Brower, T. (2023, January 29). Managers have major impact on mental health: How to lead for wellbeing. *Forbes*.  
<https://www.forbes.com/sites/tracybrower/2023/01/29/managers-have-major-impact-on-mental-health-how-to-lead-for-wellbeing/amp/>
- Michalak, C., & Jackson, M. (2022, March 04). Supporting the well-being of your underrepresented employees. *Harvard Business Review*.  
<https://www.google.com/search?client=safari&rls=en&q=Supporting+the+well-being+of+your+underrepresented+employees&ie=UTF-8&oe=UTF-8>

## Academic Integrity

EMBA candidates are expected to adhere to the Code of Academic Conduct and to behave in a manner becoming a Concordia graduate student.

Plagiarism is the most frequent offence under the Academic Code of Conduct. Plagiarism is a serious offence, and plagiarism charges against you can tarnish your record and reputation for years. While getting help and collaborating on an assignment is acceptable, submitting work that is not yours is simply unacceptable.

The Code of Conduct (Academic) states that "the integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University" (Academic Code of Conduct, art. 1, Graduate Calendar, 2008-2009, page 834).

All Concordia students are expected to familiarize themselves with the contents of this Code. You are encouraged to read the pertinent section in the 2008-2009 Concordia Graduate Calendar (pages 834-851) and visit <http://provost.concordia.ca/academicintegrity/>, both of which provide useful information about proper academic conduct. Make sure to take the Academic Integrity Test if you have not done it already.

Any form of cheating, plagiarism, personation, or falsification of a document and any other form of dishonest behaviour in obtaining academic gain or avoiding evaluative exercises committed by a student is an academic offence under the Concordia University Academic Code of Conduct.

*As a simple rule: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it! Ignorance is not an excuse!*

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

## Feedback and Grading

The objective of this course is to broaden your knowledge and skills in the area of Talent Management. Working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course.

Graduate-level grades are based on performance, not effort. There are no "A" students and "B" students; rather, there is "A" work and "B" work.

- Marks in the "A" range are reserved for exceptional work that exceeds course expectations. Achieving that level of scholarship is your responsibility.
- Marks in the "B" range are allocated to work that fulfills course expectations.
- Marks in the "C" range are assigned to work that is complete but weak.

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### **A+ EXCEPTIONAL** in all respects

- " contains original creative thought "
- " very well organized and expressed
- " sound critical evaluation
- " clear command of techniques and principles

### **A to A- EXCELLENT**

- " well organized with few errors
  - " shows clear understanding of concepts
  - " evidence of critical thought
  - " ability to discriminate & interpret issues
  - " analytic treatment of content
-

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" consistently exceeds expectations	" application of ideas
" high level of synthesis	" synthesis — connections among disparate details or ideas
" new understandings	" abstraction of content to real applications
" extension of course content	

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**B+ VERY GOOD**

- " constitutes above-average graduate work
- " shows advanced comprehension of course content
- " meets criteria for assignment
- " shows basic competence in synthesis
- " critical thinking
- " logically organized

**B to B- ADEQUATE to GOOD**

- " constitutes baseline for graduate work
  - " shows comprehension of course content
  - " coherent, understandable
  - " contains key elements, basic facts/knowledge
  - " grammatically correct writing
  - " little extension, abstraction or integration of concepts
- 

**C WEAK**

- " minimally meets requirements, just passes
- 

**Important:** Graduate students can receive no more than one C grade to remain in good standing in the University. Students who receive one (1) C grade will be considered on academic probation.

**Letter and Number Grades**

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The following list provides the equivalent letter and number grades for assignments in this course:

Letter	Number
A+	95-100
A	90-94
A-	85-89
B+	80-84
B	75-79
B-	70-74
C	60-69
F	0-59

\* Note: These grades are simply guidelines. The professor reserves the right to assign respective grades in their class.

# Course Outline

## Corporate Finance and Capital Markets

### Executive MBA

#### General Information

Course Number:

Credits: 3

Professor:

Cellular

Fax:

Email:

# Corporate Finance and Capital Markets - At-a-glance

Session	Topics	Readings from Textbook / Cases	Assignments / Evaluation	Due Date	Value
Review Material	The Corporation Introduction to Financial Statement Analysis	Chapters 1 and 2			
Week 1	Topic 1 - Time Value of Money	Chapters 3.2, 3.3, 4, 5.1 & 5.2  <b>Practice Cases in Slides</b>	<b>Individual Assignment 1: TVM</b>	Week 3	5%
Week 2	Topic 1 - Time Value of Money	<b>Practice Cases in Slides</b>  <b>Case:</b> Replacing El Poderoso	<b>Group Assignment 1</b> <b>Case: Buy or Rent: Living in Singapore</b>	Week 4	10%
Week 3	Topic 2 - Working Capital Management	Chapter 19  <b>Practice Cases in Slides</b>			
Week 4	Topic 3 - Long-term Financing and Capital Structure	Chapters 7.1, 15, 16.1  <b>Practice Cases in Slides</b>			
Week 5	Topic 4 - Fixed Income Instrument Pricing	Chapters 5.3, 5.4 & 6  <b>Practice Cases in Slides</b>	<b>Individual Assignment 2: Bond Valuation</b>	Week 7	5%
Week 6	Topic 4 - Fixed Income Instrument Pricing	<b>Practice Cases in Slides</b>			



		<b>Case:</b> Laurinburg Precision Engineering			
Week 7			<b>Midterm Exam (covers lectures 1 to 6)</b>		25%
Week 8	Topic 5 – Stock and Enterprise Valuation	Chapter 7  <b>Practice Cases in Slides</b>  <b>Case:</b> Valuing Wal-Mart 2010 (discussion and demonstration only)	<b>Individual Assignment 3: Valuing Stocks</b>	Week 10	5%
Week 9	Topic 6 - Investment Decision Rules and Capital Budgeting	Chapters 8, 9 & 12  <b>Practice Cases in Slides</b>			
Week 10	Topic 6 - Investment Decision Rules and Capital Budgeting	<b>Practice Cases in Slides</b>  <b>Case:</b> Equity Apartments	<b>Group Assignment 2</b> <b>Case: TBD – Capital Budgeting</b>	Week 12	10%
Week 11	Topic 7 - Mergers & Acquisitions	Chapter 24			
Week 12	Review and Unfinished Business				
<b>FINAL</b>			<b>Final Exam</b>		40%

# Learning Outcomes

By the end of this course students are expected to:

1. Be familiar with financial and market data.
2. Be able to evaluate the role of working capital and long-term financing decisions in shareholder wealth maximization.
3. Be able to apply basic valuation techniques to fixed income instruments and stocks.
4. Be able to identify the relevant cash flows, determine cost of capital and to recommend value increasing projects.
5. Be able to apply knowledge of financial instrument valuation and capital budgeting techniques to the context of a corporate merger or acquisition.

# Teaching Method

This course introduces core concepts central to corporate financial management and firm value maximization. I will rely on classroom or recorded lectures, in-class problem solving, discussion of assigned readings and cases that convey the basic concepts of time value of money, valuing corporate securities and instruments, estimating cash flows and making capital budgeting decisions. You will also be introduced to concepts related to corporate mergers & acquisitions.

Coming to class prepared is essential for success in this, and all your EMBA classes. This means reading the assigned materials (text chapters and cases), watching the relevant videos and reviewing the posted slides prior to class. You are also encouraged to keep abreast of current business and economic events through financial newspapers and periodicals. To reinforce your learning, you should attempt the recommended textbook problems after class.

# Course Materials

## *Textbook*

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Fundamentals of Corporate Finance, Berk, Demarzo, Harford, Stangeland and Marosi  
Third Canadian Edition, Pearson

## *Additional Material Required for this Course*

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1. Personal computer or device
2. Excel, Word, PowerPoint, a PDF reader
3. Reliable Internet Access
4. A financial calculator is useful but not essential. If you decide to use a financial calculator, I recommend the *Texas Instrument BAII Plus*

## *Case Studies – binder*

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1. Replacing El Poderoso
2. Laurinburg Precision Engineering
3. Valuing Wal-Mart 2010
4. Equity Apartments

## *Group Assignment Cases*

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1. Buy or Rent: Living in Singapore
2. TBD (Capital Budgeting Case)

# Course Evaluation

The final grade for the course will be based on the following components:

<u>Coursework</u>	<u>Value</u>
Individual Assignments	15%
Group Assignments	20%
Midterm Exam	25%
Final Exam	<u>40%</u>
Total	100%

# Details of Assignments

## *1 Group Assignments*

20%

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Assignments will be posted on Moodle and will be primarily problem solving

- a. Both cases will be made available to you.
- b. Guiding questions will be posted two weeks before due dates.
- c. It is recommended that you review the relevant course material to prepare for the calculations in the assignments

## *2 Individual Assignments*

15%

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Assignments will be posted on Moodle and will consist of problem solving

- a. The assignments are Excel based
- b. It is recommended that you review the relevant course material to prepare for the calculations in the assignments

## *3 Midterm Exam (individual)*

25%

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The midterm exam is two hours long and will be held during class time. It will consist of problem solving and theoretical questions. The exam is open-book and you may use your computer. The use of Excel for problem solving is recommended.

## *4 Final Exam (individual)*

40%

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The final exam is three hours long. It will consist of problem solving and theoretical questions. The exam is open-book and you may use your computer. The use of Excel for problem solving is recommended.

# Assessment of Learning Outcomes

Objective	Learning Activity	Assessment
Be familiar with financial and market data.	Lectures, assignments, cases, problem solving and readings	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Problem solving and theory-based exam questions</li> </ul>
Be able to evaluate the role of working capital and long-term financing decisions in shareholder wealth maximization.	Lectures, assignment, cases, problem solving and readings	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Problem solving and theory-based exam questions</li> </ul>
Be able to apply basic valuation techniques to fixed income instruments and stocks	Lectures, assignment, cases, problem solving and readings	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Problem solving exam questions</li> </ul>
Be able to identify the relevant cash flows, determine cost of capital and to recommend value increasing projects.	Lectures, assignment, cases, problem solving and readings	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Problem solving exam questions</li> </ul>
Be able to apply knowledge of financial instrument valuation and capital budgeting techniques to the context of a corporate merger or acquisition.	Lectures, assignment, cases, problem solving and readings	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Problem solving and theory-based exam questions</li> </ul>

# Feedback and Grading

The objective of this course is to broaden your knowledge and skills in the area of capital markets and financial management. Working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course.

Graduate level grades are based on performance not effort. There are no “A” students and “B” students, rather there is “A” work and “B” work.

- Marks in the “A” range are reserved for exceptional work that exceeds course expectations.
- Marks in the “B” range are allocated to work that fulfills course expectations.
- Marks in the “C” range are assigned to work that is complete but weak.

<p><b>A+</b> EXCEPTIONAL in all respects</p> <ul style="list-style-type: none"> <li>▪ contains original creative thought</li> <li>▪ very well organized and expressed</li> <li>▪ sound critical evaluation</li> <li>▪ clear command of techniques and principles</li> <li>▪ consistently exceeds expectations</li> <li>▪ high level of synthesis</li> <li>▪ new understandings</li> <li>▪ extension of course content</li> </ul>	<p><b>A to A-</b> EXCELLENT</p> <ul style="list-style-type: none"> <li>▪ well organized with few errors</li> <li>▪ shows clear understanding of concepts</li> <li>▪ evidence of critical thought</li> <li>▪ ability to discriminate &amp; interpret issues</li> <li>▪ analytic treatment of content</li> <li>▪ application of ideas</li> <li>▪ synthesis—connections among disparate details or ideas</li> <li>▪ abstraction of content to real applications</li> </ul>
<p><b>B+</b> VERY GOOD</p> <ul style="list-style-type: none"> <li>▪ constitutes above-average graduate work</li> <li>▪ shows advanced comprehension of course content</li> <li>▪ meets criteria for assignment</li> <li>▪ shows basic competence in synthesis</li> <li>▪ critical thinking</li> <li>▪ logically organized</li> </ul>	<p><b>B to B-</b> ADEQUATE to GOOD</p> <ul style="list-style-type: none"> <li>▪ constitutes baseline for graduate work</li> <li>▪ shows comprehension of course content</li> <li>▪ coherent, understandable</li> <li>▪ contains key elements, basic facts/knowledge</li> <li>▪ grammatically correct writing</li> <li>▪ little extension, abstraction or integration of concepts</li> </ul>
<p><b>C</b> WEAK</p> <ul style="list-style-type: none"> <li>▪ minimally meets requirements, just passes</li> </ul>	<p><b>Important:</b> Graduate students are allowed to receive no more than one C grade to remain in good standing in the University. Students who receive one C grade will be considered on academic probation</p>

## Letter and Number Grades

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The following list provides the equivalent letter and number grades for assignments in this course:

<b>Letter</b>	<b>Number</b>		
A+	90	-	100
A	85	-	89
A-	80	-	84
B+	75	-	79
B	70	-	74
B-	65	-	69
C	60	-	64
F	0	-	59

## Code of Conduct

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 Concordia University Academic Code of Conduct.

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# Course Outline

## Innovation & Venture Creation

### Executive MBA

#### General Information

Course Number EMBA 635

Credits 3

Professor

Telephone

Email

## **Course Overview:**

This 20-week course is designed for students to transform a rough idea into a launch-ready business. By the end of the course, students will present their business proposals to an industry advisory board for assessment. Throughout the course, students will have the opportunity to meet with the instructor up to 14 times for guidance and feedback.

## **Course Objectives:**

- Equip students with the theoretical concepts of creativity and innovation.
- Guide students in developing and refining their business ideas.
- Provide hands-on experience in starting a new venture.
- Foster a deep understanding of the challenges and opportunities in launching a new business.

## **Week-by-Week Breakdown:**

### *Week 1: Introduction to Innovation & Entrepreneurship*

- Understanding the landscape of innovation.
- The importance of creativity in entrepreneurship.
- Deliverable: Personal reflection on innovation (1 page).

### *Week 2: Idea Generation & Validation*

- Techniques for brainstorming and idea generation.
- Validating the feasibility of business ideas.
- Deliverable: Initial business idea summary (2 pages).

### *Week 3: Business Model Canvas Workshop*

- Introduction to the Business Model Canvas.
- Mapping out the initial business model.
- Deliverable: Draft of Business Model Canvas.

### *Week 4: Value Proposition & Customer Segmentation*

- Identifying and understanding target customers.
- Crafting a compelling value proposition.
- Deliverable: Detailed value proposition statement.

### *Week 5: Market Research & Analysis*

- Techniques for conducting market research.
- Identifying market trends and opportunities.
- Deliverable: Preliminary market research report (3-5 pages).

### *Week 6: Competitive Analysis*

- Understanding the competitive landscape.
- Identifying unique selling propositions (USPs).
- Deliverable: Competitive landscape report (3-5 pages).

### *Week 7: Financial Planning & Projections*

- Basics of financial modeling for startups.
- Understanding revenue streams and cost structures.
- Deliverable: Initial financial model.

*Week 8: Legal Considerations for Startups*

- Intellectual property rights.
- Legal structures for new ventures.
- Deliverable: Overview of potential legal considerations for the business.

*Week 9: Go-to-Market Strategy*

- Developing a launch plan.
- Marketing and sales strategies.
- Deliverable: Draft of the go-to-market strategy.

*Week 10: Pitching Workshop*

- Crafting a compelling pitch.
- Presentation skills for entrepreneurs.
- Deliverable: Initial pitch deck.

*Weeks 11-18. Development & Refinement*

- Weeks dedicated to refining business models, conducting further research, and preparing for the final presentation.
- Up to two Scheduled meetings with the instructor for feedback.
- Deliverable (Week 15): Refined business plan (10-15 pages).

*Week 19: Preparation for Final Presentation*

- Final touches on the business proposal.
- Rehearsals and feedback from peers.
- Deliverable: Final business proposal and pitch deck.

*Week 20: Final Presentation to Industry experts*

- Students present their business proposals.
- Feedback and assessment by the industry experts and the instructor.

Throughout the course you will continually seek to refine your venture's value proposition, and all core elements of your business model based on instructor, expert, and peer feedback. You will be exposed to the key decisions that need to be taken to get the venture off the ground, as well as a discussion of frameworks and mindset that entrepreneurs should adopt. Students will form a venture team, develop a business idea and finally pitch the idea to a panel of real angel investors. A number of projects may go on to become real ventures.

You will finish the course with the blueprint to start a new venture. This course is also helpful for those students who don't know if they are interested in pursuing an entrepreneurial career but want to better understand what that would entail.

# Assessment Plan & Deliverables:

## 1. *Contribution to Discussion & Workshops (20%)*

This assessment is based on active participation in class discussions, workshops, and roundtable sessions. It evaluates the student's engagement, understanding of the topics, and ability to contribute constructively.

## 2. *Business Model Canvas & Value Proposition (20%)*

- Deliverable: Draft of Business Model Canvas (Week 3).
- Deliverable: Detailed value proposition statement (Week 4).

This assessment evaluates the student's ability to conceptualize their business idea, identify key components of their business model, and articulate a compelling value proposition.

