



SENATE

NOTICE OF MEETING

December 6, 2024

Please be advised that the next regular meeting of Senate of Concordia University will be held on Friday, December 13, 2024, at 2 p.m., in the Norman D. Hébert, LLD Meeting Room (Room EV 2.260) on the SGW Campus.

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

Please note that Closed Session documents and discussions are confidential.

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

Karan Singh
Secretary of Senate



AGENDA OF THE OPEN SESSION OF THE MEETING OF SENATE

Friday, December 13, 2024
immediately following the meeting of the Closed Session
in the Norman D. Hébert, LLD Meeting Room
(Room EV 2.260) on the SGW Campus
and via Zoom Videoconferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of Minutes from the Open Session meeting of November 8, 2024	G. Carr	Approval

CONSENT AGENDA

2. Committee and Tribunal Pool appointments (Document US-2024-6-D2)		Approval
3. APC recommendation: Regulation and requirements changes (Document US-2024-6-D3):		Approval
3.1 Office of the Registrar (OOTR-OOTR-5680)		
3.2 John Molson School of Business (JMSB-JMSB-5668)		

- 3.3 Kaié:ri Nikawerà:ke Indigenous Bridging
Program changes: Alternative Entry
program changes:

- 3.3.1 BSc (AS-ARTSCI-5630);
- 3.3.2 BA Journalism
(AS-ARTSCI-5673);
- 3.3.3 BEng (GCS-GCS-5498);
- 3.3.4 JMSB (JMSB-JMSB-5666)

- 3.4 Faculty of Arts and Science: Alternative
Entry program changes (AS-ARTSCI-5679)

- 3.5 John Molson School of Business: Program
Credit Value Change and Regulation and
Requirement Change (JMSB-MANA-5642)

REGULAR AGENDA

- | | | | |
|----|---|------------------------------|-------------|
| 4. | Business arising from the Minutes not included
on the Agenda | | |
| 5. | President's remarks | G. Carr | Information |
| 6. | Academic update (Document US-2024-6-D4) | A. Whitelaw | Information |
| 7. | APC recommendation: DISC Deadline regulation
change (UCA-UCA-5692)
(Document US-2024-6-D5) | A. Whitelaw | Approval |
| 8. | APC recommendation: New Program –
Fast-track: Microprogram in Innovation Mindset
(AS-INTE-5556) (Document US-2024-6-D6) | A. Whitelaw/
E. Bloodgood | Approval |

- | | | | |
|--|---|------------------------------|------------|
| 9. | APC recommendation: Revision of Program
(AS-EDUC-5747) (Document US-2024-6-D7) | A. Whitelaw/
E. Bloodgood | Approval |
| 9.1 New Teacher Certification Graduate Programs: <ul style="list-style-type: none"> • Preschool and Elementary • Teaching English as a Second Language | | | |
| 9.2 Deletion of Program: Teacher Certification Graduate Diploma | | | |
| 10. | Strategic Directions | G. Carr | Discussion |
| 11. | Question period (<i>maximum 15 minutes</i>) | | |
| 12. | Other business | | |
| 13. | Adjournment | G. Carr | |

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

Friday, November 8, 2024 at 3 p.m.
in the Loyola Chapel
(Room FC-110) on the Loyola Campus
and via Zoom video conferencing

PRESENT**Voting members:**

Graham Carr (Chair)	Anne-Marie Croteau	Mehdi Kharazmi (zoom)
Mohamad Abdallah	Fabienne Cyrius (zoom)	Vanessa Massot
Duraipaandiyaan	Alexandra Dawson	Maggie McDonnell
Anbumani Poongothai	Mourad Debbabi	Xavier Ottenwaelder
(zoom)	Effrosyni Diamantoudi	Véronique Pepin
Angelica Antonakopoulos	(zoom)	Kareem Rahaman
Gabriela Aragon	Ariela Freedman (zoom)	Ian Rakita
Ryan Assaker	Annie Gérin (zoom)	Rosemary Reilly
Sabine Bergler	Andrea Harland	Ramin Sedaghati
Theresa Bianco	Bonnie Harnden	Anna Sheftel (zoom)
Patrice Blais	Steve Henle	Pascale Sicotte (zoom)
Amy Buckland (zoom)	Mar Ibrahim	Ahmed Soliman
Robin Chemtov	Asli Isaaq (zoom)	Ayyappan Subramanian
Maria Chitoroaga	Arnav Ishaan (zoom)	(zoom)
Roy Cross	Mia Kennedy	Sofiène Tahar (zoom)
		Anne Whitelaw (zoom)

Non-voting members: Philippe Beaugerard, Paul Chesser (zoom), Stéphanie de Celles, Michael Di Grappa (zoom), Isabel Dunnigan (zoom), Frederica Jacobs (zoom), Olivia Ward

Also attending: Christiana Abraham, Rachel Berger (zoom), Elizabeth Bloodgood, Howard Bokser (zoom), Jason Ens (zoom), Nicole Freeman (zoom), Sandra Gabriele, James Grant, Andrea Jakob (zoom), Rebecca Tittler, Angélique Willkie

ABSENTVoting members:

Matthew Barker	Moshe Lander	Catherine Mulligan
Beverley Best	Christopher Moore	Mireille Paquet
Niraj Dayanandan	David Morris	Kamila Sobol

Non-voting members: Denis Cossette, Stefana Nita, Carlos Santana

1. Call to order

The Chair called the meeting to order at 3:04 p.m.

1.1 Approval of the Agenda

R-2024-5-1 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of October 11, 2024 Minutes

R-2024-5-2 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of October 11, 2024 be adopted.

CONSENT

2. Library Spectrum Report (Document US-2024-5-D1)

3. Committee reports (Document US-2024-5-D2)

These reports were provided for information purposes only.

4. Committee and Tribunal Pool appointments (Document US-2024-5-D3)

R-2024-5-3 Upon motion duly moved and seconded, it was unanimously resolved that the Committee and Tribunal Pool appointments be approved.

5. APC recommendation: Regulations and requirements changes
(Document US-2024-5-D4)

5.1. Addition of administrative notations – Academic Re-evaluation and Late Completion (OOR-OOR-5560)

5.2. Changes to admissions regulations on demonstrating English language proficiency (OOTR-OOTR-5681)

5.3. School of Graduate Studies integrated pathways (OOR-OOR-5367)

R-2024-5-4 *Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the regulations and requirement changes as detailed in the attached document:*

- *Addition of administrative notations – Academic Re-evaluation and Late Completion (OOR-OOR-5560)*
- *Changes to admissions regulations on demonstrating English language proficiency (OOR-OOR-5681)*
- *School of Graduate Studies integrated pathways (OOR-OOR-5367)*

6. APC recommendation: Program title changes (Document US-2024-5-D5)

6.1. Faculty of Arts and Science

AS-AHSC-5513 - Program Title Change from Certificate in Community Service to Certificate in Community and Organizational Leadership

6.2. School of Graduate Studies

SGS-SGS-5634 - Program Title Change from Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram

R-2024-5-5 *Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the program title changes as detailed in the attached document:*

- *Certificate in Community Service to Certificate in Community and Organizational Leadership (AS-AHSC-5513)*
- *Sustainability Microprogram to Sustainability Perspectives Graduate Microprogram (SGS-SGS-5634)*

REGULAR

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

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

8. President's remarks

- Dr. Carr began by thanking everyone for accommodating the change in location and time of Senate.
- He noted that the last Senate meeting had been on the eve of Fall Reading week. This was followed by convocation at Place des Arts. 1,200 of the 2,000 fall graduates were

in attendance from the Faculty of Arts and Science, the John Molson School of Business and the Gina Cody School of Engineering and Computer Science. He offered thanks to everyone from faculty and staff who attended and to the Registrar's team for making the ceremonies a huge success.

- Three outstanding honorary doctorates were awarded: Kiran Mazumdar-Shaw, who is the founder of India's leading biotechnology enterprise, Biocon and a global thought leader committed to delivering affordable insulin and biologics; John Sicard, a Concordia graduate and outgoing CEO of Kinaxis, and global leader in supply chain management; and Douglas Sanderson, Professor of Aboriginal Law at the University of Toronto, co-author of the award-winning book, *Valley of the Birdtail*, and proponent of Indigenous reconciliation.
- Two outstanding students were awarded the Governor General's Gold and Silver medals: The Gold Medal for the top-performing graduate student went to PhD graduate, Ginath Yuh Yisa, from the Department of Geography, Urban Planning and Environment and the Silver Medal for the academic top-performing undergraduate student went to Philip Smith, from the Department of Classics, Modern Languages and Linguistics (and a past member of the Garnet Key Society), who graduated with a GPA of 4.3.
- The John Molson School ceremony marked the last convocation presided over by Co-Chancellor Jonathan Wener, who has served in the role for nearly a decade. He will be succeeded by the current Co-Chancellor as the new Chancellor, Gina Cody.
- At the Open House, the overall attendance was up 3.6%, largely driven by increases from Québec (8.8%) and international (4.2%). There were about 6,000 visitors on the two campuses, which included parents and friends. This was the first time all Montréal universities held open houses on the same weekend, and this was surely a factor that resulted in increased local attendance. He complimented the visibility of services for francophone students as well as support for those who want to learn or improve French. The vibe on both campuses was excellent – well done to all who contributed.
- Turning his attention to other numbers, he noted that there continues to be a drop in Open House participants from the Rest of Canada (down 28%), but he noted that the prospective students and parents who came have already factored in the changes around funding and francization lingering from last year's government announcements and came to Concordia nonetheless because of interest in the programs the University has to offer. On the international front, after the United States, the top international prospects were from France, China, Mexico, Germany, and the United Kingdom. The important work of converting interest into applications, acceptances and registrations was now on.
- Tomorrow in Vancouver, the Royal Society of Canada will be honoring new fellows and prize winners, including six faculty members (a record number for Concordia). Inducted as new fellows are: Ann English, Distinguished Professor Emerita

(Chemistry and Biochemistry), David Howes (Sociology and Anthropology), Muthukumaran Packirisamy (Mechanical, Industrial and Aerospace Engineering). Joining the College of New Scholars, Artists and Scientists will be Xia Li (Chemical and Materials Engineering). In addition, Catherine Mulligan (Building, Civil and Environmental Engineering) will receive the Miroslaw Romanowski Medal for her pioneering work in sustainable environmental engineering; and Steven High (History) will receive the J.B. Tyrrell Medal for his contributions to Canadian history.

- He invited Senators to join him in congratulating colleagues for their great personal achievements, which bring luster to Concordia's growing stature as a high impact research leader in Canada.
- Dr. Carr then noted the sad news of the passing of Justice Murray Sinclair, who was Chair of Canada's Truth and Reconciliation Commission on Residential Schools. In September 2022, he was awarded the Loyola Medal for his work as a lifelong champion of Indigenous rights. A tribute to Justice Sinclair has been posted on the News section of the University's website.
- On the political front, Dr. Carr informed Senate that, earlier in the week, he was in Québec City with Pasal Lebel, Executive Director of Government Relations, and another colleague Sebastien Lebel-Grenier, Principal of Bishop's University, to testify before the committee of the National Assembly on the proposed *Loi 74* to limit new international students at Québec universities. Other Québec universities also testified Tuesday and Wednesday, as did various other intervenors, including the Chamber of Commerce of Metropolitan Montreal.
- There is no proposal yet on the reduction of student visas, but minister Jean-François Roberge has made various claims about Montréal, the regions, language, programs of choice, asylum-seeking and abuse of the immigration system that raise concerns as various elements that the government is looking to address. The University's written *mémoire* is available on the University's website and LinkedIn account, as well as the National Assembly's website. The testimonies of the universities were unanimous in demanding that restrictions on international visas not apply to universities. International students bring value to institutions and to the province rather than posing a problem with respect to capacity to serve and integrate in society.
- Dr. Carr noted that undergraduate international students have a high success rate (over 90% at Concordia) and complete programs in a timely fashion. Graduate international students are integral to advancing the research mission of universities and make up majority of MA/PhD students at research universities across Canada, North America and Europe. He also noted that the data is clear that international student numbers are declining in anglophone universities over the last two years, and that growth in international student cohorts is happening in francophone universities, especially in the regions.

- In the last 18 months, the government has had 12 new policies or policy changes (federal and provincial governments combined) affecting international students (visas, PEQ program, francization) which have created confusion, tarnished the image of Québec and Canada as welcoming, and severely disrupted the flow of recruitment. He further noted that, if the effect of the elections in the United States mirrors what happened in 2016, we will not be able to capitalize on the flow of international students, to which Canada and Québec would have been an obvious beneficiary.
- The continued geopolitical tensions between India and Canada have brought visa processing to a halt, and the University has already seen a calamitous decline in new Indian graduate student registrations this year. We must anticipate that the situation will be even worse this year. This is particularly difficult as, until the fall of 2023, students from India represented the largest international cohort in Canada.
- Needless to say, the University is monitoring the situation very closely and doing the utmost to advocate both with the Québec government and, through Universities Canada, with the federal government.
- Dr. Carr then spoke of the events of October 31st, where at 1:30 p.m., a demonstration occurred outside of the GM building and lasted about one hour. Without incident, the group of approximately 60 protestors left the Guy-Metro Building; however, they re-entered, circling the campus and entering the metro station. Two Concordia Campus Safety and Prevention Services agents were assaulted by protestors. The agents were pushed against walls, they had doors repeatedly slammed on them and they were knocked to the ground.
- The police were called to the Library Building to assist, and the protestors were dispersed. Two protestors were arrested for assault and the agents were treated onsite for their injuries.
- Dr. Carr reiterated that criminal acts such as the assault of security personnel are unacceptable. Students are free to express themselves in a civil and respectful manner, but the University will not tolerate violence, in any form, on campus. The University remains very concerned by a discernible escalation in violence and vigilantism over the past several weeks, as he had discussed at Senate in October
- He noted that there was information that some of the instigators behind this escalating violence and vigilantism are not members of the University community, but members of other activist groups in the city who are known to police and have carried out similar actions elsewhere in the past. There has been disturbing signage posted around campus with a slogan: 'save a life, kill a cop', which is simply not acceptable language that should be used at the University. Just as we are upset when students, faculty, staff or administrators are doxed on social media, we are disturbed when the same thing happens – as it is happening – to members of the Campus Safety team.
- The University is also concerned that some individuals from these groups may be trying to align themselves with student organizations to get unauthorized access to

University premises. The University has been very clear in acknowledging the scope for peaceful protest on campus, but Dr. Carr expressed hope that all Senators will agree that incidents such as these - that result in physical attacks on people and property - are unacceptable and intolerable.

9. Academic update (Document US-2024-5-D6)

Dr. Whitelaw noted that there were two finalists for the Rhodes Scholarship this year who were from Concordia and that being short listed for this award was a great accomplishment.

10. APC recommendation: New Program – Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555) (Document US-2024-5-D7)

A. Whitelaw introduced the program, following which Dean Sicotte gave some introductory comments. Dean Sicotte was delighted to present this new program to Senate for approval. This was a product of one of the recommendations from the President's Task Force on Anti-Black Racism. Dean Sicotte noted that the program's champions, Angélique Willkie and Christiana Abraham, had worked closely with the Dean's Office to develop the program, which has shared support from the Faculty of Arts and Science and the Faculty of Fine Arts. Dean Gérin then spoke, noting that adopting this program marks a historic moment for Concordia and that the Faculty of Fine Arts was very proud to be supporting this program.

E. Bloodgood then presented an overview of the 24-credit minor program. A. Willkie noted that the opportunity to bring this program to Senate was humbling and said that the program would transform the University and was long overdue. The community expectations regarding the program were high. The President's Taskforce of Anti-Black racism finally helped the University recognize its history of over 50 years, where community members had protested, negotiated to recognize Black scholarship and have an unavoidable lens on Black history in Canada. A. Willkie noted that this was an important step towards righting what has been a painful history and furthering racial equity.

C. Abraham spoke of a report from 1970 by James Whitelaw, who pays particular attention to Black Studies and the need for such programs. With this new Black Studies minor, Concordia will join other universities like TMU, Guelph, Waterloo, OCAD (which now has a minor in design), Queen's and the University of Toronto - all of whom have minor programs - and Dalhousie, that offers a major. This is part of the long struggle of including Black history as part of Canada's higher education.

Implementing this new program would continue the work towards decolonization.

R-2024-5-6 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the new program Minor in Black and African Diaspora Studies in the Canadian Context (AS-INTE-5555), as detailed in the attached document.

Dr. Carr congratulated everyone for their work and on the approval of this program.

11. APC recommendation: New Program - Microprogram in Sustainability Principles (AS-LOYC-5550) (Document US-2024-5-D8)

A. Whitelaw introduced the program, following which Dean Sicotte gave some introductory comments. E. Bloodgood then provided some information on the new program, which was going to be a 15-credit program for CEGEP graduates who are not ready to commit to a full undergraduate program. This program would be offered both online and in person.

The champions of the program, Rebecca Tittler and James Grant, spoke to how the program was imbedded in the University's Sustainability Action Plan.

R-2024-5-7 Upon motion duly moved and seconded, it was unanimously resolved that, upon recommendation of the Academic Programs Committee, Senate approve the new program Microprogram in Sustainability Principles (AS-LOYC-5550), as detailed in the attached document.

Dr. Carr congratulated everyone involved and noted that it was great to see Senate approving new programs, as this is the primary mandate of Senate.

12. Strategic Directions

Dr. Carr presented the process that was undertaken when the University's Strategic Directions were developed a decade ago. He deemed this important, as many current Senators were not part of the process of developing the current Strategic Directions, and providing an overview of the process and consultations that had taken place would help inform the process of reviewing them.

Dr. Carr went on to provide a detailed overview of the process, which included establishing a Steering Committee to develop and vote on priorities. Consultations followed, which included speaker series, input from thought leaders and consultation at Senate. The process ensured that community-wide participation was encouraged with student, faculty and staff representation. Targeted consultation with department chairs, directors and associate vice-presidents also took place. The Senior Administration team participated in a brainstorming session where they deliberated on the key themes that had emerged from the consultation process. The focus was not only to have the correct phrasing of the directions, but also to include language that was heard from the community.

In the end, nine Strategic Directions were identified, which were reviewed by the Advisory Committee and went on to be approved by Senate and the Board.

Moving forward, Dr. Carr noted that there was already a pathway that had been built, and now said pathway needs to be refined. The work would include engagement that reflects the voices and the ambitions of the University community. Given the work that was already done, there would be value in having a lighter process, which may even be slightly accelerated. As the original Strategic Directions were meant to be general and flexible, the aim would be to build on that existing work.

The world and the University have gone through changes since the last iteration of the Strategic Directions and as such, that would be reflected in the revision exercise with the important element being how the University will be positioned as a Next-Gen University.

There were some questions from Senators, specifically about the accelerated process, and comments that, given all the changes afoot, it would be important to conduct a thorough process.

There was also a question about how the working groups would be set up and whether the Strategic Directions included the care of people as an important element.

Dr. Carr confirmed that there was no fixed timeline, and the framework was just suggestive to help launch and guide the process. He also noted that the working groups were all volunteer-based and that he was happy to receive interest from whoever wishes to continue the process. He noted that this could be part of the discussion at Senate in December.

He concluded by saying that the language of the Directions, specifically ‘Go Beyond’ had the care and support of the community embedded in it.

13. Question period

Senators had a few questions regarding the impact on University’s revenues, particularly with the changes in registration numbers.

Dr. Carr spoke about the major impact that has already been seen on the budgetary situation and the continued challenges that the University will face. He further elaborated on the fact that, in addition to the diminished revenue, the overall culture and image of the University would suffer and be seen as less welcoming of international students, which would put a dent on diversity.

There was another question on whether working groups set up for work related to Strategic Directions will have student representation. Dr. Carr confirmed that the last time when working groups were set up, there was student participation, and it would be the case this time as well.

14. Other business

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

15. Adjournment

The meeting was adjourned at 4:37 p.m.

K. Singh
Karan Singh
Secretary of Senate



**SENATE
OPEN SESSION
Meeting of December 13, 2024**

AGENDA ITEM: Committee and 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>
Academic Planning and Priorities	Gabriela Aragon (CSU)	2024-25
Academic Programs	Maria Chitoroaga (CSU)	2024-25
	Kareem Rahaman (CSU)	2024-25
Library	Ryan Assaker (CSU)	2024-25
	Michael Lecchino (CSU)	2024-25
Research	Asli Isaaq (CSU)	2024-25
	Mireille Paquet (Faculty Senator)	2024-25
Special Graduation Awards	Michael Lecchino (CSU)	2024-25
Steering	Angelica Antonakopoulos (CSU)	2024-25
	Vanessa Massot (CSU)	2024-25
<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Student Tribunal Pool	Rohith Kumaar (GSA)	2024-26
	Karishma Afreen Syed (GSA)	2024-26

DRAFT MOTION:

That the Committee and Tribunal Pool appointments be approved.

PREPARED BY:

Name: Secretary of Senate
Date: December 6, 2024



**SENATE
OPEN SESSION
Meeting of December 13, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Regulations and requirement changes

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed regulations and requirement changes for approval:

1. Office of the Registrar – Regulation/Requirements Change (OOR-OOR-5680)
2. John Molson School of Business - Regulation/Requirements Change (JMSB-JMSB-5668)
3. Kaié:ri Nikawerà:ke Indigenous Bridging Program changes: Alternative Entry program changes:
 - 3.1. BSc (AS-ARTSCI-5630);
 - 3.2. BA Journalism (AS-ARTSCI-5673);
 - 3.3. BEng (GCS-GCS-5498);
 - 3.4. JMSB (JMSB-JMSB-5666)
4. Faculty of Arts and Science: Alternative Entry program changes (AS-ARTSCI-5679)
5. John Molson School of Business: Program Credit Value Change and Regulation and Requirement Change (JMSB-MANA-5642)

These changes were recommended for Senate approval by the APC at its meeting of November 12, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the regulation and requirement changes as detailed in the attached document:

- *Office of the Registrar – Regulation/Requirements Change (OOR-OOR-5680)*
- *John Molson School of Business - Regulation/Requirements Change (JMSB-JMSB-5668)*

- *Kaié:ri Nikawerà:ke Indigenous Bridging Program changes: Alternative Entry program changes:*
 - *BSc (AS-ARTSCI-5630);*
 - *BA Journalism (AS-ARTSCI-5673);*
 - *BEng (GCS-GCS-5498);*
 - *JMSB (JMSB-JMSB-5666)*
- *Faculty of Arts and Science: Alternative Entry program changes (AS-ARTSCI-5679)*
- *John Molson School of Business: Program Credit Value Change and Regulation and Requirement Change (JMSB-MANA-5642)*

PREPARED BY:

Name: Secretary of Senate

Date: December 2, 2024

ACADEMIC PROGRAMS COMMITTEE**Sandra Gabriele, PhD****November 12, 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:

Undergraduate Curriculum Proposals (Changes for the 2025-26 Calendar)**Office of the Registrar****OOTR-OOTR-5680; APC-2024-7-D1**

- Regulation/Requirements Change

Office of the Provost**UCA-UCA-5692; APC-2024-7-D2**

- Regulation/Requirements Change

Kaié:ri Nikawerà:ke Indigenous Bridging Program changes**AS-ARTSCI-5630; APC-2024-7-D3**

- Alternative Entry program changes (BSc)

AS-ARTSCI-5673; APC-2024-7-D4

- Alternative Entry program changes (BA Journalism)

GCS-GCS-5498; APC-2024-7-D6

- Alternative Entry program changes (BEng)

JMSB-JMSB-5666; APC-2024-7-D13

- Alternative Entry Program Changes

Faculty of Arts and Science

AS-ARTSCI-5679; **APC-2024-7-D7**

- Alternative Entry program changes

Interdisciplinary Studies

AS-INTE-5556; **APC-2024-7-D8**

- New Program (fast-track): Microprogram in Innovation Mindset

John Molson School of Business

JMSB-JMSB-5668; **APC-2024-7-D12**

- Regulation/Requirements Change

Department of Management

JMSB-MANA-5642; **APC-2024-7-D14**

- Program Credit Value Change
- Regulation/Requirements Change

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

Faculty of Arts and Science

Department of Education

AS-EDUC-5747; **MEQ_2024-04-23**

- New Program: Teacher Certification Graduate Diploma: Preschool and Elementary
- New Program: Teacher Certification Graduate Diploma: Teaching English as a Second Language
- Program Deletion: Teacher Certification Graduate Diploma



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
November 12, 2024

Undergraduate Program Regular Curriculum Change - OOTR-OOTR-5680 - VERSION : 5

Summary and Rationale for Changes

The changes outlined in this dossier are proposed in conjunction with dossiers AS-PSYC-5577 and AS-ARTSCI-5679, presented by the Faculty of Arts and Science.

The related dossiers propose changing the Introductory Psychology course PSYC 200 (6 credits) to PSYC 205 (3 credits). As a result, the Mature Entry Program section requires changes to update the BA and BSc Psychology program requirements.

BSc Psychology profile did not include PSYC 200, and due to the profile changes will be updated to add PSYC 205 as a required course.

The BA Psychology profile included PSYC 200, which will be replaced by PSYC 205.

Resource Implications

n/a

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee,

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 23 Sep 2024

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee,

Approved by:

Stéphanie de Celles, University Registrar,
Office of the Registrar, 23 Sep 2024

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Arts Change
- Science Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: MEP Profile Changes to Support FAS Psychology Profile Updates

Calendar Section Name: Arts

Calendar Section Type: Regulation

Description of Change: Arts Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.1 Faculty of Arts and Science > Faculty of Arts and Science

Present Text calendar	Proposed Text
Arts	Arts
The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.	The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.
BA Major in Economics	BA Major in Economics
MATH 203 or MATH 209	MATH 203 or MATH 209
Note: Students may need one or more of MATH 200 and MATH 206 .	Note: Students may need one or more of MATH 200 and MATH 206 .
BA Specialization in Early Childhood and Elementary Education or BEd Specialization in Teaching English as a Second Language Note: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry.	BA Specialization in Early Childhood and Elementary Education or BEd Specialization in Teaching English as a Second Language Note: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry.
BA Specialization in Therapeutic Recreation BIOL 200 or BIOL 201 or BIOL 202	BA Specialization in Therapeutic Recreation BIOL 200 or BIOL 201 or BIOL 202
BA programs in the Department of Mathematics and Statistics MATH 203 , MATH 204 , MATH 205	BA programs in the Department of Mathematics and Statistics MATH 203 , MATH 204 , MATH 205
Note: Students may need one or more of MATH 200 and MATH 201 .	Note: Students may need one or more of MATH 200 and MATH 201 .
BA Major in Psychology PSYC 200 ; BIOL 201 or BIOL 202 ; three credits in Mathematics (in preparation for statistics) chosen in consultation with their departmental advisor.	BA Major in Psychology PSYC 205 ; BIOL 201 or BIOL 202 ; three credits in Mathematics (in preparation for statistics) chosen in consultation with their departmental advisor.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: MEP Profile Changes to Support FAS Psychology Profile Updates

Calendar Section Name: Science

Calendar Section Type: Regulation

Description of Change: Science Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Enrolment Services/Office of the Registrar (Sections 13 & 14)

Department: Enrolment Services/Office of the Registrar (Sections 13 & 14) **Calendar publication date:** 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 14 Alternative Entry > Mature Entry > Section 14.2 Program Requirements > Section 14.2.1 Faculty of Arts and Science > Faculty of Arts and Science

Present Text calendar

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

3 credits in Biology: BIOL 201

6 credits in Chemistry: CHEM 205 , CHEM 206

6

credits in Mathematics: MATH 203 , MATH 205

12

credits in Physics: PHYS 204 , PHYS 205 , PHYS 206 , PHYS 224 , PHYS 225 , PHYS 226

Additional ~~requirement~~ for programs of concentration in:

~~Systems~~ and Information Biology;

~~Mathematics~~; and ~~Physics~~-
~~MATH~~-204

Note: Students must consult with their departmental advisor to determine the appropriate sequence of the above credits in the BSc degree.

~~Note~~: Students not having MATH 201 , or the equivalent, must take it in place of one of their elective courses. Some students may also need MATH 200 .

Proposed Text

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

3 credits in Biology: BIOL 201

6 credits in Chemistry: CHEM 205 , CHEM 206

6

credits in Mathematics: MATH 203 , MATH 205

12

credits in Physics: PHYS 204 , PHYS 205 , PHYS 206 , PHYS 224 , PHYS 225 , PHYS 226

Additional **requirements** for programs of concentration in:

Systems and Information Biology; **Mathematics**; and **Physics**: **3 credits in MATH 204**

Psychology: **3 credits in PSYC 205**

Note: Students must consult with their departmental advisor to determine the appropriate sequence of the above credits in the BSc degree.

Note: Students not having MATH 201 , or the equivalent, must take it in place of one of their elective courses. Some students may also need MATH 200 .

Rationale:

Resource Implications:

Impact Report

Other Units

Addition of **PSYC 205** to **Science** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **PSYC 205** to **Arts** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Undergraduate Program Regular Curriculum Change - JMSB-JMSB-5668 - VERSION : 4

Summary and Rationale for Changes

Please find attached the proposal to change the Academic Performance Regulation.

The current readmission condition does not allow international students to maintain their full-time status, which puts them in a difficult situation when they renew their study permits. Also, the revised text is more consistent with the texts of other faculties, which do not mention a specific number of credits for readmitted students. By using the expression “may be restricted ...,” the revised text leaves a possibility of restricting to a maximum of six credits in the case of second-time failed students who could benefit from taking fewer credits since they must achieve the minimum required assessment GPA to avoid another failed standing.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 17 Oct 2024

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 13 Sep 2024

Please find attached the proposal to change the Academic Performance Regulation.

The JMSB Faculty Academic Programs Committee approved these changes on September 13, 2024. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to Faculty Council but not submitted for approval.

I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee meeting on October 17, 2024.

Thank you.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 13 Sep 2024

Please find attached the proposal to change the Academic Performance Regulation.

The JMSB Faculty Academic Programs Committee approved these changes on September 13, 2024. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to Faculty Council but not submitted for approval.

I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee meeting on October 17, 2024.

Thank you.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- Requirements and Consequences Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Academic Performance Regulation Change

Calendar Section Name: Requirements and Consequences

Calendar Section Type: Regulation

Description of Change: Requirements and Consequences Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: John Molson School of Business

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.22.1 Academic Performance Regulations > Assessment Grade Point Average (AGPA)

Present Text calendar

Requirements and Consequences

Acceptable standing requires that a student obtain an AGPA of at least 2.00.

Note: Although a “C-” grade (1.70 grade points) is designated as satisfactory in Section 16.1.11 Grading System under Section 16.1 General Information , an AGPA of 2.00 is required for acceptable standing.

Students in acceptable standing must repeat all courses in which failing grades were obtained provided that these courses are required for their program.

Conditional standing results when a student obtains an AGPA between 1.50 and 2.00. Students in conditional standing may not write supplemental examinations but may proceed subject to the following conditions:

- they must receive academic counselling from the appropriate member of the Dean’s Office;
- they must successfully repeat all courses in which failing grades were obtained provided that these courses are required for their program, or replace them by alternatives approved by the Dean’s Office;
- in no case will the number of credits exceed 15 per term for full-time students and six per term for part-time students;
- they must obtain acceptable standing at the time of their next assessment. If not, they are considered to be in failed standing.