## 3. *Market Research & Competitive Analysis Report (20%)*

- Deliverable: Preliminary market research report (Week 5, 3-5 pages).
- Deliverable: Competitive landscape report (Week 6, 3-5 pages).

This assessment evaluates the student's understanding of the market, their ability to identify potential opportunities and threats, and their grasp of the competitive landscape.

## 4. *Financial Model & Projections (20%)*

- Deliverable: Initial financial model (Week 7).

This assessment evaluates the student's ability to forecast the financial aspects of their business, including revenue streams, cost structures, and potential profitability.

## 5. *Final Presentation to Industry Advisory Board (20%)*

- Deliverable: Final business proposal and pitch deck (Week 19).
- Deliverable: Presentation and Q&A session (Week 20).

This assessment evaluates the student's ability to present their business idea convincingly, answer questions from the advisory board, and demonstrate readiness to launch the business.

### **Additional Deliverables (Not Directly Tied to Assessment but Crucial for Course Completion):**

- Personal reflection on innovation (Week 1, 1 page).
- Initial business idea summary (Week 2, 2 pages).
- Overview of potential legal considerations for the business (Week 8).
- Draft of the go-to-market strategy (Week 9).
- Initial pitch deck (Week 10).
- Refined business plan (Week 15, 10-15 pages).

# Course Materials

## Textbook(s)

1. *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Authors: Alexander Osterwalder and Yves Pigneur
2. *Value Proposition Design: How to Create Products and Services Customers Want*, Authors: Alexander Osterwalder, Yves Pigneur, Gregory Bernarda and Alan Smith
3. *The Definitive Business Plan: The Fast Track to Intelligent Planning for Executives and Entrepreneurs (3rd Edition)* Author: Richard Stutely

## Suggested Readings

1. *Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant* Authors: W. Chan Kim, Renée A. Mauborgne
2. *Testing Business Ideas: A Field Guide for Rapid Experimentation* Authors: Alexander Osterwalder, David J. Bland
3. *The Invincible Company: How to Constantly Reinvent Your Organization with Inspiration From the World's Best Business Models*, Authors: Alexander Osterwalder, Yves Pigneur, Allan Smith and Frederick Etienne

## Additional Resource Materials

*Will be made available on the EMBA 635A Moodle site:*

1. *All of the power point presentations;*
2. *Current articles and research;*

# Feedback and Grading

The objective of this course is to broaden your knowledge and skills in the area of Launching New Ventures. Working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course.

Graduate level grades are based on performance not effort. There are no “A” students and “B” students, rather there is “A” work and “B” work.

- Marks in the “A” range are reserved for exceptional work that exceeds course expectations. Achieving that level of scholarship is your responsibility.
- Marks in the “B” range are allocated to work that fulfills course expectations.
- Marks in the “C” range are assigned to work that is complete but weak.

<p><b>A+    EXCEPTIONAL</b> in all respects</p> <ul style="list-style-type: none"> <li>▪ contains original creative thought</li> <li>▪ very well organized and expressed</li> <li>▪ sound critical evaluation</li> <li>▪ clear command of techniques and principles</li> <li>▪ consistently exceeds expectations</li> <li>▪ high level of synthesis</li> <li>▪ new understandings</li> <li>▪ extension of course content</li> </ul>	<p><b>A to A-    EXCELLENT</b></p> <ul style="list-style-type: none"> <li>▪ well organized with few errors</li> <li>▪ shows clear understanding of concepts</li> <li>▪ evidence of critical thought</li> <li>▪ ability to discriminate &amp; interpret issues</li> <li>▪ analytic treatment of content</li> <li>▪ application of ideas</li> <li>▪ synthesis—connections among disparate details or ideas</li> <li>▪ abstraction of content to real applications</li> </ul>
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<p><b>C    WEAK</b></p> <ul style="list-style-type: none"> <li>▪ minimally meets requirements, just passes</li> </ul>	

**Important:** Graduate students are allowed to receive no more than one C grade to remain in good standing in the University. Students who receive one (1) C grade will be considered on academic probation.

## *Letter and Number Grades*

The following list provides the equivalent letter and number grades for assignments in this course:

<b>Letter</b>	<b>Number</b>		
A+	90	-	100
A	85	-	89
A-	80	-	84
B+	77	-	79
B	73	-	76
B-	70	-	72
C	60	-	69
F	0	-	59



## Course Outline for EMBA 625: Business Opportunities and Cultural Immersion - International Study Trip

**Description:** EMBA 625 is an experiential course designed to broaden EMBA student's business acumen within the context of global diversity. As an integrative component of the EMBA program, this course offers an opportunity to delve into the nuances of international business practices. Scheduled at the culmination of the second term, it allows students to apply and test their knowledge in a real-world setting, providing a firsthand look at the economic, political, social, and cultural dynamics that shape business landscapes abroad.

### Activities:

- **Pre-Trip Orientation and Workshops:**
  - Cultural sensitivity training and introduction to the region's business etiquette.
  - Seminars on the region's economic landscape and industry analysis.
  - Language basics and communication strategies for the specific cultural context.
- **In-Country Business Seminars:**
  - Meetings with local business leaders and entrepreneurs.
  - Visits to local companies to understand operational practices and market dynamics.
  - Workshops on regional trade agreements, legal frameworks, and compliance.
- **Cultural Immersion Activities:**
  - Guided tours of significant cultural and historical sites.
  - Participation in local customs and traditions to gain cultural insights.
  - Social and networking events with local EMBA alumni and business professionals.
- **Economic and Political Briefings:**
  - Discussions with local economists and political analysts.
  - Briefings on the region's economic policies, political climate, and their impact on business.
- **Sustainability and Corporate Responsibility:**
  - Case studies on sustainable business practices within the region.
  - Visits to companies known for their corporate social responsibility initiatives.
- **Group Projects and Presentations:**
  - Collaborative projects analyzing a specific business sector or opportunity in the region.
  - Presentations on strategic approaches to entering or expanding in the local market.
- **Reflection and Integration Sessions:**
  - Daily debriefs to reflect on the experiences and lessons of the day.
  - Final group reflection to integrate the learning and discuss applications to students' own business contexts.
- **Post-Trip Analysis and Report:**
  - Submission of an individual report detailing the business opportunities identified, cultural insights gained, and strategic recommendations.

# Course Outline

## Value Creation through Business Processes

### Executive MBA

### Winter 2023

#### General Information

Course Number:	EMBA 620
Credits:	3
Professor:	Navneet Vidyarthi, Ph.D.
Office	MB 12.339
Office Hours	By Appointment
Telephone:	(514) 848-2424 Ext. 2990
Fax:	(514) 848-2424
Email:	<a href="mailto:n.vidyarthi@concordia.ca">n.vidyarthi@concordia.ca</a>

## Value Creation through Business Processes At-a-glance

Week	Date	Topics	Readings	Assignments / Evaluation due	Due Date	Weight
1	January 6	Business Process Analysis: Introduction <i>Case: Kristen's Cookie Company (A1)</i>	Ch. 2, and 3	(Refer to the questions in Assignment 1)		5%
2	January 14	Estimating and Reducing Labor Costs <i>Case: National Blends Inc.</i>	Ch. 4			
3	January 20	Batching and other Flow Interruptions <i>Case: AIC Netbooks: Optimizing Product Assembly</i>	Ch. 5	(Refer to the questions in Assignment 2)	Assignment 1	5%
4	January 28	Quality Management <i>Case: Process Control at Polaroid (A)</i>	Ch. 7			
5	February 3	Process Analysis with Variability <i>Case: Eastern Medical Faculty Foundation: The Internal Medicine Call Centre Service</i>	Ch. 9	(Refer to the questions in Assignment 3)	Assignment 2	5%
6	February 11	Project Management <i>Case: Project Management Analysis in the Internet Forecasting Industry</i>	Ch. 12			
7	February 17	Betting on Uncertain Demand <i>Case: Forecasting and Procurement at Le Club Français du Vin</i>	Ch. 14	(Refer to the questions in Assignment 4)	Assignment 3	5%
8	February 25	Supply Chain Management: Coordination through Contracts <i>Case: Supply Contracts at SkiRetail</i>	Ch. 19			
9	March 10	Revenue Management & Dynamic Pricing	Ch. 18		Assignment 4	5%
10	March 18	Supply Chain Disruptions and Risk Management	External Material			
11	March 24	ERP Simulation Game <i>(Extended Class: 3.30 to 6.30 pm)</i>	External Material	(Refer to the questions in ERP Game Handout)		
12	April 1	Product Design using Quality Function Deployment	External Material		ERP Report Due	
16	April 22	Term Paper Presentation			Term paper	

# Code of Conduct

Any form of cheating, plagiarism, personation, falsification of a document as well as any other form of dishonest behavior related to the obtention of academic gain or the avoidance of evaluative exercises committed by a student is an academic offence under the Concordia University Academic Code of Conduct.

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# Course Objectives

This course looks at how companies can improve their business processes to deliver services or build products that are valued by their customers. In today's business environment, companies are closely interconnected with global supply chains and distribution channels as well as multiple stakeholders. In this course, students learn to design, operate and improve a network of operations among various stakeholders to ensure that systems are properly managed so that the flow of material and information is fluid. Some of the topics covered include **supply chain network design, service delivery improvement, sourcing, risk management and enterprise resource planning (ERP)**.

# Learning Outcomes

By the end of this course students are expected to:

- a) Be able to improve productivity, responsiveness and flexibility of service delivery or product manufacturing
- b) Be able to implement practices such as lean operations, value stream mapping, six sigma and continuous improvement
- c) Ensure that information systems are designed to enhance connectedness among stakeholders, support business processes and improve performance
- d) Take action to increase value chain sustainability and resilience.

# Course Materials

## **Textbook**

Gerard Cachon, Christian Terwiesch, *Matching Supply with Demand: An Introduction to Operations Management*, 4<sup>th</sup> Edition. McGraw-Hill Higher Education, 2019.

## **Additional Materials**

Course Binder: Comprise of Lecture Slides

Course Website: Refer to Supplementary Slides, Supplementary Readings on the Course Website.

## **Cases:**

1. *Kristen's Cookie Company (A1)*
2. *National Blends Inc.*
3. *AIC Netbooks: Optimizing Product Assembly*
4. *Project Management Analysis in the Internet Forecasting Industry*
5. *Eastern Medical Faculty Foundation: The Internal Medicine Call Centre Service*
6. *Process Control at Polaroid*
7. *Forecasting and Procurement at Le Club Français du Vin*
8. *Supply Contracts at SkiRetail*

# Details of Assignments/Exams

1. Assignments 1 through 4 (To be submitted in your study groups only) 4X5%
2. Final Exam (individual activity) 40%
  - a. The final exam will be 3 hours long and will consist of a mixture of problem solving and open-ended case related questions.

## Student Evaluation

The final grade in the course will be allocated as follows:

Assessment	Handed Out	Due	Weight
Assignment 1	Session 1	Session 3	5%
Assignment 2	Session 3	Session 5	5%
Assignment 3	Session 5	Session 7	5%
Assignment 4	Session 7	Session 9	5%
ERP Simulation	Session 11		5%
Quiz 1 (Individual)			10%
Quiz 2 (Individual)			10%
Term Paper and Group Presentation	Session 16		15%
Final Exam (Individual)	3 Hours		40%
<b>Total</b>			<b>100%</b>

Please note that all assignments are to be handed-in at 8:00 hr. in the morning on the due date.

## Letter and Number Grades

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The following list provides the equivalent letter and number grades for assignments in this course:

<b>Letter</b>	<b>Number</b>		
A+	90	-	100
A	85	-	89
A-	80	-	84
B+	75	-	79
B	70	-	74
B-	65	-	69
C	60	-	64
F	0	-	59

\* Note: These grades are simply guidelines. The professor reserves the right to assign respective grades in their class.

# Feedback and Grading

The objective of this course is to broaden your knowledge and skills in the area of operations management / supply chain management. Working through the assignments will enable you to develop a better understanding of this field. Feedback will be provided to you throughout the course.

Graduate level grades are based on performance not effort. There are no “A” students and “B” students, rather there is “A” work and “B” work.

- Marks in the “A” range are reserved for exceptional work that exceeds course expectations. Achieving that level of scholarship is your responsibility.
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## Navneet Vidyarthi, Ph.D.

Associate Professor, Supply Chain Management, John Molson School of Business



Dr. Vidyarthi joined Concordia University in 2008 and has been an Associate Professor of Supply Chain Management at the John Molson School of Business since 2015. He received his Ph.D. degree in Management Sciences/Operations Research from the University of Waterloo (Ontario) and an M.A.Sc. in Industrial Engineering from the University of Windsor (Ontario).

His teaching interests are in the broad area of operations management, logistics and supply chain analytics. He has taught at undergraduate, MBA, Executive MBA, and MSCM levels at JMSB. He has co-authored a textbook on *Operations Management: Creating Value along the Supply Chain* published by John Wiley and Sons, Canada Ltd. His current research interests are in the areas of Supply Chain Management, Logistics and Transportation, Supply Chain Risk Management, Sustainability, Retail Analytics, and Facility Location, Network Design and Optimization. He has received over half a million dollars in research funding from the internal and external agencies including the Natural Sciences and Engineering Research Council of Canada (NSERC), Social Sciences and Humanities Research Council of Canada (SSHRC), Fonds de Recherche du Québec - Société et Culture (FRQSC), and Mathematics of Information Technology and Complex Systems (MITACS) as the sole principal investigator. He has published twenty-five articles in prestigious journals including *Transportation Science*, *IIE Transactions*, *European Journal of Operational Research*, *Computers and Operations Research*, *Journal of Global Optimization*, *Transportation Research - Part E* amongst others. He has supervised post-doctoral fellows, PhD students, master's students and undergraduate research internship students. Some of his doctoral student's thesis and research papers have won the INFORMS dissertation award and the best student paper competition. He has also supervised over 50 undergraduate students in supply chain/logistics projects with several companies including Bombardier Inc., Pratt & Whitney Canada, Home Depot, Nova Bus, Wire Rope Industries Ltd., among others. He has also served (as an examiner) on several PhD committees and Master thesis committees.

In recognition of his outstanding research contributions at the JMSB, he received the 2019 and 2014 Dean's Award for Distinguished Scholarship. He was awarded the Petro-Canada Young Innovator Award in the Strategic Research Cluster "The Person and Society," in 2013. He is a regular member of the leading Interuniversity Research Centre on Enterprise Networks, Logistics and Transportation (CIRRELT), Montreal. He has held visiting research positions at the Indian Institute of Management (Lucknow & Ahmedabad) and the Indian Institute of Technology (New Delhi). His consulting and applied research work on operations management, logistics and supply chain management over a 20-year period spans over several industries, including automotive, manufacturing and aerospace sectors.



**SENATE  
OPEN SESSION  
Meeting of March 22, 2024**

**AGENDA ITEM:** Academic Programs Committee (APC) recommendation: New Program: Microprogram in Applied Artificial Intelligence (GCS-COMP-5493)

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to approve the Microprogram in Applied Artificial Intelligence

**BACKGROUND:** Artificial Intelligence (AI) is transforming the technological landscape by enabling data-driven decision-making and predictions. It is a growing field that can help tackle some of the most pressing challenges facing our society including climate change, health and wellbeing, and sustainable cities.

The Gina Cody School ("GCS") is proposing a Microprogram in Applied Artificial Intelligence. The proposed program is an 8-credit graduate program that focuses on project-driven and experiential learning. It seeks to attract current graduate students, alumni and working professionals with a programming background who are interested in developing their AI skills in a practical setting. The program covers the main techniques involved in today's AI systems from traditional statistical learning to advanced deep learning models.

Further details of the program are provided in the attached documentation. The program was approved by the Graduate Curriculum Committee, the Faculty Council of GCS and the APC.

**DRAFT MOTION:**

That, on recommendation of the Academic Programs Committee, Senate approve the Microprogram in Applied Artificial Intelligence, as detailed in the attached documentation.

**PREPARED BY:**

Name: Secretary of Senate

Date: March 12, 2024

**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
February 29, 2024**

**The Academic Programs Committee requests that Senate consider the following changes for the Academic Calendar.**

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

**Graduate Curriculum Proposals (Changes for the 2024-25 Calendar)**

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

Department of Computer Science and Software Engineering (For September 2024 Implementation)  
GCS-COMP-5493; **APC-2024-1-D7**

- New Program: Microprogram in Applied Artificial Intelligence

**School of Graduate Studies**

SGS-SGS-5492; **APC-2024-1-D10** (For May 2024 Implementation)

- New Program: Microprogram in Sustainability



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
February 29, 2024

## **Summary and Rationale for Changes**

Artificial Intelligence (AI) is transforming the technological landscape by enabling data-driven decision-making and predictions. It is a growing field that can help us tackle some of the most pressing challenges facing our society including climate change, health and wellbeing, and sustainable cities. According to an [influential report](#),<sup>[1]</sup> the global AI market is expected to grow from roughly \$10 billion in 2018 to \$126 billion by 2025 and contribute up to \$15.7 trillion per year to the global economy by 2030. With such exponential growth, it is important to train a dynamic workforce knowledgeable in AI.

The Gina Cody School has responded to this challenge by proposing a Microprogram in Applied Artificial Intelligence. The proposed program is an 8-credit graduate program that focuses on project-driven and experiential learning. It seeks to attract current graduate students, alumni and working professionals with a programming background who are interested in developing their AI skills in a practical setting.

The program covers the main techniques involved in today's AI systems from traditional statistical learning to advanced deep learning models. Over the course of two terms, students will be required to complete one course in applied machine learning and one course in applied deep learning. Students will learn through a hands-on AI project from design to implementation and evaluation. Approximately two thirds of the contact hours between instructors/TAs and students will be spent on the projects, while the remaining third will consist of plenary lectures or tutorials on key concepts and technologies related to each individual course, taught from a practical angle. The courses offered in this program complement Gina Cody School graduate courses but are distinct.

[1] Final Report: National Security Commission on Artificial Intelligence (March 2021).

## **Resource Implications**

In the first year, each one of the two courses will be offered to 60 students split into 4 labs of 15 students each. One course will be taught in the Fall term and one in the Winter term. Based on these numbers, the microprogram requires the following resources:

### **Administration**

- A yearly half-course remission for the GPD.
- No extra compensation for a GPA since the microprogram will be supported by an existing GPA.

### **Teaching resources**

- Courses will be taught by existing faculty. The courses that would have been taught by these faculty members will be taught by limited-term or part-time instructors at the regular Gina Cody School course rate.
- Instructors will be supported by TAs who will spend 288 hours per course (72 hours per lab section). Half of the time will be spent in the lab and the other half in lab preparation.

### **Materials**

- Students will need Graphic Processing Units (GPUs) as part of the data processing technology necessary to complete their projects in the lab. GPUs are estimated at \$30,240 per course (\$7,560 per lab section).

**Summary of Committee Discussion: CSGS approval**

**For Submission to:**

” ”  
”

**Approved by:**

” ”  
”

The CSGS has delegated the approval of microprograms to GCC"

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 Feb 2024

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 22 Jan 2024

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2324 5 D3). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

**Summary of Committee Discussion: Faculty Curriculum Approval (FCC/FAPC)**

**For Submission to:**

R. Berger, Associate Dean, Academic Program & Development / School of Graduate Studies,  
The Graduate Curriculum Committee (GCC), 15 Jan 2024

**Approved by:**

M. Debbabi, Dean,  
Council of the Gina Cody School of Engineering and Computer Science, 08 Dec 2023

At its meeting on December 8, 2023, the Council of the Gina Cody School of Engineering and Computer Science has reviewed and approved, as presented, the new Applied AI Microprogram.

The Dean has reviewed and approved the resource implications of this proposal.

Details of the new program proposal are explained in the attached dossier.


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

Thank you for your consideration of this proposal.



## APPLIED ARTIFICIAL INTELLIGENCE GRADUATE MICROPROGRAM PROPOSAL

### GENERAL INFORMATION

<b>Name of proposed microprogram</b>	Microprogram in Applied Artificial Intelligence
<b>Hosting units and leads</b>	Computer-Science and Software Engineering Department (CSSE) Applied AI Institute (AAll)
<b>Total credit value</b>	8
<b>Proposed start date</b>	September 2024
<b>Dean signature</b>	

### MICROPROGRAM OVERVIEW

Artificial Intelligence (AI) is transforming the technological landscape by enabling data-driven decision-making and predictions. It is a growing field that can help us tackle some of the most pressing challenges facing our society including climate change, health and wellbeing, and sustainable cities. According to an [influential report](#),<sup>1</sup> the global AI market is expected to grow from roughly \$10 billion in 2018 to \$126 billion by 2025 and contribute up to \$15.7 trillion per year to the global economy by 2030. With such exponential growth, it is important to train a dynamic workforce knowledgeable in AI.

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The program covers the main techniques involved in today's AI systems from traditional statistical learning to advanced deep learning models. Over the course of two terms, students will be required to complete one course in applied machine learning and one course in applied deep learning. Students will learn through a hands-on AI project from design to implementation and evaluation. Approximately two

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<sup>1</sup> Final Report: National Security Commission on Artificial Intelligence (March 2021).

thirds of the contact hours between instructors/TAs and students will be spent on the projects, while the remaining third will consist of plenary lectures or tutorials on key concepts and technologies related to each individual course, taught from a practical angle. The courses offered in this program complement Gina Cody School graduate courses but are distinct.

## DESIRED STUDENT PROFILE

The proposed microprogram seeks to attract students from the three following categories interested in developing their AI skills:

- Current Gina Cody School graduate students
- Concordia graduate students enrolled in programs outside the Gina Cody School
- Currently employed working professionals. An example of similar professionals are the 120 Ericsson employees who completed the project-driven AI program delivered from October 2021 to March 2022 by Concordia's Applied AI Institute.

Interested applicants from all categories must have a background in computer programming to be admitted into the microprogram.

## MICROPROGRAM AT THE GRADUATE LEVEL

This program will be open to students seeking graduate-level, specialized training in applied AI. As with all graduate programs, applicants must have completed an undergraduate degree in a related discipline or demonstrate commensurate work experience that demonstrates their preparedness to succeed in graduate education. The microprogram will offer opportunities for specialized and targeted experiential learning to Concordia graduate students and to currently employed and unemployed professionals in the field.

### Admission requirements

- Bachelor's degree in computer science, engineering or related discipline with a cumulative GPA of 3.00 or higher.
- Undergraduate courses in computer science ([COMP 249](#) or equivalent).
- Relevant practical experience with programming.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field.

The admissions committee will measure the applicants' relevant programming experience based on their undergraduate transcripts and on the additional training and work experience listed in their CVs.

## CURRICULUM

The microprogram seeks to provide students with practical expertise in machine and deep learning by maintaining a strong focus on hands-on experience and emphasizing project-oriented learning. Students will go through the entire lifecycle of an AI project from planning and design to implementation and evaluation. Student evaluation will follow the project's lifecycle and students will receive feedback on each milestone as opposed to solely at the end of the project. The main goal is to provide constructive feedback to the team members on how to improve the project and consequently their learning experience.

The microprogram is comprised of two courses, one that focuses on machine learning and one on deep learning. The first year, one course will be offered in the Fall term and one course in the Winter term. Students will be encouraged to follow the scheduled sequence, but no one course stands as a prerequisite for the other one. Both courses have similar learning outcomes and target similar skills. The success of the microprogram resides in the students' exposure to applied knowledge in both machine and deep learning contexts.

### Program learning outcomes

By the end of the microprogram, students will be able to:

1. Evaluate the relevance of AI for a given project
2. Select the right models to implement an AI project
3. Conduct a typical AI project through its entire lifecycle
4. Apply the main AI techniques using state-of-the-art software libraries
5. Critically evaluate the outcomes of an AI model considering potential biases

### Evaluation model

The project development and project evaluation in both courses will follow the milestones below:

#### 1. Project definition

Each team will identify a main project question and a dataset to investigate it. Project questions can relate to any field as long as data is available. Project teams are encouraged to select a different dataset for each course, and to include different data types as well. Instructors ensure that the project is feasible and at the same time ambitious enough.

#### 2. Data exploration & preparation

The team will explore the selected dataset, describe its main features, and identify the required data preparation steps. The team will also visualize the main characteristics of the dataset pertinent to the project, such as feature histograms, correlation matrices, geographical plots, etc.

#### 3. Model creation & implementation

The team will create a data model to address the selected project questions. The nature of the data model will be adjusted depending on the course. The team will create and parametrize the model from

the selected dataset. Depending on team progression, similar but different models (e.g., supervised classifiers) may be implemented and compared.

#### 4. Model evaluation

The team will evaluate their model(s) using appropriate techniques such as cross validation or cluster quality metrics. The team will identify relevant metrics (F1 score, silhouette score, etc.) depending on the project goals and the dataset nature, and will take into consideration potential biases.

#### 5. Results presentation

The team will present their project results to the rest of the class. The team will identify relevant data visualizations, plots, and diagrams to support their presentation.

### **Microprogram courses**

#### Applied Machine Learning (4 credits) COMP 683I

The course aims to provide participants with practical expertise in machine learning by maintaining a strong focus on hands-on experience and emphasizing project-oriented learning. Topics include data preparation, regression, classification, supervised learning, unsupervised learning, semi-supervised learning. Methods include linear models, nearest neighbours, support vector machines, random forests, and boosting. Software tools include the Python ecosystem and scikit-learn, and projects target mainly tabular data.

By the end of the course, successful students will be able to:

- Understand popular machine learning algorithms, including their underlying principles and performance factors.
- Implement machine learning models using scikit-learn and PyTorch.
- Work on real machine learning projects, applying their knowledge and skills to solve practical challenges.

#### Applied Deep Learning (4 credits) COMP 684I

The course aims to provide participants with practical expertise in deep learning by maintaining a strong focus on hands-on experience and emphasizing project-oriented learning. Topics include multi-layer perceptrons, commonly used deep learning model architectures, loss functions, regularization, and optimization methods. Software tools include PyTorch, Jax, and Tensorflow. Projects target mainly computer-vision (image or video) or natural-language data.

By the end of the course, successful students will be able to:

- Understand popular deep learning algorithms, including their underlying principles and performance factors.
- Implement popular techniques using PyTorch.
- Work on real machine learning projects, applying their knowledge and skills to solve practical challenges.

For complete information on course content, structure, materials and evaluation, see the attached course outlines (Appendix I).

### Curriculum map

Skill	Learning outcome	Applied Machine Learning COMP 683 I	Applied Deep Learning COMP 684 I	Project milestone
Analysis Evaluation	Evaluate the relevance of AI for a given project	✓	✓	Project definition
Project planning Project design	Select the right models to implement an AI project	✓	✓	Data exploration & preparation
Application Problem solving Project management	Conduct a typical AI project through its entire lifecycle	✓	✓	Model creation & implementation
	Apply the main AI techniques using state-of-the-art software libraries	✓	✓	
Critical thinking	Critically evaluate the outcomes of an AI model considering potential biases	✓	✓	Model evaluation & presentation

### Microprogram structure

The first year, one course will be offered in the Fall term and the other course in the Winter term. The expected program duration for this first year is two terms. Both courses will be offered in person due to the material requirements and use of lab space.

After the first iteration, the courses will be redesigned for a condensed version to be offered over the Summer term. This will be an attractive option for working professionals and students with family or other responsibilities. Similarly, from year two onwards, the current version of the courses may be offered in the evenings over the Fall and Winter terms. The purpose is to maximize accessibility and accommodate the schedules of different learners.

## RATIONALE AND NEED

### Societal need

AI is transforming the technological landscape by enabling data-driven decision-making and predictions. In the past decade, applications of AI demonstrated major breakthroughs in a number of domains including self-driving cars, protein structure prediction, natural language modeling, and strategy games. While early applications came from large companies, such as the web giants, small and medium-size enterprises are now seeking to adopt AI in a variety of sectors including health, banking, telecommunications, and many more. A new economy has emerged that requires data engineers and scientists to design and deploy AI products.

Over the past decade, governments have invested significantly in AI, supporting academic as well as industrial projects. In Quebec, a vibrant AI ecosystem emerged and is now hosting research groups from the main tech companies as well as renowned academic researchers. However, AI adoption remains limited in the economy, particularly in small and medium-size enterprises, which threatens Quebec's competitiveness and return on investment in this domain.

Workforce shortage is one of the reasons limiting AI adoption in Quebec. A 2022 [report from Institut du Québec](#) found that Québec (6%) and British-Columbia (6.7%) have the largest rate of vacant jobs in Canada, that this rate remains significantly higher than what it was before the pandemic, and that nearly half of the job positions remain open for more than three months. Scientific and technical services, including AI, are the second sector with the most vacancies. This microprogram in Applied AI is a response to the workforce shortage concern.

### Unique offering in Canada

Educational institutions across Canada have responded to the challenge by developing credited academic programs that train students in AI. An overview of the current educational landscape reveals three type of graduate programs that provide training in AI (for the complete overview, see Appendix 2):

1. College graduate certificates (Ontario)
2. Graduate Diplomas (Quebec)
3. Master's (Canada)

Supported by provincial funding, Ontario colleges have developed short graduate certificates in AI that tend to be heavy on coursework (10 courses and more) and include a final applied project. The project is a small component that students may complete in their own computers since the certificates have the option to be taken online. In Quebec, several francophone universities offer graduate diplomas in AI (Diplôme d'études supérieures spécialisées) that are 30 credits divided into ten courses and an applied project. Similar to the Ontario certificates, the project in these graduate diplomas is a small part of predominantly theoretical programs. The main exception to this model is the diploma offered by the [Université de Montréal](#) in partnership with MILA where students complete a four-month internship. The third type of graduate programs in AI are Master's programs offered across the country. There are course-based (e.g. [University of Waterloo](#)) and thesis options (e.g. [Western University](#)), both with few experiential learning components.

Concordia's proposed microprogram is unique in its applied focus. As the only short AI graduate program offered in English in Quebec, it provides students the opportunity to learn experientially as they dedicate fully to an AI project and receive feedback and support through the entire process. Students will have access to Concordia labs and resources, which differentiates the microprogram from other online offerings. As such, the proposed program is the only graduate AI micro-credential in the country. The only other slightly similar program is the University of Manitoba's undergraduate micro-certificate in AI, which targets a different audience. Their program is offered online to an undergraduate population and does not have a practical component. Different from all current offerings, Concordia's proposed graduate microprogram stands as a unique offering that will contribute to the training of a much-needed workforce that can work in the field of AI in Quebec.

### Student interest

The exponential growth and development of AI over the past decade in Quebec, Canada and around the world has positioned machine learning as a valuable field to acquire knowledge and develop skills in. As the only graduate microprogram in applied AI, the proposed microprogram will attract local talent, both students and professionals, interested in incorporating applied AI competencies into their professional skillset.

The pool of potential applicants includes:

- 200+ graduate students currently affiliated with AAIL
- 950+ students who obtained a Concordia Bachelor of Computer Science in the past 5 years
- 750+ graduate students currently enrolled in a CSSE master's (650+ students) or PhD (90+ students)

Beyond Concordia's community, Montreal's vibrant and growing AI scene as well as its large computer science graduate student population will contribute to the microprogram's pool of potential students. Considering the microprogram seeks to attract 60 students in the first year, the potential student pool is large enough to fulfill the program's enrollment expectations.

### Institutional alignment

The proposed microprogram connects to Concordia [Strategic Directions](#) by offering forward-thinking and experiential training that builds on the university's research strengths. It **Teaches for tomorrow** through education that is relevant and fit for our current and future times; it invites students to **Get your hands dirty** through courses designed and structured around projects, experiential learning, and applied knowledge; and it helps the university to **Grow smartly** by adding capacity and enrolment where its research strengths lie.

I. Housed in the Applied AI Institute (AAIL) and the Computer-Science and Software Engineering Department (CSSE), the microprogram will benefit from robust faculty resources and world-class expertise. CSSE includes 54 Faculty members with expertise covering the broad range of topics involved in computer-science and software engineering, including various fields of artificial intelligence such as natural language processing, computer vision, or machine learning. CSSE offers multiple graduate courses related to AI such as COMP 632I Machine Learning or COMP 672I Applied Artificial Intelligence. AAIL is a newly created unit that federates AI researchers across the four Concordia Faculties. It currently has 120 affiliated members with expertise in applied AI, who could contribute to the offering of this program.

**II.** The microprogram will operate within the Gina Cody School laboratory capacity and infrastructure. The program is scheduled to operate in the laboratories located on the 8<sup>th</sup> floor of the ER building. A formal request for lease approval has been submitted to the government and in the event that the program starts prior to obtaining such approval, the current available spaces will be utilized to ensure the delivery of the program.

In terms of laboratory capacity, the required equipment is highly specialized and thus not overutilized by students. Laboratory scheduling will be adjusted to accommodate the student influx and ensure the microprogram students can access the equipment in a timely manner. In addition, the specialized equipment can be accessed remotely, offering the possibility (if needed) to run the microprogram laboratories from any other any other Gina Cody School laboratory equipped with standard computers.

Adequate scheduling of current laboratory space will ensure that the new microprogram does not drain current resources used for other credited Gina Cody School programs. Moreover, adequate material resources have been included in the Resource Requirements section below to ensure the microprogram contributes to the maintenance of the Faculty's laboratory resources.

**III.** The microprogram builds on a professional program tailored to Ericsson employees seeking to enhance their AI and machine learning technology skills. Co-developed with Ericsson's Global Artificial Intelligence Accelerator (GAIA), the program is now offered through Concordia's Continuing Education. Although the proposed microprogram and the Ericsson program are similar in concept, they target different audiences and are quite distinct in practice. The Ericsson program is a professional non-credited program that is not structured as a university course. There are no lectures or tutorials since the audience is not interested in fundamental AI details but rather on the purely technical aspect. Accordingly, they are not assessed on their coursework and simply receive a certificate of participation. On the contrary, the microprogram is a credited graduate program where a third of the contact hours are dedicated learning about AI fundamentals from a practical angle and students are evaluated following a structured academic framework.