Failed standing results when a student obtains an AGPA of less than 1.50 or fails to achieve acceptable standing after being on conditional standing at the last assessment.

- Failed students are subject to the following regulations: 1) they may not write supplemental examinations; 2) they are dismissed

Proposed Text

Requirements and Consequences

Acceptable standing requires that a student obtain an AGPA of at least 2.00.

Note: Although a “C-” grade (1.70 grade points) is designated as satisfactory in Section 16.1.11 Grading System under Section 16.1 General Information , an AGPA of 2.00 is required for acceptable standing.

Students in acceptable standing must repeat all courses in which failing grades were obtained provided that these courses are required for their program.

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- they must receive academic counselling from the appropriate member of the Dean’s Office;
- they must successfully repeat all courses in which failing grades were obtained provided that these courses are required for their program, or replace them by alternatives approved by the Dean’s Office;
- in no case will the number of credits exceed 15 per term for full-time students and six per term for part-time students;
- they must obtain acceptable standing at the time of their next assessment. If not, they are considered to be in failed standing.

Failed standing results when a student obtains an AGPA of less than 1.50 or fails to achieve acceptable standing after being on conditional standing at the last assessment.

- Failed students are subject to the following regulations: 1) they may not write supplemental examinations; 2) they are dismissed

Present Text calendar

Proposed Text

from their program for a minimum period of one year.

- Students who are in failed standing for a second time are dismissed from the University for a longer period of time.

- In subsequent years, should failed students wish to return to university studies, they must contact the Office of the Associate Dean, Academic and Student Affairs, for information concerning conditions and procedures for seeking readmission.

- Readmission is not automatic and is dependent upon an assessment of the applicant's prospects for successful completion of the program. If readmitted, students will be placed on academic probation and restricted to a maximum of six credits per term. They must achieve acceptable standing at the time of their next assessment. Other conditions will be determined at the time of readmission.

- Decisions of the relevant authority in the Faculty to which application is made are final.

from their program for a minimum period of one year.

- Students who are in failed standing for a second time are dismissed from the University for a longer period of time.

- In subsequent years, should failed students wish to return to university studies, they must contact the Office of the Associate Dean, Academic and Student Affairs, for information concerning conditions and procedures for seeking readmission.

- Readmission is not automatic and is dependent upon an assessment of the applicant's prospects for successful completion of the program. If readmitted, students will be placed on academic probation and **may be** restricted to a maximum of six credits per term. They must achieve acceptable standing at the time of their next assessment. Other conditions will be determined at the time of readmission.

- Decisions of the relevant authority in the Faculty to which application is made are final.

Rationale:

International students must maintain their full-time status to meet the student permit requirements. However, the current condition of a maximum of six credits for readmitted students puts international students in a difficult situation when they renew their study permits. Also, some domestic students wanted to remain full-time and committed to their studies.

With the proposed change, the faculty would like to open the possibility of readmitting students with up to 12 credits. Also, the revised text is more consistent with the texts of other faculties, which do not mention a specific number of credits for readmitted students. Note that we still leave a possibility of restricting to a maximum of six credits because second-time failed students could benefit from a six-credit maximum condition since they must achieve the minimum required assessment GPA to avoid another failed standing.

Resource Implications:

Impact Report

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Dr. Sandra Betton
Chair, Faculty Academic Programs Committee

FROM: Dr. Jooseop Lim, Associate Dean, Undergraduate Programs *Jooseop Lim*

DATE: August 19, 2024

SUBJECT: Program change: Change in section 61.22.1, Academic Performance Regulation

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposal to relax the current readmission condition where readmitted students cannot take more than 6 credits per term.

The UCC met on August 19, 2024, to discuss this item. The committee acknowledges that the current readmission condition does not allow international students to maintain their full-time status, which puts them in a difficult situation when they renew their study permits. Also, the revised text is more consistent with the texts of other faculties, which do not mention a specific number of credits for readmitted students. By using the expression “may be restricted ...,” the revised text leaves a possibility of restricting to a maximum of six credits in the case of second-time failed students who could benefit from taking fewer credits since they must achieve the minimum required assessment GPA to avoid another failed standing.

Following a discussion with the UCC members, the outcome of the vote to approve the course description change was five (5) in favor, zero (0) opposed, and zero (0) abstention. As a result, it was unanimously approved.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5630 - VERSION : 6

Summary and Rationale for Changes

Many Indigenous students encounter barriers that limit access to post-secondary education, including inequitable opportunities and insufficient resources. Concordia University's Indigenous Directions Action Plan addresses these challenges through Recommended Action 4.3, which aims to “develop and implement Indigenous-centered bridging programs designed to support Indigenous students’ transition into university life and academic programs.”

The Kaié:ri Nikawerà:ke Indigenous Bridging Program was created in response, providing Indigenous students with the support they need to access post-secondary education. This program not only helps students develop essential foundational skills but also fosters a supportive network to ensure their success throughout their university journey. The Kaié:ri Nikawerà:ke Indigenous Bridging Program offers future Indigenous students four bridging options to access post-secondary education at this time, for the following degrees: Bachelor of Engineering, Bachelor of Commerce, Bachelor of Arts majoring in Psychology, and the Bachelor of Science majoring in Psychology.

To further this commitment, the Kaié:ri Nikawerà:ke Indigenous Bridging Program has partnered with the Faculty of Arts and Science to expand accessibility to all Bachelor of Science (BSc) programs at Concordia. Saba Din, Project Coordinator Indigenous Bridging Program (Student Success Centre) was instrumental in consulting with the seven departments offering BSc programs and developing a General BSc Bridging program. This option includes prerequisite courses, specialized Bridging Program seminars, University Skills courses, and department-specified courses, all designed to equip Indigenous students with the knowledge and tools necessary to succeed in their chosen degree programs.

Support documentation is provided at the end of this proposal from the following units: Biology; Chemistry and Biochemistry; Geography, Planning and Environment; Health, Kinesiology, and Applied Physiology; Mathematics and Statistics; Physics; and Psychology.

RELATED DOSSIERS:

AS-ARTSCI-5679 (Section 31 admission profiles, ECP requirements related to AS-PSYC-5577)
(APC October 17, 2024)

AS-PSYC-5577 (number and credit value change of PSYC 200 to PSYC 205; related to AS-ARTSCI-5679)
(APC October 17, 2024)

AS-ARTSCI-5673 (BA Kaié:ri Nikawerà:ke Indigenous Bridging programs)
(anticipated review at APC November 12, 2024)

AS-ENGL-5624 (removal of English Placement Test requirement for bridging students enrolling in ENGL 210)
(anticipated review at APC November 12, 2024)

Resource Implications

There are no resource implications for the Faculty of Arts and Science related to this dossier as this program is supported by the Student Success Centre.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 17 Oct 2024

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 20 Sep 2024

The following proposal was presented under ASFC-2024-5M-C and approved at the Arts and Science Faculty Council meeting on September 10, 2024. We request that it be reviewed at the Academic Programs Committee.

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

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 20 Sep 2024

Approved by:

Elizabeth Bloodgood, Associate Dean. Academic Programs,
Faculty Curriculum Committee, 30 Aug 2024

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council.

The Kaié:ri Nikawerà:ke Indigenous Bridging Program was created to allow and ensure Indigenous students have the opportunity to continue studies in their post secondary education. It is currently offered in the Faculty of Arts and Science (FAS) undergraduate calendar for the BA and BSc in Psychology. The Student Success Centre has partnered with FAS to expand the Kaié:ri Nikawerà:ke Indigenous Bridging Program to all Bachelor of Science (BSc) programs at Concordia. In consultation with the seven departments offering BSc programs, a General BSc Bridging option is being introduced. This option includes prerequisite courses, specialized Bridging Program seminars, University Skills courses, and department-specified courses, all designed to equip Indigenous students with the knowledge and tools necessary to succeed in their chosen degree programs.

There are no resource implications related to this dossier as this program is supported by the Student Success Centre.

Kaié:ri Nikawerà:ke Indigenous Bridging Program

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically from First Nations, Métis and Inuit communities located in Canada, seeking an alternative admission pathway to the undergraduate program of their choice. Students acquire the prerequisite courses and skills to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see [Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student](#).

Please see the Kaié:ri Nikawerà:ke Indigenous Bridging Program website for more information:

<https://www.concordia.ca/students/new/indigenous-bridging-program.html>

Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc (37 credits)

6.0 credits:

- [KNBP 200](#) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.50)
- [KNBP 201](#) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.50)
- [UNSS 200](#) Self-Management Strategies (1.50)
- [UNSS 201](#) Successful Study Strategies (1.50)

19.0 credits:

- [BIOL 201](#) Introductory Biology (3.00)
- [CHEM 205](#) General Chemistry I (3.00)
- [MATH 201](#) Elementary Functions (3.00)
- [MATH 203](#) Differential and Integral Calculus I (3.00)
- [MATH 205](#) Differential and Integral Calculus II (3.00)
- [PHYS 204](#) Mechanics (3.00)
- [PHYS 224](#) Introductory Experimental Mechanics (1.00)

6.0 credits:

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

3.0 elective course credits

3.0 credits chosen from the appropriate BSc Bridging Stream:

[Biology Stream](#)

[Chemistry Stream](#)

[Geography, Planning and Environment Stream](#)

[Health, Kinesiology, and Applied Physiology Stream](#)

[Mathematics and Statistics Stream](#)

[Neuroscience Stream](#)

[Physics Stream](#)

[Psychology Stream](#)

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

- [KNBP 200](#) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.50)
- [KNBP 201](#) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.50)
- [UNSS 200](#) Self-Management Strategies (1.50)
- [UNSS 201](#) Successful Study Strategies (1.50)

Biology Stream

3.0 credits:

- [CHEM 206](#) General Chemistry II (3.00)

Chemistry Stream

3.0 credits:

- [CHEM 206](#) General Chemistry II (3.00)

Geography, Planning and Environment Stream

3.0 credits chosen from:

- [BIOL 225](#) Form and Function of Organisms (3.00)
- [BIOL 226](#) Biodiversity and Ecology (3.00)
- [CHEM 206](#) General Chemistry II (3.00)

- GEOG 272 The Natural Environment: Air and Water (3.00)
- GEOL 210 Introduction to the Earth (3.00)

Health, Kinesiology, and Applied Physiology Stream

3.0 credits:

- CHEM 206 General Chemistry II (3.00)

Note: Students may enrol for EXCI 253 or KCEP 210 if recommended by the academic advisor

Mathematics and Statistics Stream

3.0 credits:

- MATH 204 Vectors and Matrices (3.00)

Neuroscience Stream

3.0 credits of elective courses

Note: Students may enrol for MATH 204 if recommended by the academic advisor

Physics Stream

3.0 credits chosen from:

- PHYS 205 Electricity and Magnetism (3.00)
- PHYS 284 Introduction to Astronomy (3.00)

Psychology Stream

3.0 credits:

- PSYC 205 Introductory Psychology (3.00)

Summary of Changes (Undergraduate Program Regular Curriculum Change)**Defined Group Changes:****Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology Delete	X	X	X
Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc New	X	X	X
Biology Stream New	X	X	
Chemistry Stream New	X	X	
Geography, Planning and Environment Stream New	X	X	
Health, Kinesiology, and Applied Physiology Stream New	X	X	
Mathematics and Statistics Stream New	X	X	
Neuroscience Stream New	X	X	
Physics Stream New	X	X	
Psychology Stream New	X	X	
Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology Change		X	

Regulation Changes:

- Kaié:ri Nikawerà:ke Indigenous Bridging Program Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Calendar Section Type: Regulation

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs

Present Text calendar

Kaié:ri Nikawerà:ke Indigenous Bridging Program

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically from First Nations, Métis and Inuit communities located in Canada, seeking an alternative admission pathway to the undergraduate program of their choice . Students acquire the prerequisite courses and skills to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student .

Please see the Kaié:ri Nikawerà:ke Indigenous Bridging Program website for more information:

~~concordia.ca/academics/undergraduate/indigenous-bridging-psychology~~

Proposed Text

Kaié:ri Nikawerà:ke Indigenous Bridging Program

The Kaié:ri Nikawerà:ke Indigenous Bridging Program is offered to eligible Indigenous students, specifically from First Nations, Métis and Inuit communities located in Canada, seeking an alternative admission pathway to the undergraduate program of their choice . Students acquire the prerequisite courses and skills to access and transition into the undergraduate program of their choice at Concordia University. For the admissions criteria, please see Section 14.5 Admission as a Kaié:ri Nikawerà:ke Indigenous Bridging Program Student .

Please see the Kaié:ri Nikawerà:ke Indigenous Bridging Program website for more information:

concordia.ca/students/new/indigenous-bridging-program

Rationale:

The webpage link is updated to reflect the landing page for all bridging programs in Arts and Science.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology

Calendar Section Type: Defined group

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology Delete

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program

Type of Change: Defined Group Deletion

	Present Text calendar	Proposed Text
37 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc Psychology 6 credits:- KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)- KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)- UNSS 200 Self Management Strategies (1.5)- UNSS 201 Successful Study Strategies (1.5)- 6 credits:- PSYC 200 Introductory Psychology (6)- 6 credits chosen from the following options:- Option 1:- ENCS 272 Composition and Argumentation for Engineers (3)- ENCS 282 Technical Writing and Communication (3)- Option 2:- ENGL 206 Fundamentals of Written English—Stage I (3)- ENGL 207 Fundamentals of Written English—Stage II (3)- ENGL 210 Introduction to Essay Writing (3)- ENGL 212 English Composition —Stage I (3)- ENGL 213 English Composition —Stage II (3)- 3 credits:-	

Present Text calendar

Proposed Text

~~BIOL-201 Introductory Biology (3)~~

.

~~9 credits:-~~

~~MATH-201 Elementary Functions (3)~~

~~MATH-203 Differential and Integral Calculus I (3)~~

.

~~MATH-205 Differential and Integral Calculus II~~

~~(3)~~

.

~~4 credits:-~~

~~PHYS-204 Mechanics (3)~~

~~PHYS-224 Introductory Experimental Mechanics~~

~~(1)~~

.

~~3 credits of elective courses-~~

.

~~Note: Students who are exempt from any required courses should consult with the Kaié:ri~~

~~Nikawerà:ke Indigenous Bridging advisor.-~~

.

~~Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram program:-~~

~~KNBP-200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)~~

~~KNBP-201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)~~

~~UNSS-200 Self-Management Strategies (1.5)~~

~~UNSS-201 Successful Study Strategies (1.5)~~

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Rationale:

This defined group is removed as the information is now housed under the Bridging Program for BSc students (Psychology stream).

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)
Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Calendar Section Type: Defined group
Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science
Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025
Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program
Type of Change: New Defined Group

Present Text calendar	Proposed Text
0	<div>37 credits</div> <div>⊖</div> <div>Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc</div> <div>6 credits:</div> <div>KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)</div> <div>KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)</div> <div>UNSS 200 Self-Management Strategies (1.5)</div> <div>UNSS 201 Successful Study Strategies (1.5)</div> <div>19 credits:</div> <div>BIOL 201 Introductory Biology (3)</div> <div>CHEM 205 General Chemistry I (3)</div> <div>MATH 201 Elementary Functions (3)</div> <div>MATH 203 Differential and Integral Calculus I (3)</div> <div>MATH 205 Differential and Integral Calculus II (3)</div> <div>PHYS 204 Mechanics (3)</div> <div>PHYS 224 Introductory Experimental Mechanics (1)</div> <div>6 credits:</div> <div>ENGL 210 Introduction to Essay Writing (3)</div> <div>ENGL 212 English Composition — Stage I (3)</div> <div>3 credits of elective courses</div> <div>3 credits chosen from the appropriate BSc Bridging Stream:</div> <div>Biology Stream</div>

Present Text calendar**Proposed Text**

Chemistry Stream

Geography, Planning and Environment Stream

Health, Kinesiology, and Applied Physiology Stream

Mathematics and Statistics Stream

Neuroscience Stream

Physics Stream

Psychology Stream

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200

, KNBP 201

; UNSS 200 , UNSS 201 .