## CONSULTATION

- |                              |   |
|------------------------------|---|
| • October 2021 to March 2022 | Project-driven AI program delivered by AAll to 120 Ericsson employees |
| • December 2021              | First draft of microprogram prepared by CSSE                          |
| • January-December 2022      | Feedback from GCS Dean's office, discussions and updates              |
| • Summer & Fall 2023         | Current version of the program  |

## RESOURCE REQUIREMENTS

In the first year, each one of the two courses will be offered to 60 students split into 4 labs of 15 students each. One course will be taught in the Fall term and one in the Winter term. The student population is expected to have 10% attrition and grow by 10% per year. Based on these numbers, the microprogram requires the following resources:



**Administration**

- A yearly half-course remission for the GPD.
- No extra compensation for a GPA since the microprogram will be supported by an existing GPA.

**Teaching resources**

- Courses will be taught by existing faculty. The courses that would have been taught by these faculty members will be taught by limited-term or part-time instructors at the regular Gina Cody School course rate.
- Instructors will be supported by TAs who will spend 288 hours per course (72 hours per lab section). Half of the time will be spent in the lab and the other half in lab preparation.

**Materials**

- Students will need Graphic Processing Units (GPUs) as part of the data processing technology necessary to complete their projects in the lab.<sup>2</sup> GPUs are estimated at \$30,240 per course (\$7,560 per lab section). This expense will be exclusive to the first year.

The table below summarizes the microprogram’s yearly resource requirements, and the budget below provides the overall estimates for the first 5 years. Further details regarding the program’s projected expenses and revenues are provided in the budget attached (see Appendix 3).

Importantly, the provincial government’s new Fall 2024 tuition and funding regulations will have negligible impact on the microprogram’s projected student population. The program seeks to attract current Concordia students and graduates as well as local professionals, and it is unlikely that international or out-of-province individuals would relocate to pursue an 8-credit microprogram. As such, the budget and resources are calculated based on the government’s current funding formula, which will continue to apply to Quebec-based students.

<b>YEARLY RESOURCES TO BE COVERED BY THE FACULTY</b>		
<b>Admin</b>	GPD	<b>Half-course remission</b>
<b>Teaching resources</b>	Instructors	<b>2 instructors</b> (1 per course)

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<sup>2</sup> A Graphical Processing Unit (GPU) is a unit that can be added to a computer to significantly increase the computer’s processors. A standard computer has one or a few processors, whereas a GPU typically may have hundreds of processors. Traditionally used to process graphics and images, GPUs are increasingly used as ‘supercomputers’ to process massive amounts of data, which AI solutions often require. Using GPUs to solve AI problems is a common current practice.

	Teacher Assistants	<b>576 hours</b> (288 per course, 72 per lab section)  TAs will spend half of the number of hours in the lab and the other half in lab preparation
<b>Materials (first year only)</b>	Graphic Processing Units (GPUs) for student projects	<b>\$60,480</b> (\$30,240 per course, \$7,560 per lab section)  1 GPU valued at \$1/hour per group of 4 students for the duration of the course (12 weeks x 7 days x 24 hours x \$1 x 15/4)

<b>SUMMARY OF 5-YEAR BUDGET</b>						
<b>REVENUE</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>Tuition Fee</b>						
<b>Tuition (FTE)</b>	\$44,752	\$49,227	\$54,262	\$59,576	\$65,450	\$273,267
<b>Grants</b>						
<b>Teaching Grant (WFTE)</b>	\$153,115	\$168,427	\$185,652	\$203,835	\$223,931	\$934,960
<b>Support Grant (FTE)</b>	\$38,176	\$41,994	\$46,288	\$50,822	\$55,832	\$233,112
<b>Total grants</b>	\$191,291	\$210,420	\$231,941	\$254,656	\$279,763	\$1,168,072
<b>Total Revenue</b>	<b>\$236,043</b>	<b>\$259,648</b>	<b>\$286,202</b>	<b>\$314,233</b>	<b>\$345,213</b>	<b>\$1,441,339</b>

<b>EXPENSES</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>TEACHING</b>						
<b>Limited Term Contracts</b>	\$31,575	\$31,575	\$31,575	\$31,575	\$31,575	\$157,875
<b>Course remissions</b>	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$31,250
<b>Teacher's Assistants</b>	\$16,704	\$20,880	\$20,880	\$25,056	\$25,056	\$108,576
<b>Total Payroll</b>	<b>\$54,529</b>	<b>\$58,705</b>	<b>\$58,705</b>	<b>\$62,881</b>	<b>\$62,881</b>	<b>\$297,701</b>
<b>OTHER EXPENSES</b>						
<b>Total Other Expenses</b>	<b>\$60,480</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$60,480</b>
<b>Total Expenses</b>	<b>\$115,009</b>	<b>\$58,705</b>	<b>\$58,705</b>	<b>\$62,881</b>	<b>\$62,881</b>	<b>\$358,181</b>

<b>SURPLUS</b>	<b>\$121,034</b>	<b>\$200,943</b>	<b>\$227,497</b>	<b>\$251,352</b>	<b>\$282,332</b>	<b>\$1,083,158</b>
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# Applied Machine Learning - Course Outline

Machine learning has become essential in our data-driven world, and is currently pivotal in numerous industries such as healthcare, finance, marketing, manufacturing, agriculture, telecommunications, and cybersecurity, to name a few. As a result, there is an unprecedented demand for skilled professionals who can effectively work on hands-on machine learning projects.

The applied machine learning aims to provide participants with **practical expertise** in machine learning. The course maintains a strong focus on **hands-on experience**, emphasizing **project-oriented** learning. Each week, a new machine learning model will be introduced. The instructor will begin by presenting the model and then proceed to conduct a practical **tutorial**, demonstrating its code implementation in a real-world scenario. To reinforce learning, weekly **code exercises** will be assigned, corresponding to the week's theme. Additionally, students will engage in a real-world machine learning project. These projects will be supported through **project clinics** during lab sessions, where the teaching team will offer guidance and support to the students on their specific project.

## Learning Objectives:

- Gain an in-depth understanding of popular machine learning algorithms, including their underlying principles and performance factors.
- Learn to implement machine learning models using scikit-learn and PyTorch.
- Work on real machine learning projects, applying your knowledge and skills to solve practical challenges.

## Prerequisites

The course necessitates the following skills:

- Strong programming abilities.
- Proficiencies in Python programming.

## Lectures:

The course structure consists of 12 lectures and 12 project clinics, each with the following format:

### **Frontal Lectures:**

- Duration: 2 hours and 30 minutes.
- The first hour is dedicated to introducing the machine learning model of the week.
- Prior to the lecture, students are provided with relevant material for pre-reading.
- During the first hour, the instructor reviews key concepts and summarizes essential aspects of the model.
- A 30-minute Q&A session to address any student inquiries and clarify doubts.
- The final hour of each lecture is dedicated to a practical tutorial, showcasing the implementation of the model in real-world scenarios.

At the conclusion of each lecture, a code assignment is given to students to reinforce their understanding and practical application of the material.

**Project Clinics:**

- Duration: 2 hours.
- In the initial weeks, fundamental tutorials on Python, PyTorch, scikit-learn, and other machine learning libraries will be conducted to establish a solid foundation.
- Subsequent project clinics will focus on Q&A sessions, providing dedicated support from the teaching team to assist students as they work on their projects.

**Schedule:**

Week	Lecture topics	Project Clinics
1	Introduction to Machine Learning	Tutorial on Python and Numpy
2	Optimization	Tutorial on Scikit Learn
3	Linear Models	Tutorial on Pytorch (part 1)
4	MultiLayer Perceptron (MLP)	Tutorial on Pytorch (part 2)
5	Convolutional Neural Networks (CNNs)	Project Q&A
6	Recurrent Neural Networks (RNNs)	Project Q&A
7	Transformers	Project Q&A
8	Support Vector Machines	Project Q&A
10	Tree-based approaches	Project Q&A
11	Dimensionality Reduction	Project Q&A
11	Clustering	Project Q&A

**Teaching Material****Slides and tutorials:**

- Students will be provided with access to instructor-prepared slides and tutorial code in the form of Jupyter notebooks.

**Textbook:**

- "Deep Learning" by Ian Goodfellow, Yoshua Bengio, and Aaron Courville (2016)
- "Introduction to Machine Learning with Python" by Andreas Mueller and Sarah Guido (2016)

Please note that while purchasing the recommended books is encouraged, it is not a strict requirement for the course.

**Additional Reading Materials:**

## Appendix 1

- Students will also receive supplementary reading materials, including scientific articles, tutorials, blog posts, and videos, recommended at the end of each lecture.

### **Computational Resources:**

- Given that working on real-world machine learning projects may demand substantial computational resources, including machines with GPUs, our labs are fully equipped with GPUs for your convenience.
- However, students are also encouraged to explore alternative computational resources, such as Google Colab, Google Colab Pro, and similar services, to suit their specific needs.

### **Course evaluation**

Each student will be evaluated based on the following grading scheme.

- 10% Code Assignments
- 20% Quizzes
- 30% Midterm Project Evaluation
- 40% Final Project

## Applied Deep Learning - Course Outline

Deep learning has recently been a fundamental tool in a large number of fantastic empirical results in machine learning and artificial intelligence. Most dramatically in object recognition, segmentation and detection, speech recognition, and natural language processing. It is becoming heavily used as a tool in a wide variety of scientific disciplines such as neuroscience, genomics, operations research, and astronomy among others. Data scientists, data analysts, machine learning engineers, and software engineering roles in industry increasingly require a minimum of basic familiarity with deep learning toolkits and pipelines.

The applied deep learning course aims to provide participants with **practical expertise** in deep learning. The course maintains a strong focus on **hands-on experience**, emphasizing **project-oriented** learning. The first two lectures will review key mathematical concepts. In each subsequent lecture the instructor will begin by presenting the concept and then proceed to conduct a practical **tutorial**, demonstrating its code implementation in a real-world scenario. To reinforce learning, weekly **code exercises** will be assigned, corresponding to the week's theme. Additionally, students will engage in a real-world machine learning project. These projects will be supported through **project clinics** during lab sessions, where the teaching team will offer guidance and support to the students on their specific project.

### Learning Objectives:

- Gain an in-depth understanding of popular deep learning algorithms, including their underlying principles and performance factors.
- Learn to practically implement popular techniques using PyTorch.
- Work on real machine learning projects, applying your knowledge and skills to solve practical challenges.

### Prerequisites

The course necessitates the following skills:

- Basic understanding of undergraduate linear algebra and multivariate calculus
- Proficiency in programming, especially in Python

### Lectures:

The course structure consists of 12 lectures and 12 project clinics, each with the following format:

#### **Frontal Lectures:**

- Duration: 2 hours and 30 minutes.
- The first two weeks lecture will be for the full time
- Subsequent weeks: The first hour is dedicated to introducing the material
- Prior to the lecture, students are provided with relevant material for pre-reading.

## Appendix 1

- During the first hour, the instructor reviews key concepts and summarizes essential aspects of the model.
- A 30-minute Q&A session to address any student inquiries and clarify doubts.
- The final hour of each lecture is dedicated to a practical tutorial, showcasing the implementation of the lecture topic in real-world scenarios.

At the conclusion of each lecture, a code assignment is given to students to reinforce their understanding and practical application of the material.

### Project Clinics:

- Duration: 2 hours.
- In the initial weeks, fundamental tutorials on Python, PyTorch, and other commonly used deep learning libraries will be conducted to establish a solid foundation.
- Subsequent project clinics will focus on Q&A sessions, providing dedicated support from the teaching team to assist students as they work on their projects.

### Schedule:

Week	Lecture topics	Project Clinics
1	Foundations in Linear Algebra, Calculus and Machine Learning	Tutorial on Python and Numpy
2	Introduction to Neural Networks	Tutorial on Pytorch (part 1)
3	Automatic Differentiation	Tutorial on Pytorch (part 2)
4	Optimization in Deep Networks	Project Q&A
5	Training Deep Networks in Practice	Project Q&A
6	Convolutional Neural Networks (CNNs) for Vision	Project Q&A
7	Sequence Models	Project Q&A
8	Attention and Self-Attention	Project Q&A
10	Multi-Task and Transfer Learning	Project Q&A
11	Deep Generative Modeling	Project Q&A
12	Self-Supervised Learning	Project Q&A

## Teaching Material

### Slides and tutorials:

- Students will be provided with access to instructor-prepared slides and tutorial code in the form of Jupyter notebooks.

**Textbook:**

- “Dive into Deep Learning” freely available online at <http://preview.d2l.ai/d2l-en/master/>

Please note that while purchasing the recommended books is encouraged, it is not a strict requirement for the course.

**Additional Reading Materials:**

- Students will also receive supplementary reading materials, including scientific articles, tutorials, blog posts, and videos, recommended at the end of each lecture.

**Computational Resources:**

- Given that working on real-world machine learning projects may demand substantial computational resources, including machines with GPUs, our labs are fully equipped with GPUs for your convenience.
- However, students are also encouraged to explore alternative computational resources, such as Google Colab, Google Colab Pro, and similar services, to suit their specific needs.

**Course evaluation**

Each student will be evaluated based on the following grading scheme.

- 10% Code Assignments
- 20% Quizzes
- 30% Midterm Project Evaluation
- 40% Final Project



# AI PROGRAM COMPETITIVE LANDSCAPE

GENERAL INFORMATION							CURRICULUM		
INSTITUTION	PROVINCE	PROGRAM NAME	TYPE OF PROGRAM	DURATION (months)	START MONTH	IN PERSON/ ONLINE	# COURSES	APPLIED PROJECT	OTHER EXPERIENTIAL COMPONENT
Durham College	ON	Artificial Intelligence Analysis, Design and Implementation	College Graduate Certificate	8	January, September	In person & online	10	Y	Optional work term
Georgian College	ON	Artificial Intelligence: Architecture, Design, and Implementation	College Graduate Certificate	12	January, May, September	In person & online	12	Y	N/A
Humber College	ON	Artificial Intelligence with Machine Learning	College Graduate Certificate	8	January, May, September	In person & online	13	Y	N/A
Polytechnique Montréal	QC	Génie informatique option intelligence artificielle	Graduate diploma	12	January, September	In person (evening course options)	10	Y	N/A
University of Alberta	AB	Statistical Machine Learning	Master's	18	September	In person	6	Thesis	N/A
Université Laval	QC	Intelligence artificielle	Graduate diploma	12	January, September	In person	10	Y	N/A
University of Manitoba	MB	Artificial Intelligence: Machine Learning Solutions	Undergraduate micro-certificate	4	January, September	Online	3	N	N/A
Université de Montréal (in partnership with MILA)	QC	Machine Learning	Graduate diploma	12	September	In person	7	N	4-month internship
University of Waterloo	ON	Data Science and Artificial Intelligence	Master's	12	January, May, September	In person	9	Y	N/A
Western University	ON	Vector Institute Accredited Graduate Collaborative Specialization in Artificial Intelligence (CSAI)	Master's	18	September	In person	4	Thesis	N/A

## APPLIED AI MICROPROGRAM BUDGET

### EXPENSES

		Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Teaching - Number of Full Time positions	TT %	100%	100%	100%	100%	100%	100%
	ETA %	100%	100%	100%	100%	100%	100%
	LTA %	100%	2	2	2	2	2
	Lecturer %	100%	100%	100%	100%	100%	100%
Number of course remissions requested			0.5	0.5	0.5	0.5	0.5
Technical support - Number of positions							
Part Time Contracts - Number of contracts							
Teacher's Assistants - Hours			576	720	720	864	864
Administrative Staff - Number of positions	Director %	100%	100%	100%	100%	100%	100%
	Office support %	100%	100%	100%	100%	100%	100%
	Professional %	0					

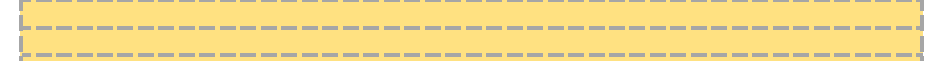
### Comments

One instructor per course at \$12.5k + benefits
Half-course remission for GPD
72 hours per lab of 15 students. Range: 8 labs (Year 1); 10 labs (Years 2-3); 12 labs (Year 4-5)

EXPENSES		Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>TEACHING</b>	<b>Salary</b>	<b>Salary and Benefits</b>						
Tenure Track		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Extended Term appointment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Limited Term Appointment	\$ 12,500	\$ -	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 157,875
Lecturer		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Course remissions	\$ 12,500	\$ -	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 31,250
Technical support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Contracts	\$ 12,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher's Assistants	\$ 29.00	\$ -	\$ 16,704	\$ 20,880	\$ 20,880	\$ 25,056	\$ 25,056	\$ 108,576
Stipends		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -


ADMIN STAFF								
Director		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Payroll</b>		\$ -	\$ 54,529	\$ 58,705	\$ 58,705	\$ 62,881	\$ 62,881	\$ 297,701
OTHER EXPENSES								
New Classroom, renovation and lab equipment - NON-CAPITAL								\$ -
New Classroom, renovation and lab equipment - CAPITAL								\$ -
Rent								\$ -
Taxes								\$ -
Maintenance-Security								\$ -
Operating cost								\$ -
Other			\$ 60,480	\$ -	\$ -	\$ -	\$ -	\$ 60,480
<b>Total Other Expenses</b>		\$ -	\$ 60,480	\$ -	\$ -	\$ -	\$ -	\$ 60,480
<b>Total Expenses</b>		\$ -	\$ 115,009	\$ 58,705	\$ 58,705	\$ 62,881	\$ 62,881	\$ 358,181

Benefit Rate **26.30%**



GPU resources for student projects @ \$7,560 per section of 15 students (8 labs)

## STUDENT REVENUE

	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Cycle 2 FTE (FTE = 30 credits)</b>						
<b>New Cycle 2 FTE registered in the program</b>	16	17.6	19.4	21.3	23.4	Range: 60 students (Year 1) to 88 students Expected 10% student increase per year
<b>Total credits for Program</b>	8					
<b>Attrition rate</b>	10%					
<b>TOTAL FTE</b>	16.00	17.60	19.40	21.30	23.40	
<b>Program Family</b>	<b>Engineering</b>					
<b>Weight</b>	2.45					
<b>Weighted FTE</b>	39.20	43.12	47.53	52.19	57.33	

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
<b>Tuition (FTE)</b>	\$2,797	\$ 44,752	\$ 49,227	\$ 54,262	\$ 59,576	\$ 65,450	\$ 273,267
<b>Grants</b>							
<b>Teaching Grant (WFTE)</b>	\$3,904	\$ 153,115	\$ 168,427	\$ 185,652	\$ 203,835	\$ 223,931	\$ 934,960
<b>Support Grant (FTE)</b>	\$2,384	\$ 38,176	\$ 41,994	\$ 46,288	\$ 50,822	\$ 55,832	\$ 233,112
<b>Total grants</b>		\$ 191,291	\$ 210,420	\$ 231,941	\$ 254,656	\$ 279,763	\$ 1,168,072

<b>External</b>							\$ -
<b>Total Revenue</b>	\$ -	\$ 236,043	\$ 259,648	\$ 286,202	\$ 314,233	\$ 345,213	\$1,441,339

Additional Funding							
Internal							
<b>Provost Office</b>							\$ -
<b>Institutional</b>							\$ -
<b>Capital Fund (I)</b>							\$ -
<b>Other</b>							\$ -
<b>Total internal sources of funding for the faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note 1 : Linked to capital expenses

**PROGRAM FINANCIAL VIABILITY**

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
<b>Tuition (FTE)</b>		\$ 44,752	\$ 49,227	\$ 54,262	\$ 59,576	\$ 65,450	\$ 273,267
<b>Grants</b>							
<b>Teaching Grant (WFTE)</b>		\$ 153,115	\$ 168,427	\$ 185,652	\$ 203,835	\$ 223,931	\$ 934,960
<b>Support Grant (FTE)</b>		\$ 38,176	\$ 41,994	\$ 46,288	\$ 50,822	\$ 55,832	\$ 233,112
<b>Total grants</b>		\$ 191,291	\$ 210,420	\$ 231,941	\$ 254,656	\$ 279,763	\$ 1,168,072
<b>Additional Funding External</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 236,043</b>	<b>\$ 259,648</b>	<b>\$ 286,202</b>	<b>\$ 314,233</b>	<b>\$ 345,213</b>	<b>\$ 1,441,339</b>

EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>TEACHING</b>							
<b>Tenure Track</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Extended Term Contrats</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Limited Term Contracts</b>	\$ -	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 157,875
<b>Lecturers</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Course remissions</b>	\$ -	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 31,250
<b>Technical support</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Part Time Contracts</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Teacher's Assistants</b>	\$ -	\$ 16,704	\$ 20,880	\$ 20,880	\$ 25,056	\$ 25,056	\$ 108,576
<b>Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>ADMIN STAFF</b>							
<b>Administrative Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Payroll</b>	<b>\$ -</b>	<b>\$ 54,529</b>	<b>\$ 58,705</b>	<b>\$ 58,705</b>	<b>\$ 62,881</b>	<b>\$ 62,881</b>	<b>\$ 297,701</b>
<b>OTHER EXPENSES</b>							

LOI Budget Chart

<b>Total Other Expenses</b>	\$ -	\$ 60,480	\$ -	\$ -	\$ -	\$ -	\$ 60,480
<b>Total Expenses</b>	\$ -	\$ 115,009	\$ 58,705	\$ 58,705	\$ 62,881	\$ 62,881	\$ 358,181
<b>CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)</b>	\$ -	\$ 121,034	\$ 200,943	\$ 227,497	\$ 251,352	\$ 282,332	\$1,083,158

**Summary of Changes (New Graduate Program (Fast Track))**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
COMP 6831 Applied Machine Learning New	X	X	X	X			X	X	X	
COMP 6841 Applied Deep Learning New	X	X	X	X			X	X	X	

**Regulation Changes:**

- Admission Requirements
- Degree Requirements
- Academic Regulations Change

## REGULATIONS CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** Admission Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Admission Requirements

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software  
Engineering

**Calendar publication date:** 2024/2025/Fall

**Type of change:** Regulation Change

**Path:**

### Present Text calendar

Admission Requirements

### Proposed Text

Admission Requirements

- Bachelor's degree in computer science, engineering or related discipline with a cumulative GPA of 3.00 or higher.
- Undergraduate courses in computer science ( COMP 249 or equivalent).
- Relevant practical experience with programming.
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

### Rationale:

The program will be open to students seeking graduate-level, specialized training in applied AI. Applicants must have completed an undergraduate degree in computer science, engineering or a related discipline with a minimum cumulative GPA of 3.00 or demonstrate relevant practical experience with programming. The admissions committee will measure the applicants' relevant programming experience based on their undergraduate transcripts and on the additional training and work experience listed in their CVs.

### Resource Implications:



## REGULATIONS CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** Degree Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Degree Requirements

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software  
Engineering

**Calendar publication date:** 2024/2025/Fall

**Type of change:** Regulation Change

**Path:**

### Present Text calendar

Degree Requirements

### Proposed Text

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 8 credits.

Please see the [Engineering Courses](#) page for course descriptions.

### Rationale:

Students must complete the microprogram's 8-credit requirement.

### Resource Implications:

## PROGRAM CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** Applied Artificial Intelligence  
Microprogram

**Calendar Section Type:** Program

**Description of Change:** Applied Artificial Intelligence Microprogram

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software  
Engineering

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Program Name:**

**Effective/Push to SIS date:** 01 Jan 0001

**Program Type:** Course-based

**Implementation/Start date:** 01 Aug 2024

**Degree:** Course-based

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > Gina Cody School of Engineering and Computer Science Programs > Computer Science and Software Engineering Programs > Graduate Microprogram > Applied Artificial Intelligence Microprogram > Degree Requirements

**Type of Change:** New Program

### Present Text calendar

credits

0

### Proposed Text

**8 credits** [Applied Artificial Intelligence Microprogram](#)

⊖ 8 credits of Required Courses:  
[COMP 6831 Applied Machine Learning \(4\)](#)  
[COMP 6841 Applied Deep Learning \(4\)](#)

### Rationale:

In response to the exponential growth of the field of AI, the Gina Cody School proposes a Microprogram in Applied Artificial Intelligence. The proposed program is an 8-credit graduate program that focuses on project-driven and experiential learning. It seeks to attract current graduate students, alumni and working professionals with a programming background who are interested in developing their AI skills in a practical setting. The program covers the main techniques involved in today's AI systems from traditional statistical learning to advanced deep learning models.

### Resource Implications:

#### Administration

- A yearly half-course remission for the GPD.
- No extra compensation for a GPA since the microprogram will be supported by an existing GPA.

#### Teaching resources

- Courses will be taught by existing faculty. The courses that would have been taught by these faculty members will be taught by limited-term or part-time instructors at the regular Gina Cody School course rate.
- Instructors will be supported by TAs who will spend 288 hours per course (72 hours per lab section). Half of the time will be spent in the lab and the other half in lab preparation.

#### Materials

- Students will need Graphic Processing Units (GPUs) as part of the data processing technology necessary to complete their projects in the lab. GPUs are estimated at \$30,240 per course (\$7,560 per lab section).

**REGULATIONS CHANGE FORM**

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** Academic Regulations

**Calendar Section Type:** Regulation

**Description of Change:** Academic Regulations Change

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software Engineering

**Calendar publication date:** 2024/2025/Fall

**Type of change:** Regulation Change

**Path:**

**Present Text calendar**

Academic Regulations

**Proposed Text**

Academic Regulations

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

-

**Time Limit.** Please refer to the Academic regulations page for further details regarding the Time limits

-

**Completion Requirement.** To obtain a letter of attestation, students must have a cumulative GPA of at least 2.70.

**Rationale:**

Academic regulations follow the Graduate Calendar's standard language on academic standing and time limits. New language has been introduced to detail the requirements for students to obtain a letter of attestation confirming the completion of the microprogram.

**Resource Implications:**

## COURSE CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** COMP 6831

**Calendar Section Type:** Course

**Description of Change:** COMP 6831 Applied Machine Learning New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software Engineering

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science Microprogram Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

COMP 6831 Applied Machine Learning (4 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The course provides participants with practical expertise in machine learning by maintaining a strong focus on hands-on experience and emphasizing project-oriented learning. Topics include data preparation, regression, classification, supervised learning, unsupervised learning, semi-supervised learning. Methods include linear models, nearest neighbours, support vector machines, random forests, and boosting. Software tools include the Python ecosystem and scikit-learn, and projects target mainly tabular data.

*Component(s):*

*Component(s):*

Lecture ; Laboratory

*Notes :*

*Notes :*

#### **Rationale:**

The course covers the machine learning aspect of the microprogram through the creation, implementation and evaluation of an AI project. Students work in small groups and receive feedback through the entire lifecycle of the project. For details on the course learning outcomes and the evaluation model, see the full program proposal.

#### **Resource Implications:**

See D3.

## COURSE CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Applied AI Microprogram

**Calendar Section Name:** COMP 6841

**Calendar Section Type:** Course

**Description of Change:** COMP 6841 Applied Deep Learning New

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** Gina Cody School of Engineering and Computer Science

**Department:** Department of Computer Science and Software Engineering

**Calendar publication date:** 2024/2025/Fall

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 Aug 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > Gina Cody School of Engineering and Computer Science Courses > Computer Science and Software Engineering Courses > Computer Science Microprogram Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

COMP 6841 Applied Deep Learning (4 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

The course provides participants with practical expertise in deep learning by maintaining a strong focus on hands-on experience and emphasizing project-oriented learning. Topics include multi-layer perceptrons, commonly used deep learning model architectures, loss functions, regularization, and optimization methods. Software tools include PyTorch, Jax, and Tensorflow. Projects target mainly computer-vision (image or video) or natural-language data.

*Component(s):*

*Component(s):*

Lecture ; Laboratory

*Notes :*

*Notes :*

### **Rationale:**

The course covers the deep learning aspect of the microprogram through the creation, implementation and evaluation of an AI project. Students work in small groups and receive feedback through the entire lifecycle of the project. For details on the course learning outcomes and the evaluation model, see the full program proposal.

### **Resource Implications:**

See D3.

## Impact Report

### Courses

COMP 6831 Applied Machine Learning New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science Microprogram Courses

Source of Impact

COMP 6841 Applied Deep Learning New

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> Gina Cody School of Engineering and Computer Science Courses -> Computer Science and Software Engineering Courses -> Computer Science Microprogram Courses

Source of Impact

### Other Units

Addition of **Engineering Courses** to **Degree Requirements** requirement

Source of other unit Impact

- Sub Section is housed in Engineering Courses

Addition of **Academic regulations** to **Academic Regulations** requirement

Source of other unit Impact

- Sub Section is housed in Academic regulations

Addition of **Time Limits** to **Academic Regulations** requirement

Source of other unit Impact

- Regulation is housed in Academic regulations

Addition of **Academic standing** to **Academic Regulations** requirement

Source of other unit Impact

- Regulation is housed in Academic regulations



**SENATE  
OPEN SESSION  
Meeting of March 22, 2024**

**AGENDA ITEM:** Academic Programs Committee (APC) recommendation: New Program: Microprogram in Sustainability (SGS-SGS-5492)

**ACTION REQUIRED:** For approval

**SUMMARY:** Senate is being asked to approve the Microprogram in Sustainability

**BACKGROUND:** Sustainability is a growing research and professional field that draws on a diverse array of disciplines and methodologies to tackle some of the toughest challenges we face today from climate change and sustainable cities to corporate governance and responsible citizenship. There is increasing need and desire for researchers and professionals to engage with these issues through multifaceted initiatives and approaches. In response to this need, the School of Graduate Studies proposes an interdisciplinary Microprogram in Sustainability.

The Microprogram in Sustainability will be an interdisciplinary 8-credit program co-taught by faculty members who will bring their knowledge and expertise to explore sustainability from different disciplines and perspectives. The program will be comprised of one course that extends over eight weeks in the summer. Students will be expected to commit full-time during one week of lectures and complete work on case studies for the remaining seven weeks. The program seeks to attract graduate students and professionals interested in deepening their knowledge of sustainability and/or interested in incorporating sustainability into their research or workplace.

The proposed microprogram supports Concordia's commitment to sustainability by contributing to its 2025 sustainability in curriculum targets and brings the university closer to its desired 20% threshold of sustainability inclusive courses. The details of the program are provided in the attached documentation. The program was approved by the Graduate Curriculum Committee and the APC.

**DRAFT MOTION:**

That, on recommendation of the Academic Programs Committee, Senate approve the Microprogram in Sustainability, as detailed in the attached documentation.

**PREPARED BY:**

Name: Secretary of Senate  
Date: March 12, 2024



**ACADEMIC PROGRAMS COMMITTEE  
REPORT TO SENATE  
Sandra Gabriele, PhD  
February 29, 2024**

**The Academic Programs Committee requests that Senate consider the following changes for the Academic Calendar.**

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

**Graduate Curriculum Proposals (Changes for the 2024-25 Calendar)**

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

Department of Computer Science and Software Engineering (For September 2024 Implementation)  
GCS-COMP-5493; **APC-2024-1-D7**

- New Program: Microprogram in Applied Artificial Intelligence

**School of Graduate Studies**

SGS-SGS-5492; **APC-2024-1-D10** (For May 2024 Implementation)

- New Program: Microprogram in Sustainability



Sandra Gabriele, PhD  
Vice-Provost, Innovation in Teaching and Learning  
February 29, 2024

## **Summary and Rationale for Changes**

Sustainability is a growing research and professional field that draws on a diverse array of disciplines and methodologies to tackle some of the toughest challenges we face today from climate change and sustainable cities to corporate governance and responsible citizenship. Accordingly, there is increasing need and desire for researchers and professionals to engage with these issues through multifaceted initiatives and approaches. In response to this need, the School of Graduate Studies proposes an interdisciplinary Microprogram in Sustainability.

The Sustainability Microprogram will be an interdisciplinary 8-credit program co-taught by faculty members who will bring their knowledge and expertise to explore sustainability from different disciplines and perspectives. The program will be comprised of one course that extends over eight weeks in the summer. Students will be expected to commit full-time during one week of lectures and complete work on case studies for the remaining seven weeks. The program seeks to attract graduate students and professionals interested in deepening their knowledge of sustainability and/or interested in incorporating sustainability into their research or workplace.

Below are some of the program's distinguishing features:

- Interdisciplinary program (co-taught by faculty members from different Faculties)
- Flexible schedule (one-week full-time plus three-week part-time commitment)
- Experiential learning through case studies

Notably, the proposed microprogram supports Concordia's commitment to sustainability by contributing to its [2025 sustainability in curriculum targets](#) and brings the university closer to its desired 20% threshold of sustainability-inclusive courses.

**Resource Implications**

The microprogram resources will be covered partly by SGS and partly by the Faculties. For complete details on the resource distribution, see attached Memorandum of Understanding (Appendix 3).

**YEARLY RESOURCES TO BE COVERED BY SGS**

**Admin**

-GPD & GPA covered by regular operations

**Teaching resources**

-3 credits for 1 course coordinator

**Materials & hosting**

-4k for case study prize and final event hosting (keynote speaker, space rental)

**Marketing & recruitment**

-1k to 5k (varies by year)

**YEARLY RESOURCES TO BE COVERED BY FACULTIES**

**Teaching resources**

-5 credits (0.5 credits per instructor)

**Summary of Committee Discussion: CSGS approval**

**For Submission to:**

” ”  
”

**Approved by:**

” ”  
”

The CSGS has delegated the approval of microprograms to GCC.

**Summary of Committee Discussion: GCC approval**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 15 Feb 2024

**Approved by:**

Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 22 Jan 2024

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2324 5 D8). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

**Summary of Committee Discussion: Faculty Curriculum Approval (FCC/FAPC)**

**For Submission to:**

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,  
Academic Programs Committee, 13 Feb 2024

**Approved by:**

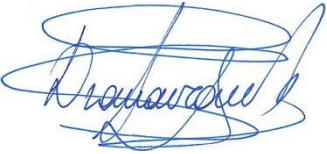
Rachel Berger, Associate Dean, Academic Programs and Development,  
Graduate Curriculum Committee, 22 Jan 2024

The GCC approved the enclosed curriculum changes with minor modifications (GCC 2324 5 D8). I therefore recommend that the Academic Programs Committee approve the aforementioned proposal in its final form.