Rationale:

The bridging program is being extended to students intending to enter a Science program. Science units were consulted in determining specific requirements for their stream.

The English components in the Kaié:ri Nikawerà:ke Indigenous Bridging Programs are being standardized to require ENGL 210 *Introduction to Essay Writing* and ENGL 212 *English Composition-Stage I*, and removes ENGL 207 *Fundamental of Written English* and ENGL 213 *English Composition-Stage II*. The Department of English is removing the requirement of the English Placement Test for Indigenous Bridging Program students. ENGL 210 is then the prerequisite for ENGL 212. ENCS options are also removed as it is easier for students who may want to change programs to have the English course options.

Changes to the Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology are proposed under AS-ARTSCI-5673 (presently at the Arts and Science Faculty Council level of approval).

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Biology Stream

Calendar Section Type: Defined group

Description of Change: Biology Stream New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc

Type of Change: New Defined Group

Present Text calendar

Proposed Text

	credits	Biology Stream
0	0	3 credits: CHEM 206 General Chemistry II (3)

Rationale:

Bridging students intending to enter a BSc Biology program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Chemistry Stream

Calendar Section Type: Defined group

Description of Change: Chemistry Stream New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc

Type of Change: New Defined Group

Present Text calendar

Proposed Text

	credits	Chemistry Stream
0	0	3 credits: CHEM 206 General Chemistry II (3)

Rationale:

Bridging students intending to enter a BSc Chemistry program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)
Calendar Section Name: Geography, Planning and Environment Stream
Calendar Section Type: Defined group
Description of Change: Geography, Planning and Environment Stream New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science
Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025
Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Type of Change: New Defined Group

Present Text calendar	Proposed Text
credits	Geography, Planning and Environment Stream
0	⊖ 3 credits chosen from: BIOL 225 Form and Function of Organisms (3) BIOL 226 Biodiversity and Ecology (3) CHEM 206 General Chemistry II (3) GEOG 272 The Natural Environment: Air and Water (3) GEOL 210 Introduction to the Earth (3)

Rationale:
Bridging students intending to enter a BSc Environmental Geography or BSc Environmental and Sustainability Science program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)
Calendar Section Name: Health, Kinesiology, and Applied Physiology Stream
Calendar Section Type: Defined group
Description of Change: Health, Kinesiology, and Applied Physiology Stream New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science
Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025
Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Type of Change: New Defined Group

Present Text calendar	Proposed Text
credits	Health, Kinesiology, and Applied Physiology Stream
0	⊖ 3 credits: CHEM 206 General Chemistry II (3) Note: Students may register for EXCI 253 or KCEP 210 instead of CHEM 206 if recommended by the academic advisor.

Rationale:
Bridging students intending to enter a BSc Athletic Therapy, Exercise Science, or Kinesiology and Clinical Exercise Physiology program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)
Calendar Section Name: Mathematics and Statistics Stream
Calendar Section Type: Defined group
Description of Change: Mathematics and Statistics Stream New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science
Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025
Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Type of Change: New Defined Group

Present Text calendar	Proposed Text
credits	Mathematics and Statistics Stream
0	3 credits: MATH 204 Vectors and Matrices (3)

Rationale:
Bridging students intending to enter a BSc Actuarial Mathematics, Actuarial Mathematics/Finance, Data Science, Mathematical and Computational Finance, Mathematics and Statistics, Pure and Applied Mathematics, or Statistics program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)
Calendar Section Name: Neuroscience Stream
Calendar Section Type: Defined group
Description of Change: Neuroscience Stream New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science
Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025
Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Type of Change: New Defined Group

Present Text calendar	Proposed Text
credits	Neuroscience Stream
0	3 credits of elective courses
	Note: Students may register for MATH 204 if recommended by the academic advisor.

Rationale:
Bridging students intending to enter a BSc Neuroscience program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Physics Stream

Calendar Section Type: Defined group

Description of Change: Physics Stream New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc

Type of Change: New Defined Group

Present Text calendar

Proposed Text

	credits	Physics Stream
0	0	3 credits chosen from: PHYS 205 Electricity and Magnetism (3) PHYS 284 Introduction to Astronomy (3)

Rationale:

Bridging students intending to enter a BSc Physics program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)

Calendar Section Name: Psychology Stream

Calendar Section Type: Defined group

Description of Change: Psychology Stream New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc

Type of Change: New Defined Group

Present Text calendar

Proposed Text

0

credits Psychology Stream

0

3 credits:

PSYC 205 Introductory Psychology (3)

Rationale:

Bridging students intending to enter a BSc Psychology program are directed to this defined group to ensure that they satisfy the expected entry requirements.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Programs for BSc Biology, Chemistry, Math, Physics, Psychology (Neuro)**Calendar Section Name:** Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology**Calendar Section Type:** Defined group**Description of Change:** Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Arts and Science**Department:** Faculty of Arts and Science**Calendar publication date:** 2025/2026/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2025**Path:** Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program**Type of Change:** Defined Group Change

Present Text calendar		Proposed Text	
24 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology 6 credits: KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5) 6 credits: PSYC 200 Introductory Psychology (6) 6 credits chosen from one of the following options: Option 1: ENCS 272 Composition and Argumentation for Engineers (3) ENCS 282 Technical Writing and Communication (3) Option 2: ENGL 206 Fundamentals of Written English – Stage I (3) ENGL 207 Fundamentals of Written English – Stage II (3) ENGL 210 Introduction to Essay Writing (3) ENGL 212 English Composition — Stage I (3) ENGL 213 English Composition — Stage II (3)	24 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology 6 credits: KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5) 3 credits: PSYC 205 Introductory Psychology (3) 6 credits chosen from one of the following options: Option 1: ENCS 272 Composition and Argumentation for Engineers (3) ENCS 282 Technical Writing and Communication (3) Option 2: ENGL 207 Fundamentals of Written English – Stage II (3) ENGL 210 Introduction to Essay Writing (3) ENGL 212 English Composition — Stage I (3) ENGL 213 English Composition — Stage II (3) 3 credits chosen from: BIOL 201 Introductory Biology (3)

Present Text calendar

3 credits chosen from:

BIOL 201 Introductory Biology (3)

BIOL 202 General Biology (3)

3 credits:

MATH 200 Fundamental Concepts of Algebra (3)

~~Note:~~ Students who are exempt from any required courses ~~should consult~~ with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Proposed Text

BIOL 202 General Biology (3)

3 credits:

MATH 200 Fundamental Concepts of Algebra (3)

3 credits of elective courses

Note: Students who are exempt from any required courses are responsible for replacing these credits in consultation with the Kaié:ri Nikawerà:ke Indigenous Bridging advisor.

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Rationale:

The Bridging Program for the BA Psychology is moved to appear after the BSc.

PSYC 200 *Introductory Psychology* (6 credits) is deleted under dossier #5577 and replaced with PSYC 205 (3 credits). Consequently, an additional 3 credits of elective courses is added to redistribute the overall 24 credits required.

The note is also adjusted to correspond with the BSc text. Students must replace any course that they are exempt from with another elective.

The English components in the Kaié:ri Nikawerà:ke Indigenous Bridging Programs are being standardized to require ENGL 210 Introduction to Essay Writing and ENGL 212 English Composition-Stage I, and removes ENGL 207 Fundamental of Written English and ENGL 213 English Composition-Stage II. The Department of English is removing the requirement of the English Placement Test for Indigenous Bridging Program students. ENGL 210 is then the prerequisite for ENGL 212. ENCS options are also removed as it is easier for students who may want to change programs to have the English course options.

Changes to the Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology are proposed under AS-ARTSCI-5673 (presently at the Arts and Science Faculty Council level of approval).

Resource Implications:

None.

Impact Report

Defined Groups

Biology Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Chemistry Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Geography, Planning and Environment Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Health, Kinesiology, and Applied Physiology Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program
Source of Impact

Mathematics and Statistics Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Neuroscience Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Physics Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science ->

Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Psychology Stream New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program -> Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc
Source of Impact

Regulations

Department Objectives

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.250 Department of Psychology -> Department of Psychology
Source of Impact

- Kaié:ri Nikawerà:ke Indigenous Bridging Program
- Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology

Other Units

Addition of PSYC 205 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Psychology requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of BIOL 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of PHYS 204 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of PHYS 224 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of MATH 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of MATH 203 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of MATH 205 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of CHEM 205 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of ENGL 210 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of KNBP 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for General BSc requirement
Source of other unit Impact

- Course is housed in University Skills

Addition of CHEM 206 to Biology Stream requirement
Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of CHEM 206 to Chemistry Stream requirement
Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of BIOL 225 to Geography, Planning and Environment Stream requirement
Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of BIOL 226 to Geography, Planning and Environment Stream requirement
Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of GEOG 272 to Geography, Planning and Environment Stream requirement
Source of other unit Impact

- Course is housed in Section 31.130 Department of Geography, Planning and Environment

Addition of GEOL 210 to Geography, Planning and Environment Stream requirement
Source of other unit Impact

- Course is housed in Section 31.130 Department of Geography, Planning and Environment

Addition of **CHEM 206** to **Geography, Planning and Environment Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **EXCI 253** to **Health, Kinesiology, and Applied Physiology Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **KCEP 210** to **Health, Kinesiology, and Applied Physiology Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.120 Department of Health, Kinesiology, and Applied Physiology

Addition of **CHEM 206** to **Health, Kinesiology, and Applied Physiology Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.050 Department of Chemistry and Biochemistry

Addition of **MATH 204** to **Mathematics and Statistics Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **PSYC 205** to **Psychology Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **MATH 204** to **Neuroscience Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **PHYS 205** to **Physics Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Addition of **PHYS 284** to **Physics Stream** requirement

Source of other unit Impact

- Course is housed in Section 31.230 Department of Physics

Kaié:ri Nikawerà:ke Indigenous Bridging Program:

General BSc Option for 2025-2026 – 3 semesters/37-credits

Course Legend

- Bridging Program Core Course
- Prerequisite Course

FINAL DRAFT: August 14, 2024 (consultations between May-July with Math, Physics, Biology, GPE, HKAP, CHEM, PSYCH/NEURO & SAS & FAS Associate Dean)

Fall Semester (12 credits)	Winter Semester (12 credits)	Fall Semester (13 credits)
KNBP 200 (1.5cr) – Bridging Program Seminar UNSS 200 (1.5cr) – Self-Management Strategies	KNBP 201 (1.5cr) – Bridging Program Seminar UNSS 201 (1.5cr) – Successful Study Strategies	GEN ED ELECTIVE: Next ENGL course (ex: ENGL 210, 212, or 213) (3cr)
MATH 201 (3cr) *No pre-req	MATH 203 (3cr) *Pre-req MATH 201	MATH 205 (3cr) *Pre-req MATH 203
BIOL 201 (3cr) *No pre-req	CHEM 205 (3cr) *No pre-req	PHYS 204 (3cr) *co-req MATH 203 PHYS 224 (1cr)
GEN ED ELECTIVE: English Placement Test (ex: ENGL 207, 210, or 212) (3cr)	SELECTIVE (3cr): Select a 3-credit course from: <ul style="list-style-type: none"> • BIOL: Elective • CHEM: Elective • GPE: BIOL 225; BIOL 226; or elective • HKAP: Elective • MATH: MATH 204 or elective • NEURO: MATH 204 or elective • PHYS: Elective • PSYC: PSYC 205 	SELECTIVE (3cr): Select a 3-credit course from: <ul style="list-style-type: none"> • BIOL: CHEM 206 • CHEM: CHEM 206 • GPE: CHEM 206; GEOG 272; or GEOL 210 • HKAP: CHEM 206; or with advising: EXCI 253 or KCEP 210 • MATH: MATH 204 (if not taken) or elective • NEURO: MATH 204 or elective • PHYS: PHYS 284 (online-Fall) or elective • PSYC: Elective

Re: Seeking Final Approval for Bridging Program BSc Calendar Changes

Michael Sacher <michael.sacher@concordia.ca>

Wed 8/21/2024 2:54 PM

To: Saba Din <saba.din@concordia.ca>

Hi Saba. It was nice meeting you too "virtually". This program is a fantastic idea and one that I am sure will be appreciated by the students who attend it. Yes, I approve the changes as discussed in our meeting.

Cheers.

Michael

Michael Sacher, PhD
 Professor and Interim Chair
 Dept of Biology, Concordia University
 Adjunct Professor, Dept. of Anatomy and Cell Biology, McGill University
 7141 Sherbrooke Street West, SP-457.01
 Montreal, Quebec H4B1R6
 Canada
 Tel: 514-848-2424, ext. 5627
 sacherlab.yolasite.com

From: Saba Din <saba.din@concordia.ca>

Date: Wednesday, August 21, 2024 at 2:31 PM

To: Michael Sacher <michael.sacher@concordia.ca>

Subject: Re: Seeking Final Approval for Bridging Program BSc Calendar Changes

Dear Dr. Sacher,

It was a pleasure to meet you online last week. Thank you again for your time, interest, and support to the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

I am writing to ask for confirmation that you and your department approve the calendar changes proposed for the General BSc Bridging Program. Your approval email will be used as supporting documentation for the CCMS dossier. Please don't hesitate to pose any questions or concerns.

Thank you again and wishing you a great day!

Kind regards,
 Saba

Saba Din (she/her)

Kaié:ri Nikawerà:ke Indigenous Bridging Program Coordinator

Concordia University, Tiohtià:ke/Montréal

Unceded Kanien'kehá:ka Territory

RE: Seeking Final Approval for Bridging Program BSc Calendar Changes

Paul Joyce <Paul.Joyce@concordia.ca>

Mon 8/12/2024 5:26 PM

To: Gregor Kos <gregor.kos@concordia.ca>; Heidi Muchall <Heidi.Muchall@concordia.ca>

Cc: Saba Din <saba.din@concordia.ca>

Sabi

If my area experts are happy, then I am happy.

Please accept this as confirmation of my approval of these calendar changes.

Paul

Paul Joyce, PhD
Professor and Chair
Chemistry and Biochemistry
Concordia University

From: Gregor Kos <gregor.kos@concordia.ca>

Sent: Monday, August 12, 2024 4:53 PM

To: Heidi Muchall <Heidi.Muchall@concordia.ca>

Cc: Saba Din <saba.din@concordia.ca>; Paul Joyce <Paul.Joyce@concordia.ca>

Subject: Re: Seeking Final Approval for Bridging Program BSc Calendar Changes

Hello Saba and Paul,

I can echo Heidi's statement below - thank you for incorporating the comments and suggestions from the department.

Cheers,
Greg

On Aug 9, 2024, at 11:45, Heidi Muchall <Heidi.Muchall@concordia.ca> wrote:

Saba and Paul,

This looks to me like what we had discussed, so both documents are ok with me. Thanks for making it happen.

Heidi

From: Saba Din <saba.din@concordia.ca>

Sent: Friday, August 9, 2024 11:07 AM

To: Heidi Muchall <Heidi.Muchall@concordia.ca>; Gregor Kos <gregor.kos@concordia.ca>; Paul Joyce <Paul.Joyce@concordia.ca>

Subject: Seeking Final Approval for Bridging Program BSc Calendar Changes

Dear Dr. Muchall, Dr. Kos, and Dr. Joyce,

I hope you're all doing well and enjoying the summer months!

I am writing to request your feedback and final approval on the Kaié:ri Nikawerà:ke Indigenous Bridging Program - General BSc option.

RE: Seeking Final Approval for Bridging Program BSc Calendar Changes

Craig Townsend <craig.townsend@concordia.ca>

Wed 8/14/2024 4:27 PM

To: Saba Din <saba.din@concordia.ca>; Kevin Gould <kevin.gould@concordia.ca>; Pascale Biron <Pascale.Biron@concordia.ca>

Dear Saba,

I feel satisfied with all of your answers to my questions. You have clearly done a lot of work on this. From my perspective this is ready to go.

Best wishes,
Craig

Craig Townsend
Associate Professor and Chair
Department of Geography, Planning and Environment
Concordia University

Tel 514-848-2424 ext. 5191
E-mail craig.townsend@concordia.ca

1455 De Maisonneuve Boulevard West, H 1255-35
Montréal, Québec Canada H3G 1M8

<https://www.concordia.ca/artsci/geography-planning-environment.html>

From: Saba Din <saba.din@concordia.ca>

Sent: Monday, August 12, 2024 3:53 PM

To: Craig Townsend <craig.townsend@concordia.ca>; Kevin Gould <kevin.gould@concordia.ca>; Pascale Biron <Pascale.Biron@concordia.ca>

Subject: Re: Seeking Final Approval for Bridging Program BSc Calendar Changes

Dear Craig,

Thank you for your thoughtful email, and for your interest and support to this program. I'm responding here, but please know that I'm happy to meet, if you prefer.

[Kaié:ri Nikawerà:ke Indigenous Bridging Program](#) enables students with non-traditional academic backgrounds to access their desired degree programs while supporting their transition into post-secondary education and city environment (to those coming from smaller communities). The program equips students with the necessary knowledge and skills through the prerequisites, University Skills courses, and a weekly seminar, which provides guidance and fosters a supportive community amongst peers. We have already launched bridging options for the BEng, BComm, and BA/BSc Psychology, and we are excited to expand to a General BSc option, hopefully for the 2025-2026 school year.

The bridging program for the BSc includes many prerequisite courses necessary for the 120-credit BSc program. Each Department UPD was consulted to decide on preferred courses that students should take during the last two semesters of the bridging program. Departments chose whether the courses were prerequisites, electives, general courses to become familiar with the field of study, and/or core courses required for their degree. The departments also considered which courses may offer a balanced course load per semester to ease students' transition into full-time university studies. The departments determined whether the students should be given a choice of courses, or if it was a mandatory course to complete prior to entering the degree program.

From: [Nancy St-Onge](#)
To: [Nicole Freeman](#)
Cc: [Liz Fradette](#); [Saba Din](#)
Subject: Re: Bridging Program for BSc
Date: Thursday, August 29, 2024 1:57:47 PM

Hello Nicole,
We do support the program.
Regards,
Nancy

Get [Outlook for iOS](#)

From: Nicole Freeman <nicole.freeman@concordia.ca>
Sent: Friday, August 23, 2024 2:20 PM
To: Nancy St-Onge <Nancy.St-Onge@concordia.ca>
Cc: Liz Fradette <liz.fradette@concordia.ca>; Saba Din <saba.din@concordia.ca>
Subject: Bridging Program for BSc

Hi Nancy,

Attached is a publication preview of proposed the Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc. Can you confirm your support for this program so that we may add this to the dossier?

Kind regards,

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

Hybrid office hours:

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224)
Wednesday – remote – contact via Teams or email

From: [Chair MathStat](#)
To: [Nicole Freeman](#)
Cc: [Da Math & Stats](#); [Associate Chair Math & Stats](#); [Associate Dean Academic Programs \(FAS\)](#); [FAS Curriculum](#)
Subject: Re: Bridging Program for BSc
Date: Friday, August 30, 2024 2:47:20 PM

Hi Nicole,

I do support the proposed Bridging program.

My apologies for the late reply.

Best regards.

Dr. Marco Bertola, Interim Chair

Concordia University,
Dept. of Math. & Stat.
SGW Campus, LB-901-23,
1455 de Maisonneuve W.,
H3G 1M8, Montreal (QC).
tel. +1-(514)-848--2424 ext. 3228
fax. +1-(514)-848-2831

On Aug 29, 2024, at 3:55 PM, Nicole Freeman <nicole.freeman@concordia.ca> wrote:

Hi everyone,

We met with Meredith Evans, who confirmed that the PSYC 200 should continue to be listed in the BA Psychology Bridging program (already in the calendar) and PSYC 201 in the BSc General Bridging program.

We require an email of support from either Marco or Lisa to attach to the dossier and move the proposed BSc Bridging program forward for consideration at Faculty Council.

Thank you for your support,

Nicole

From: [Valter Zazubovits](#)
To: [Nicole Freeman](#); [Richard Courtemanche](#)
Subject: support for Kaié:ri Nikawerà:ke Indigenous Bridging Program
Date: Wednesday, September 4, 2024 10:20:11 AM

Dear Nicole, dear Richard,

With this message the Department of Physics is expressing its strong ongoing support for the **Kaié:ri Nikawerà:ke Indigenous Bridging Program for BSc**. This is a timely and important contribution to Concordia's collaboration with indigenous communities.

I am also confirming that students belonging to this program will be guaranteed space in Physics courses at the times that best suit these students' academic progression.

If you require any additional information please do not hesitate to ask.

With best regards,

Valter Zazubovits, Professor and Chair

Department of Physics, Concordia University, Montreal

From: [Department of Psychology Chair](#)
To: [Nicole Freeman](#); [Andrew Ryder](#)
Cc: [Psychology DA](#)
Subject: Re: Bridging program support confirmation - Psychology
Date: Wednesday, September 4, 2024 10:43:41 AM

Dear Nicole,

I can confirm my full support for the bridging program. Please let me know if you need something more formal.

Best,
Andrew

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From: Nicole Freeman <nicole.freeman@concordia.ca>
Sent: Wednesday, September 4, 2024 9:54 AM
To: Andrew Ryder <Andrew.Ryder@concordia.ca>; Department of Psychology Chair <Psychology.Chair@concordia.ca>
Cc: Psychology DA <Psychology.DA@concordia.ca>
Subject: Bridging program support confirmation - Psychology

Hi Andrew,

We are preparing the documents for faculty council and need a confirmation of support for the bridging program for your unit.

Thanks!

Nicole

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

Hybrid office hours:

Monday, Tuesday, Thursday, Friday – on campus (L-AD-224)

Wednesday – remote – contact via Teams or email

Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5673 - VERSION : 7

Summary and Rationale for Changes

Many Indigenous students encounter barriers that limit access to post-secondary education, including inequitable opportunities and insufficient resources. Concordia University's Indigenous Directions Action Plan addresses these challenges through Recommended Action 4.3, which aims to “develop and implement Indigenous-centered bridging programs designed to support Indigenous students’ transition into university life and academic programs.”

The Kaié:ri Nikawerà:ke Indigenous Bridging Program was created in response, providing Indigenous students with the support they need to access post-secondary education. This program not only helps students develop essential foundational skills but also fosters a supportive network to ensure their success throughout their university journey.

Currently, the Kaié:ri Nikawerà:ke Indigenous Bridging Program offers future Indigenous students four bridging options to access post-secondary education for the following degrees: Bachelor of Engineering, Bachelor of Commerce, Bachelor of Arts majoring in Psychology, and the Bachelor of Science majoring in Psychology. In partnership with the Faculty of Arts and Science, access has recently been expanded to **all** Bachelor of Science (BSc) programs at Concordia.

To further this commitment, the Kaié:ri Nikawerà:ke Indigenous Bridging Program has partnered with the Faculty of Arts and Science to expand accessibility to the BA Journalism program. Saba Din, Project Coordinator Indigenous Bridging Program (Student Success Centre) was instrumental in consulting with the Academic Programs unit and the Department of Journalism. Collaboration with the Department of Journalism took place to offer a bridging pathway for students to earn a Bachelor of Arts in Journalism. This option includes prerequisite courses, specialized Bridging Program seminars, University Skills courses, and Journalism courses — all designed to equip Indigenous students with the knowledge and tools they need to succeed in the degree program. Bridging Journalism students are given an extra option for writing courses, selecting between ENGL 210, 212 or JOUR 206 *Introduction to Reporting* so they can select to learn different styles of writing if they wish. In addition to the various supports embedded within the Kaié:ri Nikawerà:ke Indigenous Bridging Program, students in this bridging option will also receive mentorship from Professor Kristy Snell, a new tenure-track hire in Indigenous Journalism, who is a member of Standing Buffalo Dakota Nation.

RELATED DOSSIERS:

AS-JOUR-5674 (new course JOUR 212 and bridging-related Department Objectives text)

AS-ARTSCI-5630 (Alternate Entry)

Resource Implications

There are no resource implications for the Faculty of Arts and Science related to this dossier as this program is supported by the Student Success Centre.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 Nov 2024

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Oct 2024

The following proposal was presented under ASFC-2024-6M-B and approved at the Arts and Science Faculty Council meeting on October 25, 2024. We request that it be reviewed at the Academic Programs Committee.

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

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Oct 2024

Approved by:

Elizabeth Bloodgood, Associate Dean. Academic Programs,
Faculty Curriculum Committee, 26 Sep 2024

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council.

Currently, the Kaié:ri Nikawerà:ke Indigenous Bridging Program offers Indigenous students with nontraditional educational backgrounds four bridging options to access post-secondary education for the following degrees: Bachelor of Engineering, Bachelor of Commerce, Bachelor of Arts majoring in Psychology, and the Bachelor of Science majoring in Psychology. In partnership with the Faculty of Arts and Science, access has recently been expanded to all Bachelor of Science (BSc) programs at Concordia. To further this commitment, the Kaié:ri Nikawerà:ke Indigenous Bridging Program has partnered with the Department of Journalism to introduce the BA Journalism program.

There are no resource implications for the Faculty of Arts and Science related to this dossier as this program is supported by the Student Success Centre.

Summary of Committee Discussion: Department approval

For Submission to:

Elizabeth Bloodgood, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 26 Sep 2024

Approved by:

Andrea Hunter, Chair, Journalism, & Saba Din, Project Coordinator,
Indigenous Bridging Program (Student Success Centre), 18 Sep 2024

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism New	X	X	X

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change
Dossier Title: 2025-26 Section 31 Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism
Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism
Calendar Section Type: Defined group
Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism New
Proposed: Undergraduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program
Type of Change: New Defined Group

Present Text calendar	Proposed Text
24 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism
0	6 credits: KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5) 6 credits chosen from: ENGL 210 Introduction to Essay Writing (3) ENGL 212 English Composition — Stage I (3) JOUR 206 Introduction to Reporting (3) 9 credits: JOUR 205 Principles of Journalistic Thought and Practice (3) JOUR 207 Introduction to Multimedia (3) JOUR 212 Introduction to Indigenous Journalism (3) 3 credits chosen from: JOUR 209 Intermediate Multimedia (3) JOUR 216 Law and Ethics in Journalism (3) JOUR 298 Special Topics in Journalism (3) Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram: KNBP 200 , KNBP 201

Present Text calendar

Proposed Text

, UNSS 200 , UNSS 201

Rationale:

The bridging program is extended to students intending to enter a Journalism program. The Department of Journalism was consulted in determining specific requirements for this stream.

Note to calendar editor: JOUR 212 *Introduction to Indigenous Journalism* is proposed as a new course under AS-JOUR-5674.

Resource Implications:

None.

Impact Report

Defined Groups

Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.002 Programs and Admission Requirements -> Alternative Entry Programs -> Kaié:ri Nikawerà:ke Indigenous Bridging Program
Source of Impact

Other Units

Addition of JOUR 205 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of JOUR 206 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of JOUR 207 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of JOUR 209 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of JOUR 216 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of JOUR 298 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Addition of ENGL 210 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of ENGL 212 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in Section 31.100 Department of English

Addition of UNSS 200 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of UNSS 201 to Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of **KNBP 200** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism** requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of **KNBP 201** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism** requirement

Source of other unit Impact

- Course is housed in University Skills

Addition of **JOUR 212** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program for BA Journalism** requirement

Source of other unit Impact

- Course is housed in Section 31.180 Department of Journalism

Undergraduate Program Regular Curriculum Change - GCS-GCS-5498 - VERSION : 4

Summary and Rationale for Changes

To better cater to students' mathematical knowledge requirements, we are adding MATH 201 Elementary Functions to the Indigenous Bridging Program. Adding MATH 201 necessitates adjustments to the core component of the program, affecting the required course sequence. These changes are essential to ensure that students continue to accrue a sufficient number of credits toward their engineering degrees. As a result of the course sequence adjustments, certain engineering courses are replaced/included to maintain the program's integrity and alignment with academic goals.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
APC, 12 Nov 2024

Approved by:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 13 Sep 2024

The dossier was approved by GCS Council with no additional comments or modifications requested.
GCS Council document number: ECFC 2024.06.01

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Mourad Debbabi, Dean, Gina Cody School of Engineering and Computer Science,
GCS Council, 13 Sep 2024

Approved by:

Ali Akgunduz, Associate Dean (Academic Programs),
ESC Undergraduate Studies Committee, 19 Dec 2023

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Kaié:ri Nikawerà:ke Indigenous Bridging Program		X	

Regulation Changes:

- Requirements Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Kaié:ri Nikawerà:ke Indigenous Bridging Program (2025-2026)

Calendar Section Name: Requirements

Calendar Section Type: Regulation

Description of Change: Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Gina Cody School of Engineering and Computer Science

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.20 BEng > Section 71.20.2 Alternative Entry Programs > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program

Present Text calendar

Requirements

Students ~~should follow~~ the ~~course sequence~~ outlined below. ~~Failure to do so may result in difficulty transitioning~~ into the ~~undergraduate~~ program of choice (~~BEng~~).

Proposed Text

Requirements

Students **must complete** the **courses** outlined below. Upon **successful completion of the bridging program**, students will **transition** into the **BEng** program of choice **and must fulfill its requirements to graduate**. Students should consult with the **bridging program advisor** for assistance in selecting courses **when necessary**.