## PROPOSAL

### GRADUATE MICROPROGRAM IN SUSTAINABILITY

#### GENERAL INFORMATION

<b>Program name</b>	Microprogram in Sustainability
<b>Hosting unit and lead</b>	School of Graduate Studies (SGS)
<b>Total credit value</b>	8
<b>Proposed start date</b>	May 2024
<b>Dean signature</b>	 Effrosyni Diamantoudi

#### MICROPROGRAM OVERVIEW

Sustainability is a growing research and professional field that draws on a diverse array of disciplines and methodologies to tackle some of the toughest challenges we face today from climate change and sustainable cities to corporate governance and responsible citizenship. Accordingly, there is increasing need and desire for researchers and professionals to engage with these issues through multifaceted initiatives and approaches. In response to this need, the School of Graduate Studies proposes an interdisciplinary Microprogram in Sustainability.

The Sustainability Microprogram will be an interdisciplinary 8-credit program co-taught by faculty members who will bring their knowledge and expertise to explore sustainability from different disciplines and perspectives. The program will be comprised of one course that extends over eight weeks in the summer term. Students will be expected to commit full-time during one week of lectures and complete work on case studies for the remaining weeks. The program seeks to attract graduate students and professionals interested in deepening their knowledge of sustainability and/or interested in incorporating sustainability into their research or workplace.

Below are some of the program’s distinguishing features:

- Interdisciplinary program (co-taught by faculty members from different Faculties)
- Flexible schedule (one-week full-time plus seven-week part-time commitment)
- Experiential learning through case studies

Notably, the proposed microprogram supports Concordia's commitment to sustainability by contributing to its [2025 sustainability in curriculum targets](#) and brings the university closer to its desired 20% threshold of sustainability-inclusive courses.

## DESIRED STUDENT PROFILE

The program will be designed with two learner profiles in mind:

1. Current graduate students interested in deepening their understanding of sustainability and/or incorporating a sustainability perspective into their research.
2. Professionals interested in deepening their understanding of sustainability and/or tackling a concrete sustainability challenge at the workplace.

## MICROPROGRAM AT THE GRADUATE LEVEL

This program will be open to students seeking graduate-level knowledge and training in sustainability. Applicants must have completed an undergraduate degree in any discipline. Their own disciplinary training and perspective will inform the program's interdisciplinary scope.

### Admission requirements

- Undergraduate degree from a recognized university
- Minimum GPA of 3.0
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the [English language proficiency](#) page for further information on requirements and exemptions.

## CURRICULUM

The 8-credit graduate microprogram seeks to advance students' knowledge and understanding of sustainability through an interdisciplinary lens. Students will examine major issues from a theoretical standpoint, deepen their knowledge through readings, reflection pieces and online discussions, and apply key concepts in the development of their case studies.

### Learning outcomes

By the end of the microprogram, students will be able to:

1. Identify, understand, and critically discuss key issues in sustainability drawing upon the strengths, methodologies, and approaches of multiple disciplines.
2. Demonstrate a practical understanding of sustainability by applying theoretical principles, evaluating complex scenarios, and developing innovative solutions to address the challenges posed by the case study.
3. Communicate findings, analyses, and recommendations clearly and persuasively to a diverse audience with varying levels of disciplinary knowledge.
4. Work effectively in a collaborative setting and develop strategies to establish networks that will advance their professional goals.



## Microprogram course

The microprogram will consist of the following course:

Perspectives on Sustainability (8 credits)

SUST 601

The course will be divided into a lecture component and a practical component. The lecture component will extend for one week. Each day will focus on a particular sustainability issue and one or more faculty members will address this issue from their various disciplinary perspectives. A course coordinator will be responsible for recruiting potential students, helping design the interdisciplinary course, manage the course delivery, and ensure continuity and coherence from lecture to lecture. The course coordinator will also be the main point person for all student support.

The practical component will extend for seven weeks. Every week, students will complete readings assigned by the coordinator and teaching faculty members, submit short reflection assignments, and participate in online discussions with their peers facilitated by the coordinator. They will also advance their case studies, which will be completed in small working groups. The case study work will require individual work as well as weekly meetings and collaboration with the working group. The primary objective of the practical component is for students to develop a deeper understanding of a sustainability issue relevant to their research or work. The online discussions and case studies will foreground collaboration, interdisciplinarity and networking. Throughout the practical component, students can seek mentorship and expertise from the teaching faculty members and rely on the course coordinator as the main contact person for support.

The course concludes with a one-day in-person event in which students present their case studies to their peers and all teaching faculty members, participate in a debriefing session facilitated by the course coordinator and take part in a final networking event.

The course may be taught by groups of rotating faculty members from year to year.

### Assessment

The course will be assessed on a pass/fail basis. A 'pass' will be assigned based upon a combination of course attendance, in-person and online participation, completion and presentation of the case study with the weight relying mostly on the case study. Upon presentation of their case studies, students will receive feedback from faculty members and peers and will be assigned the pass/ fail assessment by the course coordinator.

### Content

Dynamic conversations among participating faculty members have revealed potential issues and questions to be covered during the course. These include sustainable cities (how to accelerate action towards sustainable and zero-emission cities; how to design and implement emission reduction strategies), climate change governance (how do organizations integrate climate change into their risk management and governance) and biodiversity erosion (what is the status of biodiversity in Quebec and Canada; what are the commitments made under the COP15 agreement). Potential avenues for case studies include investigating local biodiversity through citizen science apps.

For more details on the course, see attached course outline (Appendix I).

## Curriculum map

Skills	Learning outcome	Perspectives on Sustainability SUST 601		Assessment item
		Lecture component	Practical component	
Critical thinking Analysis Synthesis	Identify, understand, and critically discuss key issues in sustainability drawing upon the strengths, methodologies, and approaches of multiple disciplines.	I	R	In-class participation Online discussions Reflections Case study
Problem solving Application Innovation	Demonstrate a practical understanding of sustainability by applying theoretical principles, evaluating complex scenarios, and developing innovative solutions to address the challenges posed by the case study.		I	Case study
Communication Presentation	Communicate findings, analyses, and recommendations clearly and persuasively to a diverse audience with varying levels of disciplinary knowledge.	I	R	In-class participation Online discussions Final presentation
Collaboration Networking	Work effectively in a collaborative setting and develop strategies to establish networks that will advance their professional goals.		I	Online discussions Case Study

I = Introduced  
R= Reinforced

## Microprogram structure

The course will be offered over 8 weeks in the summer term following the structure detailed below.

		Issue 1	Issue 2	Issue 3	Issue 4	Issue 5
<b>Week 1</b>	Lecture component	Lecture A	Lecture B	Lecture C	Lecture D	Lecture E
		Lecture F	Lecture G	Lecture H	Lecture I	Debrief session
<b>Weeks 2-8</b>	Practical component	Readings & reflection assignments Online discussions Working group meetings Case study work				
<b>Week 8</b>	Final event	Case study presentation Networking event				

Each one of the days of the lecture component will focus on a main sustainability issue, which will be addressed by two faculty members from a different disciplinary perspective.

## RATIONALE AND NEED

### Building on expertise

The microprogram builds on the 2017 summer institute hosted by SGS titled Sustainable Futures. This was an intense week-long interdisciplinary graduate course that covered the fundamentals of the sustainable futures literature and assisted students in constructing their own sustainability paths for society from their own disciplinary focus. Each day included a guest lecture from a roster of both Concordia and external professors, and the final day was devoted to student presentations.

Successfully co-taught by an interdisciplinary group of faculty members and attended by 14 graduate students, the Sustainable Futures summer institute demonstrated the following: 1) Concordia's faculty expertise on sustainability, 2) graduate student interest on the topic, and 3) the effectiveness of the one-week intensive and interdisciplinary format. The proposed microprogram builds on these elements with slight modifications. Whereas the summer institute devoted one final day to presentations, the proposed microprogram adds a 7-week practical component that incorporates case studies as part of the students' experiential training. The course culminates in a final event in which students present their case studies. By moving the presentation to a final event, students will have an extra day of lectures in which they will be exposed to a larger number of disciplinary perspectives that may more robustly inform their experiential practice. The added number of lectures is justified by the transformation of a 3-credit summer institute to an 8-credit program.

The microprogram will be an opportunity to further draw on Concordia's rich teaching and research expertise on sustainability, which deems the university "a world leader in thinking sustainability." Potential contributing faculty members come from across faculties and disciplines who are affiliated to innovative and

forward-thinking research hubs such as the [Next-Generation Cities Institute](#), [Sustainability in the Digital Age](#) and the [Loyola Sustainability Research Centre](#).

### **Filling gaps in the educational landscape**

An overview of short graduate programs in the field of sustainability offered across North America shows that programs fall under three main categories:

1. Executive and professional programs in sustainable leadership
2. Graduate microprograms in sustainability (Quebec)
3. Graduate certificates in sustainability (Canada outside Quebec)

Appendix 2 details the main characteristics of programs under each category and provides concrete examples for each one. Across categories, programs are short and offered through flexible schedules that target working professionals. The proposed microprogram will incorporate these features to remain competitive as well as fill the following gaps in the existing program landscape: it will be the first graduate microprogram in sustainability offered in English by a Quebec university and it will offer an interdisciplinary perspective that differs from the specialized programs that are currently offered. The large number of short graduate programs in sustainability offered in Canada and the US points to the current growth, relevance, and interest in the field.

### **Filling gaps in a diverse job market**

Sustainability is a professional field undergoing an intense growth period. In the private sector, ambitious net-zero commitments and a historic transition toward a greener economic system have created a boom in the sustainability job market.<sup>1</sup> However, sustainability jobs remain hard to define considering the field's broad scope and the many domains in which sustainability knowledge and skills can be applied. The LinkedIn [2022 Global Green Skills Report](#) traces the different job types requiring green skills (these range from ecologist to fashion designer to solar consultant) and identifies the six main industries in Canada that hired for green skills in 2021: agriculture, construction, corporate services, design, energy & mining, and entertainment (17). The diversity of the list shows the multifaceted nature of the field and the need to approach it from an interdisciplinary perspective. Despite this challenge, and based on 2016 hiring data, the report claims that “while job postings requiring green skills grew at 8% annually over the past five years, the share of green talent has grown at roughly 6% annually in the same period” (8).

In Quebec, the government made explicit their commitment to sustainability through their [2023-2028 Sustainable Development Strategy](#). Involving more than 110 provincial ministries and agencies, the strategy seeks to “incorporate sustainable development into all spheres of government action, i.e., laws, public policies and programs for accelerating the transition to a more prosperous, green and responsible Québec.” The strategy highlights the need for local sustainability expertise to enter all sectors of the workforce, which points to the relevance of the proposed microprogram.

### **Contributing to Concordia's strategic directions**

The microprogram supports Concordia's commitment to sustainability by contributing to its [2025 sustainability in curriculum targets](#). It directly contributes to the university's goal to “increase the

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<sup>1</sup> [State of the Profession Report](#), GreenBiz (2022).

number of programs available to students that have a sustainability learning outcome” and brings the university closer to its desired 20% threshold of sustainability-inclusive courses.

The program also contributes to Concordia’s strategic directions “Teach of tomorrow” and “Get your hands dirty” by offering forward-looking and experiential curriculum.

## CONSULTATION

In the period between May and October 2023 the following consultations took place:

- **Faculty Members.** SGS reached out to and discussed with more than 20 faculty members who work on sustainability in different disciplines across the university. Faculty members from all Faculties contributed to the development of the program and have expressed interest in teaching in the first iteration of the program.
- **Loyola Sustainability Research Centre.** SGS consulted with the co-director and several core members of the Loyola Sustainability Research Centre who enthusiastically support the proposed microprogram and contributed to its development.
- **Office of the Provost.** The proposed microprogram LOI was approved and benefited from the feedback provided by the Provost, the Vice-Provost in Innovation in Teaching and Learning, and the Sustainability Curriculum Developer.
- **Faculty Deans.** Dean Diamantoudi met individually with all Faculty Deans, who expressed interest and support for the microprogram.

## RESOURCE REQUIREMENTS

Based on the growing need for sustainability knowledge and expertise, the program expects to attract 40 students in the first year. This will be attained through a targeted marketing and recruitment campaign.

With this expectation, the microprogram requires the following resources, which will be covered partly by SGS and partly by the Faculties. For complete details on the resource distribution, see attached Memorandum of Understanding (Appendix 3).

YEARLY RESOURCES TO BE COVERED BY SGS		
Admin	GPD	<b>Regular operations</b>
	GPA	<b>Regular operations</b>
Teaching resources	Course coordinator	<b>3 credits</b> (1 course coordinator)
Materials & hosting	Case study prize and final event hosting (keynote speaker, space rental)	<b>4k</b>
Marketing (varies by year)	Marketing & recruitment campaign	<b>5k - 1k</b>

**YEARLY RESOURCES TO BE COVERED BY FACULTIES**

Teaching resources	Instructors	<b>5 credits</b> (0.5 credits per instructor)
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The budget below provides the overall estimates for the first 5 years estimating an increase of 5% of students per year. Further details regarding the program’s projected expenses and revenues are provided in the budget attached (Appendix 4). Although the projected enrollment for the first year is 40 students, the program would need only 13 students in its first iteration to ensure the expenses do not exceed the revenue.

Importantly, the provincial government’s new Fall 2024 tuition and funding regulations will have negligible impact on the microprogram’s projected student population. The program seeks to attract current Concordia students and graduates as well as local professionals, and it is unlikely that international or out-of-province individuals would relocate to pursue an 8-credit microprogram. As such, the budget and resources are calculated based on the government’s current funding formula, which will continue to apply to Quebec-based students.

**SUMMARY OF 5-YEAR BUDGET**

REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>						
Tuition (FTE)	\$29,928	\$31,326	\$33,005	\$34,403	\$36,361	\$165,023
<b>Grants</b>						
Teaching Grant (WFTE)	\$102,396	\$107,181	\$112,922	\$117,707	\$124,406	\$564,612
Support Grant (FTE)	\$25,530	\$26,723	\$28,155	\$29,348	\$31,018	\$140,774
Total grants	\$127,926	\$133,904	\$141,077	\$147,055	\$155,424	\$705,386
<b>Total Revenue</b>	<b>\$157,854</b>	<b>\$165,230</b>	<b>\$174,082</b>	<b>\$181,458</b>	<b>\$191,785</b>	<b>\$870,409</b>

EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>TEACHING</b>						
Tenure Track	\$26,321	\$26,321	\$26,321	\$26,321	\$26,321	\$131,605
Extended Term Contracts	\$15,788	\$15,788	\$15,788	\$15,788	\$15,788	\$78,938
Total Payroll	\$42,108	\$42,108	\$42,108	\$42,108	\$42,108	\$210,542
<b>OTHER EXPENSES</b>						
Total Other Expenses	<b>\$9000</b>	<b>\$6500</b>	<b>\$6500</b>	<b>\$5500</b>	<b>\$5500</b>	<b>\$33,000</b>
<b>Total Expenses</b>	<b>\$51,108</b>	<b>\$48,608</b>	<b>\$48,608</b>	<b>\$47,608</b>	<b>\$47,608</b>	<b>\$243,542</b>

<b>SURPLUS</b>	<b>\$106,745</b>	<b>\$116,622</b>	<b>\$125,473</b>	<b>\$133,850</b>	<b>\$144,177</b>	<b>\$626,867</b>
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# COMPETITIVE LANDSCAPE

## FOR SHORT GRADUATE PROGRAMS IN SUSTAINABILITY

Prepared by the School of Graduate Studies

This document provides an overview of short graduate programs in the field of sustainability offered across North America. The programs fall under the following three main categories:

1. Executive and professional programs in sustainable leadership
2. Graduate microprograms in sustainability
3. Graduate certificates in sustainability

### 1. Executive programs in sustainable leadership

Business schools and professional organizations across North America offer executive programs in sustainable leadership. Most of these programs are short, online, flexible and targeted to professionals and leaders who are driving strategies in sustainability in their organizations.

Examples include the programs offered by Stanford University, the University of Toronto and the CFA Institute.