Rationale:

We are changing the wording for clarity, to re-state information about transitioning positively instead of negatively, and to add details related to advising.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Kaié:ri Nikawerà:ke Indigenous Bridging Program (2025-2026)

Calendar Section Name: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Calendar Section Type: Defined group

Description of Change: Kaié:ri Nikawerà:ke Indigenous Bridging Program

Proposed: Undergraduate Curriculum Changes

Faculty/School: Gina Cody School of Engineering and Computer Science

Department: Gina Cody School of Engineering and Computer Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 71 Gina Cody School of Engineering and Computer Science > Gina Cody School of Engineering and Computer Science > Section 71.20 BEng > Section 71.20.2 Alternative Entry Programs > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program > Requirements

Type of Change: Defined Group Change

	Present Text calendar	Proposed Text
36 credits	<p>Kaié:ri Nikawerà:ke Indigenous Bridging Program</p> <p>30 credits:</p> <p>BIOL 202 General Biology (3)</p> <p>ENCS 272 Composition and Argumentation for Engineers (3)</p> <p>ENCS 282 Technical Writing and Communication (3)</p> <p>KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)</p> <p>KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)</p> <p>MATH 203 Differential and Integral Calculus I (3)</p> <p>MATH 204 Vectors and Matrices (3)</p> <p>MATH 205 Differential and Integral Calculus II (3)</p> <p>PHYS 204 Mechanics (3)</p> <p>PHYS 205 Electricity and Magnetism (3)</p> <p>PHYS 224 Introductory Experimental Mechanics (1)</p> <p>PHYS 225 Introductory Experimental Electricity (1)</p> <p>UNSS 200 Self-Management Strategies (1.5)</p> <p>UNSS 201 Successful Study Strategies (1.5)</p> <p>.</p> <p>.</p> <p>Note: PHYS 224 and PHYS 225 are optional. Students should meet with the program coordinator prior to enrolling.</p> <p>.</p>	<p>36 credits</p> <p>Kaié:ri Nikawerà:ke Indigenous Bridging Program</p> <p>27 credits:</p> <p>ENCS 272 Composition and Argumentation for Engineers (3)</p> <p>ENCS 282 Technical Writing and Communication (3)</p> <p>ENGR 201 Professional Practice and Responsibility (1.5)</p> <p>ENGR 202 Sustainable Development and Environmental Stewardship (1.5)</p> <p>KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)</p> <p>KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)</p> <p>MATH 201 Elementary Functions (3)</p> <p>MATH 203 Differential and Integral Calculus I (3)</p> <p>MATH 205 Differential and Integral Calculus II (3)</p> <p>PHYS 204 Mechanics (3)</p> <p>UNSS 200 Self-Management Strategies (1.5)</p> <p>UNSS 201 Successful Study Strategies (1.5)</p> <p>Note: The following courses cannot be used for credit in any Gina Cody School degree or Certificate program: ENCS 272 ; KNBP 200 , KNBP 201 ; UNSS 200 , UNSS 201 .</p>

Present Text calendar

~~3 credits chosen from the Humanities General Education Electives for Engineering and Computer Science Students or the Social Sciences General Education Electives for Engineering and Computer Science Students. Courses from the Other Complementary Studies General Education Electives for Engineering and Computer Science Students cannot be used to satisfy this requirement.~~

~~3 credits chosen from the Natural Science Electives~~

~~Note: The following courses cannot be used for credit in any Gina Cody School degree or certificate program:~~

~~ENCS-272 Composition and Argumentation for Engineers (3)~~

~~KNBP-200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5)~~

~~KNBP-201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5)~~

~~UNSS-200 Self-Management Strategies (1.5)~~

~~UNSS-201 Successful Study Strategies (1.5)~~

Proposed Text

3 credits chosen from:
BIOL 201 Introductory Biology (3)
BIOL 202 General Biology (3)

6 credits chosen from the General Education Humanities and Social Sciences Electives .

Optional Course

PHYS 224 Introductory Experimental Mechanics (1)

Note: Students should meet with the bridging program advisor prior to enrolling in this optional course.

Rationale:

To better cater to students' mathematical knowledge requirements, we are adding MATH 201 Elementary Functions to the Indigenous Bridging Program. Adding MATH 201 necessitates adjustments to the core component of the program, affecting the required course sequence. These changes are essential to ensure that students continue to accrue a sufficient number of credits toward their engineering degrees. As a result of the course sequence adjustments, certain engineering courses are replaced/included to maintain the program's integrity and alignment with academic goals.

The layout is revised to clarify that PHYS 224 is an optional course.

The following changes are also made to align with the GCS-GCS-5208 dossier, to be presented at the December 2024 meeting of APC, for publication in the 2025-26 calendar:

The note that "Courses from the Other Complementary Studies General Education Electives for Engineering and Computer Science Students cannot be used to satisfy this requirement" as the GCS-GCS-5208 dossier proposes to delete this defined and it will no longer exist in the 2025-26 calendar.

The defined group "General Education Humanities and Social Sciences Electives" is tagged in the requirements instead of "Humanities General Education Electives for Engineering and Computer Science Students or the Social Sciences General Education Electives for Engineering and Computer Science Students." The GCS-GCS-5208 dossier proposes consolidating and renaming the two defined groups as one group titled "General Education Humanities and Social Sciences Electives".

Resource Implications:

None.

Impact Report

Regulations

Alternative Entry Programs

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.20 BEng -> Section 71.20.2 Alternative Entry Programs

Source of Impact

- Kaié:ri Nikawerà:ke Indigenous Bridging Program

Other Units

Addition of **BIOL 201** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program** requirement

Source of other unit Impact

- Course is housed in Section 31.030 Department of Biology

Addition of **MATH 201** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program** requirement

Source of other unit Impact

- Course is housed in Section 31.200 Department of Mathematics and Statistics

Addition of **ENGR 201** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Addition of **ENGR 202** to **Kaié:ri Nikawerà:ke Indigenous Bridging Program** requirement

Source of other unit Impact

- Course is housed in Section 71.60 Engineering Course Descriptions

Amber Saunders

From: Michael Sacher
Sent: Monday, October 21, 2024 3:05 PM
To: Amber Saunders
Cc: Ali Akgunduz
Subject: Re: Program change for the Kaié:ri Nikawerà:ke Indigenous Bridging Program in the Gina Cody School; addition of BIOL 201

Hi Amber. I checked with our UPD and academic advisor. They confirm that this was discussed and is fine. So I approve the calendar change.

Cheers.

Michael

Michael Sacher, PhD
Professor and Interim Chair
Dept of Biology, Concordia University
Adjunct Professor, Dept. of Anatomy and Cell Biology, McGill University
7141 Sherbrooke Street West, SP-457.01
Montreal, Quebec H4B1R6
Canada
Tel: 514-848-2424, ext. 5627
sacherlab.yolasite.com

50 years: Forever Forward
50 ans de savoirs, 50 ans d'avenirs
concordia.ca/50



From: Amber Saunders <amber.saunders@concordia.ca>
Date: Friday, October 18, 2024 at 1:27 PM
To: Michael Sacher <michael.sacher@concordia.ca>
Cc: Ali Akgunduz <ali.akgunduz@concordia.ca>
Subject: Program change for the Kaié:ri Nikawerà:ke Indigenous Bridging Program in the Gina Cody School; addition of BIOL 201

Hello Dr. Sacher,

The Gina Cody School will soon submit to APC the attached dossier showing proposed changes to the Kaié:ri Nikawerà:ke Indigenous Bridging Program (a program providing alternative entry to our B.Eng. programs).

The proposed changes include a requirement for students to take either BIOL 201 Introductory Biology or BIOL 202 General Biology (BIOL 202 only is currently listed as a required course). BIOL 201 is therefore being added to the program listing (as an elective course).

Could you please let me know by **Tuesday October 22nd** whether you have any objections to adding BIOL 201 to the program?

You can find more information about the Bridging Program in the Undergraduate Calendar [here](#).

If you need more information, please let me know.

Thanks and regards,

Amber Saunders
Facilitator, Academic Programs and Accreditation
514-848-2424 Ext: 4936

Amber Saunders

From: Marco Bertola
Sent: Tuesday, October 22, 2024 7:58 PM
To: Amber Saunders
Cc: Da Math & Stats; Associate Chair Math & Stats
Subject: Re: Reminder: Program change for the Kaié:ri Nikawerà:ke Indigenous Bridging Program in the Gina Cody School; addition of MATH 201
Attachments: GCS-GCS-5498_KNIBP program change.pdf
Importance: High

Dear Amber,

with apologies for the delay (I am still within October 22!)

Yes, please proceed with the inclusion of Math 201.

Thank you
Marco.

Dr. Marco Bertola,

Concordia University,
Dept. of Math. & Stat.
SGW Campus, LB-901-29,
1455 de Maisonneuve W.,
H3G 1M8, Montreal (QC).
tel. +1-(514)-848--2424 ext. 3228
fax. +1-(514)-848-2831

On Oct 22, 2024, at 09:08, Amber Saunders <amber.saunders@concordia.ca> wrote:

Hello Dr. Bertola,

Just a reminder to let me know today if you are okay with adding MATH 201 to the Kaié:ri Nikawerà:ke Indigenous Bridging Program.

Thanks,

Amber Saunders
Facilitator, Academic Programs and Accreditation
514-848-2424 Ext: 4936

From: Amber Saunders
Sent: Friday, October 18, 2024 1:20 PM
To: Marco Bertola <marco.bertola@concordia.ca>
Cc: Ali Akgunduz <ali.ahgunduz@concordia.ca>

Subject: Program change for the Kaié:ri Nikawerà:ke Indigenous Bridging Program in the Gina Cody School; addition of MATH 201

Importance: High

Hello Dr. Bertola,

The Gina Cody School will soon submit to APC the attached dossier showing proposed changes to the Kaié:ri Nikawerà:ke Indigenous Bridging Program (a program providing alternative entry to our B.Eng. programs).

The changes include adding MATH 201 Elementary Functions as a required course to strengthen students' foundational knowledge in mathematics.

Could you please let me know by **Tuesday October 22nd** whether you have any objections to adding this course?

Note that MATH 203 and MATH 205 are already included in the program. Also, although MATH 204 is being removed, students will be required to take MATH 204 in addition to their B.Eng. program requirements.

You can find more information about the Bridging Program in the Undergraduate Calendar [here](#).

If you need more information, please let me know.

Thanks and regards,

Amber Saunders
Facilitator, Academic Programs and Accreditation
514-848-2424 Ext: 4936

Undergraduate Program Regular Curriculum Change - JMSB-JMSB-5666 - VERSION : 4

Summary and Rationale for Changes

The current wording restricts students to taking only ENGL 206 and ENGL 207 together, excluding the possibility of combining ENGL 207 with ENGL 210. In addition, the Department of English will no longer offer ENGL 206, and the course will be removed. The 6-credit requirement remains unchanged, as bridging students will still need to complete 6 credits. The “note” takes into account that students may take 3 credits in either ENGL 210 or ENGL 212, and another 3 credits recommended by the academic advisor.

On September 12, 2024, after the UCC had approved the above-stated changes, the Department of English informed JMSB that the placement test for ENGL courses would be discontinued and recommended all the students in the Indigenous Bridging program take ENGL 210.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 17 Oct 2024

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 13 Sep 2024

Please find attached the proposal to change the Indigenous Bridging Program.

The JMSB Faculty Academic Programs Committee approved these changes on September 13, 2024. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to Faculty Council but not submitted for approval.

I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee meeting on October 17, 2024.

Thank you.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

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

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 13 Sep 2024

Please find attached the proposal to change the Indigenous Bridging Program.

The JMSB Faculty Academic Programs Committee approved these changes on September 13, 2024. Since Faculty Council has delegated approval privileges to FAPC (with the exception of major changes) this dossier was only shared to Faculty Council but not submitted for approval.

I kindly request that the proposed changes be presented for consideration at the Academic Programs Committee meeting on October 17, 2024.

Thank you.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm Change		X	

DEFINED GROUP CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Indigenous Bridging Program Change**Calendar Section Name:** Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm**Calendar Section Type:** Defined group**Description of Change:** Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** John Molson School of Business**Department:** John Molson School of Business**Calendar publication date:** 2025/2026/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2025**Path:** Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.20 Admission Requirements > Alternative Entry Programs > Kaié:ri Nikawerà:ke Indigenous Bridging Program**Type of Change:** Defined Group Change

Present Text calendar		Proposed Text	
24 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm 6 credits: KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5) 6 credits as determined by the student's last level of mathematics: MATH 206 Algebra and Functions (3) MATH 208 Fundamental Mathematics I (3) Note: Students who are exempt from MATH 206 must take MATH 208 and MATH 209 . 6 credits from the following courses, depending on the English placement test: Option 1 (6 credits) ENGL 206 Fundamentals of Written English—Stage I (3) ENGL 207 Fundamentals of Written English—Stage II (3) Option 2 (6 credits) 3 credits chosen from: 	24 credits	Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm 6 credits: KNBP 200 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar I (1.5) KNBP 201 Kaié:ri Nikawerà:ke Indigenous Bridging Seminar II (1.5) UNSS 200 Self-Management Strategies (1.5) UNSS 201 Successful Study Strategies (1.5) 6 credits as determined by the student's last level of mathematics: MATH 206 Algebra and Functions (3) MATH 208 Fundamental Mathematics I (3) Note: Students who are exempt from MATH 206 must take MATH 208 and MATH 209 . 3 credits: ENGL 210 Introduction to Essay Writing (3) 3 credits: ECON 203 Introduction to Macroeconomics (3) Note: Students who are exempt from ECON 203 must take ECON 201 6 credits chosen from elective courses outside the offerings of the John Molson School of Business

Present Text calendar

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

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

~~3 credits recommended by the student's academic advisor~~

~~3 credits:~~

ECON 203 Introduction to Macroeconomics (3)

Note: Students who are exempt from ECON 203 must take ECON 201

~~3 credits~~ chosen from elective courses outside the offerings of the John Molson School of Business

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Proposed Text

Note: The following courses cannot be used for credit in any undergraduate degree, Certificate or Microprogram:

KNBP 200 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar I (1.5)

KNBP 201 Kaié:ri Nikawerà:ke Indigenous

Bridging Seminar II (1.5)

UNSS 200 Self-Management Strategies (1.5)

UNSS 201 Successful Study Strategies (1.5)

Rationale:

This change is being proposed because the current text regarding the English Composition courses and the two presented options do not account for students placed in ENGL 207, who would then need to complete ENGL 210 afterward. The current wording restricts students to taking only ENGL 206 and ENGL 207 together, excluding the possibility of combining ENGL 207 with ENGL 210.

The Department of English is removing the requirement of the English Placement Test for Indigenous Bridging Program students. Therefore, if a student is in the Bridging program, they are not required to take the placement test in order to enrol in ENGL 210.

The prerequisite for ENGL 210 as stated in dossier APC-2024-7-D16 AS-ENGL-5624 is therefore "ENGL 207 or placement test or enrolment in the Kaié:ri Nikawerà:ke Indigenous Bridging Program .

Resource Implications:

None.

Impact Report

Regulations

Quick Links

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.20 Admission Requirements

Source of Impact

- Kaié:ri Nikawerà:ke Indigenous Bridging Program for BComm

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Dr. Sandra Betton
Chair, Faculty Academic Programs Committee

FROM: Dr. Jooseop Lim, Associate Dean, Undergraduate Programs *Jooseop Lim*

DATE: September 13, 2024

SUBJECT: Program change: Change in the English course options for the Indigenous Bridging program

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the editorial change regarding the English composition courses required for the Indigenous Bridging program.

The UCC met on August 19, 2024, to discuss this item. The committee acknowledges that the current wording restricts students to taking only ENGL 206 and ENGL 207 together, excluding the possibility of combining ENGL 207 with ENGL 210. In addition, the Department of English will no longer offer ENGL 206, and the course will be removed. The 6-credit requirement remains unchanged, as bridging students will still need to complete 6 credits. The “note” takes into account that students may take 3 credits in either ENGL 210 or ENGL 212, and another 3 credits recommended by the academic advisor.

Following a discussion with the UCC members, the outcome of the vote to approve the course description change was six (6) in favor, zero (0) opposed, and zero (0) abstention. As a result, it was unanimously approved.

On September 12, 2024, after the UCC had approved the above-stated changes, the Department of English informed JMSB that the placement test for ENGL courses would be discontinued and recommended all the students in the Indigenous Bridging program take ENGL 210.

Accordingly, I respectfully request that the proposed changes reflecting the discontinuation of the placement test be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5679 - VERSION : 4

Summary and Rationale for Changes

The Faculty of Arts and Science is modifying Section 31.002 (Programs and Admission Requirements) and 31.003.3 (In Progress "IP" Notations):

1) Section 31.002 Programs and Admission Requirements:

A new admissions profile is added (11.00) to allow for the Cegep requirement of Psychology 101 or 102 to enter a BSc Psychology program in addition to other profile requirements (these are equivalent to the new 3 credit PSYC 205 *Introductory Psychology* that is replacing PSYC 200 under AS-PSYC-5577).

Concomitantly, the Office of the Registrar is proposing the addition of PSYC 205 under the Mature Entry Program section (OOTR-OORR-5680).

BA Psychology and BA Neuroscience students are not required to take this course, and so their profiles remain unchanged.

These changes were discussed and validated with the Associate Registrar and the Department of Psychology.

A symbol (+) referring to required letters of reference was confusing and is relabeled as "L" for clarity.

2) Section 31.002 Extended Credit Program (ECP)

Further to the reduction in credit value to the Introductory Psychology course (PSYC 200 replaced by PSYC 205), the Psychology component under the ECP (BA Psychology) is adjusted. The overall credit requirement is reduced from 12 to 9 credits (3 credits in Mathematics courses + 3 credits in BIOL 201 or BIOL 202 + 3 credits in PSYC 205).

3) Section 31.003.3

Several courses are added to the "In Progress" Notations list so that students enrolled under these numbers may be assessed past the time for reporting grades. A course title change for PSYC 485 also reflects a change proposed under AS-PSYC-5577.

RELATED DOSSIERS:

- OOTR-OOTR-5680 (admission profiles)
- AS-PSYC-5577 (PSYC 205)

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 17 Oct 2024

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 26 Sep 2024

The Faculty Curriculum Committee (FCC) supports the changes proposed in this dossier and recommends that it be reviewed at the next meeting of the Academic Programs Committee (APC). The Faculty of Arts and Science is proposing modifications to 1) Section 31.002: Programs and Admission Requirements; Program Profile BA, BSc, BEd; and Alternative Entry Extended Credit Program (ECP BA PSYC) and 2) Section 31.003.3: In Progress "IP" Notations. These changes update program requirements in light of recent curriculum changes (PSYC 200 Introduction to Psychology 6 credits to PSYC 205 3 credits in dossier AS-PSYC-5577), remove duplication in notations (use of “+” for in combining requirements and “L” for letters of recommendation), and add requested courses from the Departments of Education and Psychology.

The Faculty Curriculum Committee acknowledges that there are no resource implications to these changes.

Summary of Committee Discussion: FCC/FAPC Approval

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 25 Oct 2024

Approved by:

Elizabeth Bloodgood, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 26 Sep 2024

This dossier was approved by the Faculty Curriculum Committee (FCC), and by delegation of its responsibility, by the Arts and Science Faculty Council. This dossier is thus moving forward for review at the next meeting of the Academic Programs Committee (APC).

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Section 31.003.3 IP Notations Change		X	

Regulation Changes:

- Section 31.002 Programs and Admission Requirements Change
- Section 31.002 Program Profile BA, BSc, BEd Change
- Section 31.002 Alternative Entry - ECP BA PSYC

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31.002, 31.003.3 Admission profiles, ECP, IP notations

Calendar Section Name: Programs and Admission Requirements

Calendar Section Type: Regulation

Description of Change: Section 31.002 Programs and Admission Requirements Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements

Present Text calendar

Programs and Admission Requirements

General admission requirements are listed in Section 13 Admission Regulations .

Specific requirements for admission to the various programs leading to the BA, BEd, and BSc degrees, and to certificates, are set out in the first column of the following listings. They refer to the table of Cegep pre-Arts and pre-Science profiles defined below. Students lacking one or more of these prerequisites may be admitted, but must include the designated prerequisites in their degree program. In certain cases, the prerequisites must be taken in addition to the minimum degree requirements.

Profile Requirements

0.00 Diploma of Collegial Studies (DEC – Diplôme d'études collégiales).

0.72 DEC or equivalent and appropriate teaching licence.

0.80

Full-time teaching position with an educational institution recognized by the Ministère de l'Éducation du Québec (MEQ) and a Provisional Teaching Authorization from the MEQ.

3.14 Biology 301, 401, 911, 921 or 101-NYA.

4.03 Social Science DEC plus Mathematics 300 and Biology 921 (Social Science DEC includes Introductory Psychology).

4.10 DEC in Humanities or equivalent. Any other DEC including courses in Psychology and Quantitative Methods or its equivalent.

5.00 Natural Science DEC.

6.00

DEC intégré en sciences, lettres et arts.

10.1 Mathematics 337 or 103 and 307 or 201-NYA; Biology

Proposed Text

Programs and Admission Requirements

General admission requirements are listed in Section 13 Admission Regulations .

Specific requirements for admission to the various programs leading to the BA, BEd, and BSc degrees, and to certificates, are set out in the first column of the following listings. They refer to the table of Cegep pre-Arts and pre-Science profiles defined below. Students lacking one or more of these prerequisites may be admitted, but must include the designated prerequisites in their degree program. In certain cases, the prerequisites must be taken in addition to the minimum degree requirements.

Profile Requirements

0.00 Diploma of Collegial Studies (DEC – Diplôme d'études collégiales).

0.72 DEC or equivalent and appropriate teaching licence.

0.80

Full-time teaching position with an educational institution recognized by the Ministère de l'Éducation du Québec (MEQ) and a Provisional Teaching Authorization from the MEQ.

3.14 Biology 301, 401, 911, 921 or 101-NYA.

4.03 Social Science DEC plus Mathematics 300 and Biology 921 (Social Science DEC includes Introductory Psychology).

4.10 DEC in Humanities or equivalent. Any other DEC including courses in Psychology and Quantitative Methods or its equivalent.

5.00 Natural Science DEC.

6.00

DEC intégré en sciences, lettres et arts.

10.1 Mathematics 337 or 103 and 307 or 201-NYA; Biology

Present Text calendar

301, 401, 911, 921 or 101-NYA; Psychology 101 or 102.

10.5 Two Cegep courses or equivalent in the language to be studied. If these courses were not available at the Cegep attended, the student may be required to complete them at the university level.

10.9

Mathematics 103 or 201-NYA and 203 or 201-NYB; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.10

Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.12

Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC.

10.13

There are no particular requirements for graduates of an anglophone Cegep other than the DEC. Graduates of a francophone Cegep must hold a DEC with an advanced course in English or have an equivalent background in English.

A: Interview

E: Essay

G: Letter of intent

K: Submission of a portfolio of representative work

N: English proficiency test/placement test

P:

Competency in written and oral French, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

Q:

Competency in written and oral English, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

~~+: Two letters of reference; Early Childhood and Elementary Education and Teaching English as a Second Language require three letters of reference.~~

Proposed Text

301, 401, 911, 921 or 101-NYA; Psychology 101 or 102.

10.5 Two Cegep courses or equivalent in the language to be studied. If these courses were not available at the Cegep attended, the student may be required to complete them at the university level.

10.9

Mathematics 103 or 201-NYA and 203 or 201-NYB; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.10

Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.12

Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC.

10.13

There are no particular requirements for graduates of an anglophone Cegep other than the DEC. Graduates of a francophone Cegep must hold a DEC with an advanced course in English or have an equivalent background in English.

[11.00 Psychology 101 or 102.](#)

A: Interview

E: Essay

G: Letter of intent

K: Submission of a portfolio of representative work

[L: Two letters of reference; Early Childhood and Elementary Education and Teaching English as a Second Language require three letters of reference.](#)

N: English proficiency test/placement test

P:

Competency in written and oral French, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

Q:

Competency in written and oral English, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

Rationale:

A new profile number 11.00 is created to ensure that BSc Psychology students require an equivalency of PSYC 205.

The notation for letters of reference has been changed from "+" to "L" to avoid confusion with "+" meaning both the combination of several admission requirements and required letters of reference.

Resource Implications:

None.

Undergraduate Program Regular Curriculum Change - AS-ARTSCI-5679 - VERSION : 4

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31.002, 31.003.3 Admission profiles, ECP, IP notations

Calendar Section Name: BA, BSc, BEd

Calendar Section Type: Regulation

Description of Change: Section 31.002 Program Profile BA, BSc, BEd Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.002 Programs and Admission Requirements > Programs and Admission Requirements

Present Text calendar

BA, BSc, BEd

Program titles refer to honours, specialization and major components where these exist. Full information about the programs offered under each title (including combinations with programs in other disciplines) is to be found in the section of the Calendar specified in the third column below.

Profile Program Calendar Section

0.00 Adult Education Section 31.090.2 Adult Education Programs and Courses

0.00 Anthropology Section 31.310 Department of Sociology and Anthropology

0.00

Anthropology and Sociology

Section 31.310 Department of Sociology and Anthropology

10.9/5.00/6.00 Biochemistry Section 31.050 Department of Chemistry and Biochemistry

10.9/5.00/6.00 Biology Section 31.030 Department of Biology

10.9/5.00/6.00 Biology (Cell and Molecular Biology) Section

31.030 Department of Biology

10.9/5.00/6.00 Biology (Ecology) Section 31.030 Department of Biology

10.9/5.00/6.00 Biology (Environmental and Sustainability Science) Section 31.030 Department of Biology

10.10/5.00/6.00 Biology (Systems and Information Biology) Section 31.030 Department of Biology

0.00 Certificate in Arts and Science Certificate in Arts and Science

0.00 Certificate in Science Foundations Certificate in Science Foundations

Proposed Text

BA, BSc, BEd

Program titles refer to honours, specialization and major components where these exist. Full information about the programs offered under each title (including combinations with programs in other disciplines) is to be found in the section of the Calendar specified in the third column below.

Profile Program Calendar Section

0.00 Adult Education Section 31.090.2 Adult Education Programs and Courses

0.00 Anthropology Section 31.310 Department of Sociology and Anthropology

0.00

Anthropology and Sociology

Section 31.310 Department of Sociology and Anthropology

10.9/5.00/6.00 Biochemistry Section 31.050 Department of Chemistry and Biochemistry

10.9/5.00/6.00 Biology Section 31.030 Department of Biology

10.9/5.00/6.00 Biology (Cell and Molecular Biology) Section

31.030 Department of Biology

10.9/5.00/6.00 Biology (Ecology) Section 31.030 Department of Biology

10.9/5.00/6.00 Biology (Environmental and Sustainability Science) Section 31.030 Department of Biology

10.10/5.00/6.00 Biology (Systems and Information Biology) Section 31.030 Department of Biology

0.00 Certificate in Arts and Science Certificate in Arts and Science

0.00 Certificate in Science Foundations Certificate in Science Foundations

Present Text calendar**Proposed Text**

10.9/5.00/6.00 Chemistry Section 31.050 Department of Chemistry and Biochemistry
 0.00 Child Studies Section 31.090 Department of Education
 0.00 Classics Section 31.060 Department of Classics, Modern Languages and Linguistics
~~0.00A,E,G,K,+~~ Communication Studies Section 31.070 Department of Communication Studies
~~0.00A,E,G,+~~
 Communication and Cultural Studies Section 31.070 Department of Communication Studies
 0.00A,P,Q Community, Public Affairs and Policy Studies Section 31.540 School of Community and Public Affairs
 0.00G Community Service Section 31.010 Department of Applied Human Sciences
 0.00G,K Creative Writing (see also English and Creative Writing) Section 31.100 Department of English
~~0.00A+ Early~~ Childhood and Elementary Education Section 31.090 Department of Education
 0.00 Economics Section 31.080 Department of Economics
 0.00
 Education: Adult Education

 Education (see Child Studies; Early Childhood and Elementary Education; Teaching English as a Second Language)
 Section 31.090.2 Adult Education Programs and Courses
 0.00 English (see also Creative Writing; Professional Writing) Section 31.100 Department of English
 0.00G,K English and Creative Writing Section 31.100 Department of English
 0.00 English and History Section 31.100 Department of English ,
 Section 31.160 Department of History
 0.00 English Literature Section 31.100 Department of English
 10.5 Études françaises Section 31.110 Département d'études françaises
 10.5G Études françaises : Traduction (Spécialisation, Majeure) Section 31.110 Département d'études françaises
 0.00 Études françaises : Langue française (Spécialisation, Majeure, Mineure, Certificat) Section 31.110 Département d'études françaises
 10.5 Études françaises : Littératures de langue française (Spécialisation, Majeure, Mineure) Section 31.110 Département d'études françaises
 10.5 Études françaises : Linguistique française (Mineure) Section 31.110 Département d'études françaises
 10.9/5.00/6.00 Exercise Science (Clinical Exercise Physiology, Athletic Therapy) Section 31.120 Department of Health, Kinesiology, and Applied Physiology
 0.00G Family Life Education Section 31.010 Department of Applied Human Sciences
 0.00
 First Peoples Studies
 Section 31.540 School of Community and Public Affairs

10.9/5.00/6.00 Chemistry Section 31.050 Department of Chemistry and Biochemistry
 0.00 Child Studies Section 31.090 Department of Education
 0.00 Classics Section 31.060 Department of Classics, Modern Languages and Linguistics
 0.00A,E,G,K,L Communication Studies Section 31.070 Department of Communication Studies
 0.00A,E,G,L
 Communication and Cultural Studies Section 31.070 Department of Communication Studies
 0.00A,P,Q Community, Public Affairs and Policy Studies Section 31.540 School of Community and Public Affairs
 0.00G Community Service Section 31.010 Department of Applied Human Sciences
 0.00G,K Creative Writing (see also English and Creative Writing) Section 31.100 Department of English
 0.00A,L
 Early Childhood and Elementary Education Section 31.090 Department of Education
 0.00 Economics Section 31.080 Department of Economics
 0.00
 Education: Adult Education

 Education (see Child Studies; Early Childhood and Elementary Education; Teaching English as a Second Language)
 Section 31.090.2 Adult Education Programs and Courses
 0.00 English (see also Creative Writing; Professional Writing) Section 31.100 Department of English
 0.00G,K English and Creative Writing Section 31.100 Department of English
 0.00 English and History Section 31.100 Department of English ,
 Section 31.160 Department of History
 0.00 English Literature Section 31.100 Department of English
 10.5 Études françaises Section 31.110 Département d'études françaises
 10.5G Études françaises : Traduction (Spécialisation, Majeure) Section 31.110 Département d'études françaises
 0.00 Études françaises : Langue française (Spécialisation, Majeure, Mineure, Certificat) Section 31.110 Département d'études françaises
 10.5 Études françaises : Littératures de langue française (Spécialisation, Majeure, Mineure) Section 31.110 Département d'études françaises
 10.5 Études françaises : Linguistique française (Mineure) Section 31.110 Département d'études françaises
 10.9/5.00/6.00 Exercise Science (Clinical Exercise Physiology, Athletic Therapy) Section 31.120 Department of Health, Kinesiology, and Applied Physiology
 0.00G Family Life Education Section 31.010 Department of Applied Human Sciences
 0.00
 First Peoples Studies

Present Text calendar

French Studies — see Études françaises
 0.00 Geography, Planning and Environment (BA),
 Human Environment
 Section 31.130 Department of Geography, Planning and
 Environment
 10.9/5.00/6.00 Geography, Planning and Environment (BSc),
 Environmental Geography
 Section 31.130 Department of Geography, Planning and
 Environment
 10.9/5.00/6.00
 Geography, Planning and Environment (BSc),

 Environmental and Sustainability Science
 Section 31.130 Department of Geography, Planning and
 Environment
 0.00 German Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00 History Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00 History and English Section 31.160 Department of History ,
 Section 31.100 Department of English
 0.00G Human Relations Section 31.010 Department of Applied
 Human Sciences
 0.00 A, G Indigenous Land-Based Education (Microprogram)
 Section 31.540 School of Community and Public Affairs
 Appropriate Interdisciplinary Studies — Individually Structured
 Program Section 31.170 Interdisciplinary Studies
 0.00G Interdisciplinary Studies in Sexuality (Major) Section
 31.560 Simone de Beauvoir Institute and Women's Studies
 0.00 Interdisciplinary Studies in Sexuality (Minor) Section
 31.560 Simone de Beauvoir Institute and Women's Studies
 0.00 Irish Studies Section 31.530 School of Irish Studies
 0.00 Italian Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00G,Q Journalism Section 31.180 Department of Journalism
 0.00,G