Stanford University	
Stanford Graduate School of Business	
<a href="#">Sustainability Strategies: Develop Initiatives to Transform Your Business</a>	Executive

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Open to all	8 weeks (4-6 hours per week)	\$ 2,800 USD	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To equip students with the necessary tools to analyze, develop, and manage a sustainability-driven strategy with the aim of mitigating, and ultimately reversing, the impacts of their organization's climate footprint.</li> <li>2. Empower students with the knowledge to understand the sustainability challenges we face and develop the leadership tools and vision to solve them.</li> </ol> <p><b>Online</b></p> <p><b>Students receive certificate of completion</b></p>	<p><b>8 core modules</b></p> <ul style="list-style-type: none"> <li>The Climate Challenge</li> <li>Business Models and Sustainability</li> <li>Sustainability and Your Value Chain</li> <li>Leading for Environmental Sustainability</li> <li>Innovation for a Sustainable Future</li> <li>The Politics of Sustainability—Part 1 &amp; 2</li> <li>Triple Bottom Line</li> </ul> <p><b>Modules based on case studies and cross-industry examples</b></p>

University of Toronto	
Rotman School of Management	
Sustainable Leadership: Innovation for Growth	Executive

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Open to all	6 weeks (4-6 hours per week)	\$ 2,600 CAD	<p>The program delivers strategic frameworks that can help students build a case for sustainability initiatives and successfully lead them in their organization.</p> <p><b>Online</b></p> <p><b>Students receive a digital certificate of completion</b></p>	<p><b>6 core modules</b> Intro to Sustainability &amp; Governance Change, Innovation and Sustainability Building a Sustainable Business Circular Economies &amp; Business Models Sustainability Finance Stakeholder Engagement</p> <p><b>Capstone project</b></p> <p><b>Stackable</b> Counts toward Rotman Excellence in Executive Leadership Certificate</p>

Other universities that offer similar programs include:

Harvard University, [Executive Education for Sustainability Leadership](#)

HEC Montréal, [Microprogramme en gestion et développement durable](#)

New York University, [Corporate Sustainability](#)

CFA Institute	
Climate Finance	Professional

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Open to all	8-12 hours	\$ 460 CAD	<p>This course provides an introduction to climate change and its related economic and environmental impacts, as well as climate solutions.</p> <p><b>Online</b></p> <p><b>Students receive digital badge</b></p>	<p><b>Topics</b> Climate change, carbon pricing, sustainable business models, climate risk and opportunities in the context of business.</p> <p><b>Self-paced modules</b></p> <p><b>Stackable</b> Credits can count toward professional learning goals</p>

Similarly, the Climate Risk Institute offers the [Infrastructure Resilience Professional \(IRP\) Credentialing Program](#), which is targeted to engineers.



## Graduate microprograms in sustainability

As leaders in microprograms, Quebec universities offer several graduate microprograms in sustainability. These programs tend to focus on the field of environmental studies.

As an example, the Université de Sherbrooke offers a flexible 9, 12 or 15-credit microprogram in environmental sustainability:

Université de Sherbrooke				
Centre universitaire de formation en environnement et développement durable				
Microprogramme de 2e cycle en environnement				Microprogram
ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Undergraduate degree in field related to program  Minimum 2.70 GPA	4 months (full time)  6-16 months (part-time)	Quebec fees according to number of credits	This program is mainly intended for professionals or students wishing to improve their skills in one of the fields of the environment and sustainable development. Whether they want to update their skills, specialize in a specific field or change careers.  <b>In-person and online</b>	<b>Flexible duration</b> Students choose between 9, 12 or 15 credit program  <b>Flexible structure</b> Students choose courses and area of focus such as environmental law, communication or program evaluation from 13 available courses

Other Quebec universities offer graduate microprograms that specialize in fields such as law and health. These programs are between 9 - 15 credits, stack on to graduate diplomas and are offered on flexible schedules (evening classes and online). Some examples include:

Polytechnique Montréal (engineering specialization)  
[Microprogramme de 2e cycle en développement durable](#)

Université Laval (law specialization)  
[Microprogramme de 2e cycle en droit de l'environnement et développement durable](#)

Université de Montréal (health specialization)  
[Microprogramme de 2e cycle en santé environnementale et santé au travail](#)

## Graduate certificates in sustainability

Outside Quebec, several universities across North America offer graduate certificates in sustainability. These programs are targeted to professionals who benefit from online and flexible delivery modes, and the programs tend to focus on corporate or community sustainability.

Below are examples offered by Harvard University, the University of Toronto and Royal Roads University.

Harvard University	
Harvard Division of Continuing Education	
Sustainability Graduate Certificate	Certificate

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Open to all	2 years (part-time)	\$ 3,100 USD	<p>The program delivers strategic frameworks that can help students build a case for sustainability initiatives and successfully lead them in their organization.</p> <p><b>In-person and online</b></p> <p><b>80% students work full-time</b></p>	<p><b>5 courses</b> 1 course in environmental management Choice of 4 courses from 20+ grad courses in sustainability</p> <p><b>Stackable</b> Counts toward Sustainability Master's</p>

University of Toronto	
St. Michael's College	
Graduate Diploma in Social Responsibility and Sustainability	Certificate

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Open to all	16 months (11 in-person sessions + bi-weekly webinars)	\$ 8,900 CAD	<p>Using the latest trends, insights, keynote speakers, transformational tools, research and practical frameworks for application, this program delivers the knowledge and experience needed to advance professionals' careers in social and environmental responsibility.</p> <p><b>Online</b></p> <p><b>For full-time workers</b></p>	<p><b>3 core modules (in-person)</b> Modules in corporate social responsibility (CSR); sustainability; and environmental, social and corporate governance (ESG)</p> <p><b>Mentor group (online)</b></p> <p><b>Best practices webinars (online)</b></p> <p><b>Capstone project</b></p>

Royal Roads University	
Graduate Certificate in Sustainable Community Development	
	Certificate

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
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Undergraduate degree in a related field  At least 3 years of relevant, full-time work experience	9 months	Domestic \$7,068 CAD  International \$9,199 CAD	Designed for students to build skills to inspire sustainable local communities, work with municipalities to tackle complex challenges, and build networks and apply their learning to create sustainable spaces and places.  <b>Online</b>	<b>3 core courses</b> Core principles of sustainable community development Applied community development - case studies Sustainable community development collaboratory
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Although not a graduate program, the University of Calgary offers an undergraduate certificate in sustainability studies that incorporates research and offers an interdisciplinary perspective:

University of Calgary	
School of Architecture, Planning and Landscape	
Certificate in Sustainability Studies	Undergrad certificate

ADMISSION	DURATION	FEES	VISION/ FEATURES	STRUCTURE
Student must be enrolled in undergraduate program in Law, Nursing, Social Work, Undergraduate Medical Education or Veterinary Medicine	1 year	Embedded as part of undergrad degree at no cost	The program provides students with the thinking and problem-solving skill set needed for sustainability leadership, research, education, policy and planning. Through research and experiential learning, students will learn how to work in teams to find solutions to complex sustainability problems at local, regional and global scales.  <b>Online</b>	<b>1 core course</b> Exploring sustainability  <b>2 elective courses</b>  <b>Research project</b>

For further reference, a comprehensive list of graduate programs in sustainability offered by Canadian universities can be found [here](#).

## **COURSE OUTLINE**

### **SUST 601 – PERSPECTIVES ON SUSTAINABILITY**

#### **COURSE DESCRIPTION**

This course aims to train students in sustainability from an interdisciplinary perspective. The course is divided into a lecture component and a practical component. The lecture component is taught by faculty members who explore issues in sustainability from their own disciplinary perspective. During the practical component, students work part-time on case studies to develop a deeper understanding of a sustainability issue relevant to their research or work. Students are assessed upon a final presentation of their case studies. The course is taught by rotating faculty members from year to year.

#### **COURSE SCHEDULE**

##### **LECTURE COMPONENT**

The lecture component will be in-person and will extend for one week during which students will learn about sustainability from different disciplinary perspectives.

##### **Week 1: Perspectives on sustainability**

Each day will focus on a particular sustainability issue in which one or more faculty members will address this issue from their own discipline. The week will be divided into morning and afternoon lectures with the final afternoon being dedicated to a session led by the course coordinator during which students will debrief on the learned content and receive training for the upcoming practical component of the course.

##### **PRACTICAL COMPONENT**

The practical component will be online and will extend for seven weeks during which students will dive deeper into a sustainability issue of their choice receiving guidance and support from the course coordinator and the teaching faculty members.

Each week, students will attend an online session that will be facilitated by the course coordinator. The online session will be divided into discussing a particular methodological approach and the development of their case study. Students will be expected to complete readings beforehand in preparation for the session in addition to continuing the development of their case study. The online sessions will offer support and continuity to students. Throughout the practical component, students can seek mentorship and expertise from the teaching faculty members and rely on the course coordinator as the main contact person for guidance.

**Week 2: Preparing the ground**

This week will focus on the students' planning, preparation and early development of their case study. The discussion will center on the initial research questions they have identified, their proposed approach to these questions and how far along they have advanced at that early stage. They will be advised on professional skills such as time management and the university's available resources.

**Week 3: Sources and resources**

This week will focus on the sources and resources students will be using in the development of their case study. The discussion will center on questions around what constitutes a legitimate source of information, how they can access these sources and use them to support, validate and advance their sustainability questions. Attention will be given to the diverse settings students may be operating in such as the community sector, industry, academia, the art and culture sector, etc.

**Week 4: Quantitative approaches**

This week will focus on the use of quantitative approaches. The discussion will center on the type of quantitative tools they are using for their case studies such as data collection and data analysis, surveys, polls, etc; the challenges they are encountering and how they can best use this approach to further their sustainability questions.

**Week 5: Qualitative approaches**

This week will focus on the use of qualitative approaches. The discussion will center on the type of qualitative tools they are using for their case studies such as interviews and observation, the challenges they are encountering and how they can best use this approach to further their sustainability questions.

**Week 6: Challenges and problem-solving**

This week will focus on addressing challenges and active problem-solving. The discussion will center on the challenges students may be facing in their case studies, potential tools to address these challenges and problem-solving techniques that may further their sustainability work.

**Week 7: Effective communication**

In preparation for the final event, this week will focus on effective communication to support students as they finalize their case studies and prepare to share their findings and convey their ideas to a diverse and interdisciplinary audience.

## FINAL EVENT

The course concludes with a one-day in-person event in which students present their case studies to their peers and all teaching faculty members and take part in a final networking event.

### **Week 8: Final presentation and networking**

Students will have the opportunity to share with the entire group the issue they have been focusing on, their findings and proposed solutions. They will receive feedback from the entire group. The networking event will be an opportunity for students to further build and strengthen their professional and academic relationships with others working in sustainability.

## MATERIALS

The practical component of the course (week 2 to week 7) will be entirely online. As such, all course material, including detailed instructions, will be posted on Moodle.

## EVALUATION

The major evaluation component in this course is the case study. Students will divide into small groups. They will receive a case study on a sustainability theme to analyze and complete over the course of the 7 weeks following the class. At the end of the period, a case study presentation will be held. Evaluation of the cases will be done by the course professors and the course coordinator.

The course will be taught on a pass/ fail basis. A 'pass' will be assigned based upon a combination of course attendance, participation, completion of the case study and the final presentation.

# **MEMORANDUM OF UNDERSTANDING**

## **GRADUATE MICROPROGRAM IN SUSTAINABILITY**

This Memorandum of Understanding (MOU) will act as an agreement between the [Faculty X] and the School of Graduate Studies.

### **1. Purpose**

This MOU is intended to set out the terms and understanding between the [Faculty X] and the School of Graduate Studies for the governance, administration, and resources of the Graduate Microprogram in Sustainability.

### **2. Program Governance**

The Graduate Microprogram in Sustainability will be housed and administered by the School of Graduate Studies as of the [20XX-20XX] academic year.

The program will operate under the governance structure described below.

#### **Administration**

A) School of Graduate Studies

The program will be housed at the School of Graduate Studies, a teaching unit registered with the Ministry of Higher Education.

B) Graduate Program Director (GPD)

The program will be overseen and administered by the GPD/ Associate Dean.

#### **Governance**

C) Program Advisory Committee

The program will be governed by its own Program Advisory Committee comprised of full-time faculty members from different disciplines and affiliated to different Faculties. The committee will be chaired by the GPD.

D) Program requirements

Program requirements will be decided by the Program Advisory Committee and managed by the GPD. Changes to the program will be approved by the School of Graduate Studies Council, the Academic Programs Committee (APC) and Senate, if Senate approval is required.

### 3. Course

The teaching credits of the microprogram's 8-credit course will be divided as follows:

- A) Five credits will be co-taught by faculty members from the signing Faculties divided into ten 0.5 credit sessions.
- B) Three credits will be allocated to the course coordinator.

### 4. Resources

#### A) Program administration

The School of Graduate Studies agrees to provide the following resources required for the administration and operation of the Graduate Microprogram in Sustainability.

- I. The School of Graduate Studies agrees to cover the stipend of the GPD/ Associate Dean.
- II. The School of Graduate Studies agrees to cover the compensation for the GPA.

#### B) Teaching

The expenses and revenue of the teaching credits will be distributed as follows:

- I. The associated Faculties will absorb the cost for the credits taught by their faculty members. If, for example, three faculty members of [Faculty X] teach three 0.5 credit sessions, the total workload absorbed by [Faculty X] will be 1.5 (three x 0.5) credits.
- II. A specific faculty member will not teach more than a total of 1 credit per year; therefore, seconding will not be a problem. If exceptions are required, prior approval from the corresponding Faculty Dean and department Chair will be required.
- III. The School of Graduate Studies will absorb the cost for the course coordinator.
- IV. The WFTEs of all the students registered in the microprogram will be transferred proportionally to the Faculties of the teaching faculty members. If, for example, 10 students from [Faculty X] are registered in a given year in the program, the value corresponding to 10 WFTEs will be transferred to [Faculty X].



**5. Duration**

This MOU shall become effective upon signature by the authorized officials from the [Faculty x] and [Faculty x] and the School of Graduate Studies and will remain in effect until modified or terminated by any one of the partners by mutual consent.

**6. Signatories**

\_\_\_\_\_ Date:  
Dean, [Faculty X]  
Name

\_\_\_\_\_ Date:  
Dean, School of Graduate Studies  
Name



LOI Budget Chart

<b>Total Payroll</b>	\$	-	\$ 42,108	\$ 42,108	\$ 42,108	\$ 42,108	\$ 42,108	\$ 210,542
<b>OTHER EXPENSES</b>								
New Classroom, renovation and lab equipment - NON-CAPITAL								\$ -
New Classroom, renovation and lab equipment - CAPITAL								\$ -
Rent								\$ -
Taxes								\$ -
Maintenance-Security								\$ -
Operating cost								\$ -
Other			\$ 9,000	\$ 6,500	\$ 6,500	\$ 5,500	\$ 5,500	\$ 33,000
<b>Total Other Expenses</b>	\$	-	\$ 9,000	\$ 6,500	\$ 6,500	\$ 5,500	\$ 5,500	\$ 33,000
<b>Total Expenses</b>	\$	-	\$ 51,108	\$ 48,608	\$ 48,608	\$ 47,608	\$ 47,608	\$ 243,542

Benefit Rate 26.30%

Case study prize (\$1.5k), final event hosting (keynote speaker and space rental (\$2.5k) and marketing (\$5k initial year, \$2.5k years 2-3, \$1.5k years 4-5 )

LOI Budget Chart

Department:  
Program Title:

NOTE : ONLY   NEED TO BE POPULATED

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>STUDENTS</b>					
Cycle 1 FTE (FTE = 30 credits)					
New Cycle 1 FTE registered in the program					
Total credits for Program					
Attrition rate	10%				
<b>TOTAL FTE</b>	0.00	0.00	0.00	0.00	0.00
<b>Program Family</b>					
Choose a Family					
Weight	0.00				
<b>Weighted FTE</b>	0.00	0.00	0.00	0.00	0.00

Comments

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
Tuition (FTE)	\$ 2,797	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grants</b>							
Teaching Grant (WFTE)	\$ 3,906	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Grant (FTE)	\$ 2,386	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total grants</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>External</b>							\$ -
<b>Total Revenue</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Additional Funding</b>							
<b>Internal</b>							
Provost Office							\$ -
Institutional							\$ -
Capital Fund (1)							\$ -
Other							\$ -
<b>Total internal sources of funding for the faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LOI Budget Chart

NOTE : ONLY [ ] NEED TO BE POPULATED

		Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>STUDENTS</b>							
Cycle 2 FTE (FTE = 30 credits)							
New Cycle 2 FTE registered in the program		10.7	11.2	11.8	12.3	13	Range: 40 students (Year 1) to 49 (Year 5)
Total credits for Program	8						
Attrition rate	0%						
<b>TOTAL FTE</b>		10.70	11.20	11.80	12.30	13.00	
<b>Program Family</b>							
Education	Weight	2.45					As per office of registrar recommendation, set to the
<b>Weighted FTE</b>		26.22	27.44	28.91	30.14	31.85	

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
Tuition (FTE)	\$ 2,797	\$ 29,928	\$ 31,326	\$ 33,005	\$ 34,403	\$ 36,361	\$ 165,023
<b>Grants</b>							
Teaching Grant (WFTE)	\$ 3,906	\$ 102,396	\$ 107,181	\$ 112,922	\$ 117,707	\$ 124,406	\$ 564,612
Support Grant (FTE)	\$ 2,386	\$ 25,530	\$ 26,723	\$ 28,155	\$ 29,348	\$ 31,018	\$ 140,774
<b>Total grants</b>		\$ 127,926	\$ 133,904	\$ 141,077	\$ 147,055	\$ 155,424	\$ 705,386
External							\$ -
<b>Total Revenue</b>	\$ -	\$ 157,854	\$ 165,230	\$ 174,082	\$ 181,458	\$ 191,785	\$ 870,409
<b>Additional Funding</b>							
<b>Internal</b>							
Provost Office							\$ -
Institutional							\$ -
Capital Fund (1)							\$ -
Other							\$ -
<b>Total internal sources of funding for the faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note 1 : Linked to capital expenses

LOI Budget Chart

Department:  
Program Title:

NOTE : ONLY   NEED TO BE POPULATED

		Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>STUDENTS</b>							
Cycle 3 FTE (FTE = 30 credits)							
New Cycle 3 FTE registered in the program		0	0	0	0	0	
Total credits for Program		0					
Attrition rate		10%					
<b>TOTAL FTE</b>		0.00	0.00	0.00	0.00	0.00	
<b>Program Family</b>		<b>Weight</b>					
Choose a Family		0.00					
<b>Weighted FTE</b>		0.00	0.00	0.00	0.00	0.00	

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
Tuition (FTE)	\$ 2,797	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grants</b>							
Teaching Grant (WFTE)	\$ 3,906	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Grant (FTE)	\$ 2,386	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total grants</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
External							\$ -
<b>Total Revenue</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Additional Funding</b>							
<b>Internal</b>							
Provost Office							\$ -
Institutional							\$ -
Capital Fund (1)							\$ -
Other							\$ -
<b>Total internal sources of funding for the faculty</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LOI Budget Chart

Program Title:

Program Financial Viability

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Tuition Fee</b>							
Tuition (FTE)		\$ 29,928	\$ 31,326	\$ 33,005	\$ 34,403	\$ 36,361	\$ 165,023
<b>Grants</b>							
Teaching Grant (WFTE)		\$ 102,396	\$ 107,181	\$ 112,922	\$ 117,707	\$ 124,406	\$ 564,612
Support Grant (FTE)		\$ 25,530	\$ 26,723	\$ 28,155	\$ 29,348	\$ 31,018	\$ 140,774
<b>Total grants</b>		\$ 127,926	\$ 133,904	\$ 141,077	\$ 147,055	\$ 155,424	\$ 705,386
Additional Funding External	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ 157,854</b>	<b>\$ 165,230</b>	<b>\$ 174,082</b>	<b>\$ 181,458</b>	<b>\$ 191,785</b>	<b>\$ 870,409</b>
<b>EXPENSES</b>							
<b>TEACHING</b>							
Tenure Track	\$ -	\$ 26,321	\$ 26,321	\$ 26,321	\$ 26,321	\$ 26,321	\$ 131,605
Extended Term Contrats	\$ -	\$ 15,788	\$ 15,788	\$ 15,788	\$ 15,788	\$ 15,788	\$ 78,938
Limited Term Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lecturers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Course remissions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technical support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teacher's Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>ADMIN STAFF</b>							
Administrative Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Payroll</b>	<b>\$ -</b>	<b>\$ 42,108</b>	<b>\$ 42,108</b>	<b>\$ 42,108</b>	<b>\$ 42,108</b>	<b>\$ 42,108</b>	<b>\$ 210,542</b>
<b>OTHER EXPENSES</b>							
<b>Total Other Expenses</b>	<b>\$ -</b>	<b>\$ 9,000</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 5,500</b>	<b>\$ 5,500</b>	<b>\$ 33,000</b>
<b>Total Expenses</b>	<b>\$ -</b>	<b>\$ 51,108</b>	<b>\$ 48,608</b>	<b>\$ 48,608</b>	<b>\$ 47,608</b>	<b>\$ 47,608</b>	<b>\$ 243,542</b>
<b>CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)</b>	<b>\$ -</b>	<b>\$ 106,745</b>	<b>\$ 116,622</b>	<b>\$ 125,473</b>	<b>\$ 133,850</b>	<b>\$ 144,177</b>	<b>\$ 626,867</b>

**Summary of Changes (New Graduate Program (Fast Track))**

**Course Changes:**

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
SUST 601 Perspectives on Sustainability	X	X	X	X		X	X	X	X	

**Regulation Changes:**

- Admission Requirements
- Degree Requirements
- Academic Regulations



**REGULATIONS CHANGE FORM**

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Sustainability Microprogram

**Calendar Section Name:** Admission Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Admission Requirements

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2024/2025/Summer

**Type of change:** Regulation Change

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram > Sustainability Microprogram

**Present Text calendar**

Admission Requirements

**Proposed Text**

Admission Requirements

- Undergraduate degree from a recognized university.
- Minimum GPA of 3.0
- **Proficiency in English.** Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the English language proficiency page for further information on requirements and exemptions.

**Rationale:**

This program will be open to students seeking graduate-level knowledge and training in sustainability. Applicants must have completed an undergraduate degree in any discipline with a minimum GPA of 3.0. Their own disciplinary training and perspective will inform the program's interdisciplinary scope.

**Resource Implications:**

**REGULATIONS CHANGE FORM**

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Sustainability Microprogram

**Calendar Section Name:** Degree Requirements

**Calendar Section Type:** Regulation

**Description of Change:** Degree Requirements

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2024/2025/Summer

**Type of change:** Regulation Change

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram > Sustainability Microprogram

**Present Text calendar**

Degree Requirements

**Proposed Text**

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 8 credits.

Please see the [Interdisciplinary Courses](#) page for course descriptions.

**Rationale:**

Students must complete the microprogram's 8-credit course.

**Resource Implications:**

## PROGRAM CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Sustainability Microprogram

**Calendar Section Name:** Sustainability Microprogram

**Calendar Section Type:** Program

**Description of Change:** Sustainability Microprogram

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Program Name:**

**Program Type:** Course-based

**Degree:** Course-based

**Calendar publication date:** 2024/2025/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram > Sustainability Microprogram > Degree Requirements

**Type of Change:** New Program

### Present Text calendar

credits

0

### Proposed Text

8 credits Sustainability Microprogram

0

8 credits:

SUST 601 Perspectives on Sustainability (8)

### Rationale:

The Sustainability Microprogram will be an interdisciplinary 8-credit program co-taught by faculty members who will bring their knowledge and expertise to explore sustainability from different disciplines and perspectives. The program will be comprised of one course that extends over eight weeks in the summer. Students will be expected to commit full-time during one week of lectures and complete work on case studies for the remaining seven weeks.

The program responds to the growing need of a diverse professional workforce with knowledge and expertise in sustainability in addition to academic training in their own field. It will be the first graduate microprogram in sustainability offered in English by a Quebec university and it will offer an interdisciplinary perspective that differs from the specialized programs that are currently offered.

### Resource Implications:

The microprogram's resources will be covered partly by SGS and partly by the Faculties. For complete details on the resource distribution, see attached Memorandum of Understanding (Appendix 4).

### YEARLY RESOURCES TO BE COVERED BY SGS

#### Admin

-GPD & GPA covered by regular operations

#### Teaching resources

-3 credits for 1 course coordinator

#### Materials & hosting

-4k for case study prize and final event hosting (keynote speaker, space rental)

**Marketing & recruitment**

-1k to 5k (varies by year)

**YEARLY RESOURCES TO BE COVERED BY FACULTIES**

**Teaching resources**

-5 credits (0.5 credits per instructor)

**REGULATIONS CHANGE FORM**

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Sustainability Microprogram

**Calendar Section Name:** Academic Regulations

**Calendar Section Type:** Regulation

**Description of Change:** Academic Regulations

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2024/2025/Summer

**Type of change:** Regulation Change

**Path:** Graduate > See Winter 2024 Graduate Calendar > Programs > School of Graduate Studies Programs > Graduate Microprogram > Sustainability Microprogram

**Present Text calendar**

Academic Regulations

**Proposed Text**

Academic Regulations

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

-

**Time Limit.** Please refer to the **Academic regulations** page for further details regarding the Time limits .

-

**Completion Requirement.** To receive a letter of attestation, students must pass all degree requirements.

**Rationale:**

Academic regulations follow the Graduate Calendar's standard language on academic standing and time limits. New language has been introduced to detail the requirements for students to obtain a letter of attestation confirming the completion of the microprogram.

**Resource Implications:**

## COURSE CHANGE FORM

**Dossier Type:** New Graduate Program (Fast Track)

**Dossier Title:** Sustainability Microprogram

**Calendar Section Name:** SUST 601

**Calendar Section Type:** Course

**Description of Change:** SUST 601 Perspectives on Sustainability

**Proposed:** Graduate Curriculum Changes

**Faculty/School:** School of Graduate Studies

**Department:** School of Graduate Studies

**Calendar publication date:** 2024/2025/Summer

**Planning and Promotion:** 01 Jan 0001

**Effective/Push to SIS date:** 01 Jan 0001

**Implementation/Start date:** 01 May 2024

**Path:** Graduate > See Winter 2024 Graduate Calendar > Courses > School of Graduate Studies Courses > Interdisciplinary Courses

**Type of Change:** New Course

### Present Text calendar

### Proposed Text

SUST 601 Perspectives on Sustainability (8 credits)

*Prerequisites:*

*Prerequisites:*

*Description :*

*Description :*

This course trains students in sustainability from an interdisciplinary perspective. The course is divided into a lecture component and a practical component. The lecture component is taught by faculty members who explore issues in sustainability from their own disciplinary perspective. During the practical component, students work part-time on case studies to develop a deeper understanding of a sustainability issue relevant to their research or work. Students are assessed upon a final presentation of their case studies. The course is taught by rotating faculty members from year to year.

*Component(s):*

*Component(s):*

*Notes :*

*Notes :*

**Other note :**

**Other note :** This course is assessed on a pass/fail basis.

**Rationale:**

The course content and structure foregrounds the following aspects:

**Interdisciplinarity.** The course is co-taught by faculty members from different Faculties and disciplines.

**Flexible schedule.** The lecture component extends over a week (full-time) and the practical component over seven weeks (part-time). This makes it an attractive offering for working professionals who may not commit to a longer period on a full-time basis as well as for graduate students focused on their programs during the Fall and Winter terms.

**Experiential learning.** Students benefit from experiential learning by working on case studies during the practical component of the course.

**Resource Implications:**

See D3 and D4.

## Impact Report

### Courses

SUST 601 Perspectives on Sustainability

Graduate -> See Winter 2024 Graduate Calendar -> Courses -> School of Graduate Studies Courses ->

Interdisciplinary Courses

Source of Impact

### Other Units

Addition of **Academic regulations** to **Academic Regulations** requirement

Source of other unit Impact

- Sub Section is housed in Academic regulations

Addition of **Time Limits** to **Academic Regulations** requirement

Source of other unit Impact

- Regulation is housed in Academic regulations

Addition of **Academic standing** to **Academic Regulations** requirement

Source of other unit Impact

- Regulation is housed in Academic regulations

Addition of **SUST 601** to **Sustainability Microprogram** requirement

Source of other unit Impact

- Course is housed in Interdisciplinary Courses



# MEMORANDUM OF UNDERSTANDING

## GRADUATE MICROPROGRAM IN SUSTAINABILITY

This Memorandum of Understanding (MOU) will act as an agreement between the Faculties and the School of Graduate Studies.

### 1. Purpose

This MOU is intended to set out the terms and understanding between the Faculties and the School of Graduate Studies for the governance, administration, and resources of the Graduate Microprogram in Sustainability.

### 2. Program Governance

The Graduate Microprogram in Sustainability will be housed and administered by the School of Graduate Studies as of the 2024-2025 academic year.

The program will operate under the governance structure described below.

#### Administration

A) School of Graduate Studies

The program will be housed at the School of Graduate Studies, a teaching unit registered with the Ministry of Higher Education.

B) Graduate Program Director (GPD)

The program will be overseen and administered by the SGS GPD/ Associate Dean.

#### Governance

C) Program Advisory Committee (PAC)

The program will be governed by its own PAC. The PAC will be comprised of:

- One full-time faculty member from each one of the Faculties
- Principal of the Loyola College for Diversity and Sustainability, or delegate
- SGS GPD/ Associate Dean, or delegate
- Course coordinator
- SGS Manager of Graduate Academic Programs, or delegate

The committee will be chaired by the SGS GPD/ Associate Dean.

The PAC will be responsible for determining program requirements, determining yearly themes and instructors, overseeing program content and curriculum, finalizing admissions and approving program changes.

D) Program requirements

Program requirements will be decided by the PAC and managed by the SGS GPD/ Associate Dean. Changes to the program will be approved by the Graduate Curriculum Committee (GCC), the Academic Programs Committee (APC) and Senate, if Senate approval is required.

### 3. Program

The 8 credits of the microprogram will be divided as follows:

- A) Five credits will be co-taught by faculty members from the signing Faculties divided into ten 0.5 credit sessions. Faculty members will be responsible for delivering a three-hour lecture, assigning readings, supporting the development of the case studies, evaluating students and attending the microprogram's final event. In addition, faculty members will rotate sitting on the PAC.
- B) Three credits will be allocated to the course coordinator, who will be responsible for coordinating the lecture component of the program, facilitating weekly sessions throughout the practical component of the program, advising and supporting students in the completion of their case study, and organizing the final event. In addition, the course coordinator will participate in evaluating students and sit on the PAC.

### 4. Resources

A) Program administration

The School of Graduate Studies agrees to provide the following resources required for the administration and operation of the Graduate Microprogram in Sustainability.

- I. The School of Graduate Studies agrees to provide GPD/ Associate Dean support.
- II. The School of Graduate Studies agrees to provide GPA support.

B) Teaching

The expenses and revenue of the teaching credits will be distributed as follows:

- I. The associated Faculties will absorb the cost for the credits taught by their faculty members. If, for example, three faculty members of a given Faculty teach three 0.5 credit sessions, the total workload absorbed by that Faculty will be 1.5 (three x 0.5) credits.

- II. Normally, a specific faculty member will not teach more than a total of 1 credit per year; therefore, seconding will not be a problem. If exceptions are required, prior approval from the corresponding Faculty Dean and department Chair will be required.
- III. The School of Graduate Studies will absorb the cost for the course coordinator.
- IV. The WFTes of all the students registered in the microprogram will be transferred proportionally to the Faculties of the teaching faculty members. If, for example, 2 members of a given Faculty are teaching in a year in the program, the 2/10 of the total WFTes will be transferred to that Faculty during that year. Enrollment is estimated at 40 students. Therefore, following the example where 2 members of a given Faculty are teaching in the program and the estimated enrollment is reached, 64 credits (8 (2/10 x40) students registered in 8 credits) will be transferred to that Faculty in return for 1 credit workload. This is the equivalent of 2.13 FTEs in return for 1 credit workload.

**5. Duration**

This MOU shall become effective upon signature by the authorized officials from the Faculties and the School of Graduate Studies and will remain in effect until modified or terminated by any one of the partners by mutual consent.

**6. Signatories**



Date: 2024-02-28

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**Dr. Pascale Sicotte**  
Dean, Faculty of Arts and Science



Date: 2024-02-27

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**Dr. Annie Gérin**  
Dean, Faculty of Fine Arts



Date: 2024-02-29

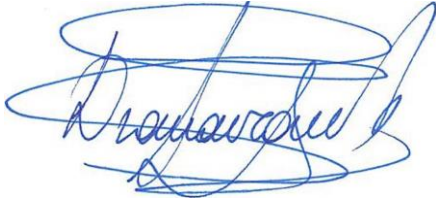
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**Dr. Mourad Debbabi**  
Dean, Gina Cody School of Engineering and Computer Science

Date:

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



Date: 2024-02-26

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**Dr. Effrosyni Diamantoudi**  
Dean, School of Graduate Studies

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**From:** Anne-Marie Croteau <[Anne-Marie.Croteau@concordia.ca](mailto:Anne-Marie.Croteau@concordia.ca)>  
**Sent:** Wednesday, February 21, 2024 5:40 PM  
**To:** Effrosyni Diamantoudi <[effrosyni.diamantoudi@concordia.ca](mailto:effrosyni.diamantoudi@concordia.ca)>  
**Subject:** RE: for our meeting


Dear Faye,  
I've reread it carefully and I'm all in favor of this new program. I like it and it's a promising framework for many other themes that we would like to teach at the grad level. This first one on sustainability will be a great start to do it.  
Thanks for leading it.

**Anne-Marie Croteau**, PhD, CDir  
Dean, John Molson School of Business  
Professor, Business Technology Management  
Concordia University, Montreal, Canada  
Member of the Board of Directors of AACSB

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**From:** Effrosyni Diamantoudi <[effrosyni.diamantoudi@concordia.ca](mailto:effrosyni.diamantoudi@concordia.ca)>  
**Sent:** Tuesday, February 20, 2024 8:29 PM  
**To:** Anne-Marie Croteau <[Anne-Marie.Croteau@concordia.ca](mailto:Anne-Marie.Croteau@concordia.ca)>  
**Subject:** for our meeting

Hello Anne-Marie,

This is for our meeting tomorrow:  [Sustainability Microprogram MoU- Final version 20-02-24.docx](#)

It's about two pages and we can read it together. Looking forward to our chat 😊

Cheers,  
Faye

Dr. Faye Diamantoudi  
Dean of Graduate Studies  
Professor, Department of Economics