 Judaic Studies (Honours)

 Section 31.270 Department of Religions and Cultures
 0.00A,G Liberal Arts (Honours) Section 31.520 Liberal Arts
 College
 0.00 Linguistics Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 10.12/6.00 Mathematics and Statistics (BA) Section 31.200
 Department of Mathematics and Statistics
 10.10/5.00/6.00 Mathematics and Statistics (BSc) Section 31.200
 Department of Mathematics and Statistics
 10.12/6.00 Mathematics (Actuarial — BA) Section 31.200
 Department of Mathematics and Statistics
 10.10/5.00/6.00 Mathematics (Actuarial — BSc) Section 31.200
 Department of Mathematics and Statistics
 10.12/6.00G Mathematics (Actuarial Mathematics/Finance —
 BA) Section 31.200 Department of Mathematics and Statistics

Proposed Text

Section 31.540 School of Community and Public Affairs
 French Studies — see Études françaises
 0.00 Geography, Planning and Environment (BA),
 Human Environment
 Section 31.130 Department of Geography, Planning and
 Environment
 10.9/5.00/6.00 Geography, Planning and Environment (BSc),
 Environmental Geography
 Section 31.130 Department of Geography, Planning and
 Environment
 10.9/5.00/6.00
 Geography, Planning and Environment (BSc),

 Environmental and Sustainability Science
 Section 31.130 Department of Geography, Planning and
 Environment
 0.00 German Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00 History Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00 History and English Section 31.160 Department of History ,
 Section 31.100 Department of English
 0.00G Human Relations Section 31.010 Department of Applied
 Human Sciences
 0.00 A, G Indigenous Land-Based Education (Microprogram)
 Section 31.540 School of Community and Public Affairs
 Appropriate Interdisciplinary Studies — Individually Structured
 Program Section 31.170 Interdisciplinary Studies
 0.00G Interdisciplinary Studies in Sexuality (Major) Section
 31.560 Simone de Beauvoir Institute and Women's Studies
 0.00 Interdisciplinary Studies in Sexuality (Minor) Section
 31.560 Simone de Beauvoir Institute and Women's Studies
 0.00 Irish Studies Section 31.530 School of Irish Studies
 0.00 Italian Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 0.00G,Q Journalism Section 31.180 Department of Journalism
 0.00,G

 Judaic Studies (Honours)

 Section 31.270 Department of Religions and Cultures
 0.00A,G Liberal Arts (Honours) Section 31.520 Liberal Arts
 College
 0.00 Linguistics Section 31.060 Department of Classics, Modern
 Languages and Linguistics
 10.12/6.00 Mathematics and Statistics (BA) Section 31.200
 Department of Mathematics and Statistics
 10.10/5.00/6.00 Mathematics and Statistics (BSc) Section 31.200
 Department of Mathematics and Statistics
 10.12/6.00 Mathematics (Actuarial — BA) Section 31.200
 Department of Mathematics and Statistics
 10.10/5.00/6.00 Mathematics (Actuarial — BSc) Section 31.200
 Department of Mathematics and Statistics
 10.12/6.00G Mathematics (Actuarial Mathematics/Finance —
 BA) Section 31.200 Department of Mathematics and Statistics

Present Text calendar

10.10/5.00/6.00G Mathematics (Actuarial Mathematics/Finance — BSc) Section 31.200 Department of Mathematics and Statistics

10.12/6.00 Mathematics (Computational Finance — BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Mathematics (Computational Finance — BSc) Section 31.200 Department of Mathematics and Statistics

10.12/6.00 Mathematics (Pure and Applied — BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Mathematics (Pure and Applied — BSc) Section 31.200 Department of Mathematics and Statistics

5.00/6.00/10.9 Neuroscience (BSc) Section 31.250 Department of Psychology

0.00 Pastoral Care Section 31.330 Department of Theological Studies

0.00 Philosophy Section 31.220 Department of Philosophy

10.10/5.00/6.00 Physics Section 31.230 Department of Physics

0.00 Political Science Section 31.240 Department of Political Science

0.00N Professional Writing Section 31.100 Department of English

10.1/4.03/6.00/ 3.14 + 4.10 Psychology (BA) Section 31.250 Department of Psychology

~~5.00/6.00/10.9 Psychology~~ (BSc) Section 31.250 Department of Psychology

0.00G Recreation and Leisure Studies Section 31.010 Department of Applied Human Sciences

0.00,G Honours Religions and Cultures (Honours; see also Judaic Studies) Section 31.270 Department of Religions and Cultures

0.00 Sociology Section 31.310 Department of Sociology and Anthropology

0.00 Southern Asia Studies Section 31.270 Department of Religions and Cultures

0.00 Spanish, Hispanic Cultures and Literatures Section 31.060 Department of Classics, Modern Languages and Linguistics

10.12/6.00 Statistics (BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Statistics (BSc) Section 31.200 Department of Mathematics and Statistics

10.13 ~~A,G,P,Q,+~~ Teaching English as a Second Language Section 31.090.1 Teaching English as a Second Language Programs and Courses

0.72 ~~G,Q,+~~ Teaching of English as a Second Language (Certificate) Section 31.090.1 Teaching English as a Second Language Programs and Courses

0.00 Theological Studies (see also Pastoral Care) Section 31.330 Department of Theological Studies

3.14G Therapeutic Recreation Section 31.010 Department of Applied Human Sciences

0.00 Urban Planning Section 31.130.1 Urban Planning and Urban Studies Programs and Courses

0.00 Urban Studies Section 31.130.1 Urban Planning and Urban Studies Programs and Courses

Proposed Text

BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00G Mathematics (Actuarial Mathematics/Finance — BSc) Section 31.200 Department of Mathematics and Statistics

10.12/6.00 Mathematics (Computational Finance — BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Mathematics (Computational Finance — BSc) Section 31.200 Department of Mathematics and Statistics

10.12/6.00 Mathematics (Pure and Applied — BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Mathematics (Pure and Applied — BSc) Section 31.200 Department of Mathematics and Statistics

5.00/6.00/10.9 Neuroscience (BSc) Section 31.250 Department of Psychology

0.00 Pastoral Care Section 31.330 Department of Theological Studies

0.00 Philosophy Section 31.220 Department of Philosophy

10.10/5.00/6.00 Physics Section 31.230 Department of Physics

0.00 Political Science Section 31.240 Department of Political Science

0.00N Professional Writing Section 31.100 Department of English

10.1/4.03/6.00/ 3.14 + 4.10 Psychology (BA) Section 31.250 Department of Psychology

5.00 + 11.00/6.00 + 11.00/10.9 + 11.00 Psychology (BSc) Section 31.250 Department of Psychology

0.00G Recreation and Leisure Studies Section 31.010 Department of Applied Human Sciences

0.00,G Honours Religions and Cultures (Honours; see also Judaic Studies) Section 31.270 Department of Religions and Cultures

0.00 Sociology Section 31.310 Department of Sociology and Anthropology

0.00 Southern Asia Studies Section 31.270 Department of Religions and Cultures

0.00 Spanish, Hispanic Cultures and Literatures Section 31.060 Department of Classics, Modern Languages and Linguistics

10.12/6.00 Statistics (BA) Section 31.200 Department of Mathematics and Statistics

10.10/5.00/6.00 Statistics (BSc) Section 31.200 Department of Mathematics and Statistics

10.13 **A,G,L,P,Q** Teaching English as a Second Language Section 31.090.1 Teaching English as a Second Language Programs and Courses

0.72 **G,L,Q** Teaching of English as a Second Language (Certificate) Section 31.090.1 Teaching English as a Second Language Programs and Courses

0.00 Theological Studies (see also Pastoral Care) Section 31.330 Department of Theological Studies

3.14G Therapeutic Recreation Section 31.010 Department of Applied Human Sciences

0.00 Urban Planning Section 31.130.1 Urban Planning and Urban Studies Programs and Courses

0.00 Urban Studies Section 31.130.1 Urban Planning and Urban Studies Programs and Courses

Present Text calendar

0.00 Women's Studies Section 31.560 Simone de Beauvoir
Institute and Women's Studies

Proposed Text

Studies Programs and Courses
0.00 Women's Studies Section 31.560 Simone de Beauvoir
Institute and Women's Studies

Rationale:

Profile 11.00 is added to ensure that BSc Psychology programs require PSYC 205 as part of the admission requirement.

The notation for letters of reference has been changed from "+" to "L" to avoid confusion with "+" meaning both the combination of several admission requirements and required letters of reference.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31.002, 31.003.3 Admission profiles, ECP, IP notations

Calendar Section Name: Extended Credit Program

Calendar Section Type: Regulation

Description of Change: Section 31.002 Alternative Entry - ECP BA
PSYC

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.002 Programs and Admission Requirements > Alternative Entry Programs

Present Text calendar

Extended Credit Program

BA and BEd Extended Credit Programs

Students admitted to BA and BEd Extended Credit Programs are required to complete an additional 30 credits to earn the degree.

Certain departments in the Faculty have specific requirements. Students intending to follow programs within these departments must include the specified components as part of their degree program.

BA Mathematics: 9 credits in Mathematics — MATH 203 , MATH 204 , MATH 205

BA Psychology:

3 credits in Mathematics Courses

3 credits in BIOL 201 or BIOL 202

~~6~~ credits in PSYC ~~200~~

BA Therapeutic Recreation: BIOL 200 or BIOL 201 or BIOL 202 , or equivalent

BSc Extended Credit Program

Students admitted to the BSc Extended Credit Program are required to complete an additional 30 credits for the BSc degree and must include the following 30 credits:

6 credits in CHEM 205 , CHEM 206

Proposed Text

Extended Credit Program

BA and BEd Extended Credit Programs

Students admitted to BA and BEd Extended Credit Programs are required to complete an additional 30 credits to earn the degree.

Certain departments in the Faculty have specific requirements. Students intending to follow programs within these departments must include the specified components as part of their degree program.

BA Mathematics: 9 credits in Mathematics — MATH 203 , MATH 204 , MATH 205

BA Psychology:

3 credits in Mathematics Courses

3 credits in BIOL 201 or BIOL 202

3 credits in PSYC 205

BA Therapeutic Recreation: BIOL 200 or BIOL 201 or BIOL 202 , or equivalent

BSc Extended Credit Program

Students admitted to the BSc Extended Credit Program are required to complete an additional 30 credits for the BSc degree and must include the following 30 credits:

3 credits in BIOL 201

Present Text calendar**Proposed Text**

6 credits in MATH 203 , MATH 205

6 credits in CHEM 205 , CHEM 206

12 credits in PHYS 204 , PHYS 205 , PHYS 206 , PHYS 224 ,
PHYS 225 , PHYS 226

6 credits in MATH 203 , MATH 205

~~3 credits in BIOL 201~~

12 credits in PHYS 204 , PHYS 205 , PHYS 206 , PHYS 224 ,
PHYS 225 , PHYS 226

3 credits in MATH 204 for students intending to enter Systems
and Information Biology, or programs of concentration in
Mathematics or Physics; or electives for all other students

3 credits in MATH 204 for students intending to enter Systems
and Information Biology, or programs of concentration in
Mathematics or Physics; or electives for all other students

Notes

- Students who have not taken MATH 201 , or the equivalent,
must take it in place of one of their elective courses.

3 credits in PSYC 205 for students intending to enter a BSc
Psychology program

Notes

- Students who have not taken MATH 201 , or the equivalent,
must take it in place of one of their elective courses.

Rationale:

PSYC 200 (6 credits) is reduced to a 3-credit course, PSYC 205 *Introductory Psychology*. The Psychology component under the ECP - BA Psychology - is therefore reduced from 12 to 9 credits.

Under the BSc ECP section, BIOL 205 is moved to appear alphabetically. PSYC 205 is added for students applying into a BSc Psychology program. This change corrects a previous omission of PSYC 200 from the ECP for BSc Psychology.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: 2025-26 Section 31.002, 31.003.3 Admission profiles, ECP, IP notations

Calendar Section Name: IP Notations

Calendar Section Type: Defined group

Description of Change: Section 31.003.3 IP Notations Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Faculty of Arts and Science

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.003 Degree Requirements > Section 31.003.3 In Progress “IP” Notations

Type of Change: Defined Group Change

Present Text calendar		Proposed Text
IP Notations	credits	IP Notations
Students should refer to Section 16.3.6 In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science for Procedures and Regulations.		Students should refer to Section 16.3.6 In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science for Procedures and Regulations.
The In Progress “IP” notation is reserved for the following courses offered by the Faculty of Arts and Science:		The In Progress “IP” notation is reserved for the following courses offered by the Faculty of Arts and Science:
ACTU 492 Reading Course in Actuarial Mathematics (3)		ACTU 492 Reading Course in Actuarial Mathematics (3)
ACTU 493 Honours Project in Actuarial Mathematics (6)		ACTU 493 Honours Project in Actuarial Mathematics (6)
AHSC 434 Human Relations Capstone Experience (3)		AHSC 434 Human Relations Capstone Experience (3)
AHSC 436 Internship in Youth and Family Work (6)		AHSC 436 Internship in Youth and Family Work (6)
AHSC 437 Internship in Recreation and Leisure Studies (6)		AHSC 437 Internship in Recreation and Leisure Studies (6)
AHSC 439 Internship in Human Relations (6)		AHSC 439 Internship in Human Relations (6)
AHSC 483 Internship in Therapeutic Recreation (12)		AHSC 483 Internship in Therapeutic Recreation (12)
ANTH 315 Field Research (6)		ANTH 315 Field Research (6)
ANTH 495 Honours Essay (6)		ANTH 495 Honours Essay (6)
BIOL 490 Independent Study (6)		BIOL 490 Independent Study (6)
CATA 365 Athletic Therapy Field Internship I (6)		CATA 365 Athletic Therapy Field Internship I (6)
CATA 475 Athletic Therapy Clinical Internship I (6)		CATA 475 Athletic Therapy Clinical Internship I (6)
CATA 485 Athletic Therapy Field Internship II (3)		CATA 485 Athletic Therapy Field Internship II (3)
CATA 495 Athletic Therapy Clinical Internship II (3)		CATA 495 Athletic Therapy Clinical Internship II (3)
CHEM 419 Independent Study and Practicum (6)		CHEM 419 Independent Study and Practicum (6)
CHEM 450 Research Project and Thesis (6)		CHEM 450 Research Project and Thesis (6)

Present Text calendar	Proposed Text
COMS 394 Communication Studies	COMS 394 Communication Studies
Apprenticeship I (3)	Apprenticeship I (3)
COMS 395 Communication Studies	COMS 395 Communication Studies
Apprenticeship II (3)	Apprenticeship II (3)
COMS 496 Directed Study I (3)	COMS 496 Directed Study I (3)
COMS 497 Directed Study II (3)	COMS 497 Directed Study II (3)
ENGL 474 Honours Essay (3)	EDUC 294 Prekindergarten Internship and Seminar (6)
ENGL 480 Independent Studies (3)	EDUC 297 Internship II: Observation and Evaluation in Education (3)
FTRA 420 Stage de formation : de l'anglais au français (6)	EDUC 395 Internship III: Kindergarten Teaching (3)
FTRA 421 Stage de formation : du français à l'anglais (6)	EDUC 465 Child Studies Practicum and Seminar: Early Childhood Settings (6)
FTRA 422 Stage de formation : de l'anglais au français I (3)	EDUC 466 Child Studies Practicum and Seminar: Inclusive Practices in Childhood Settings (6)
FTRA 423 Stage de formation : du français à l'anglais I (3)	EDUC 493 Internship IV: Primary Teaching (3)
FTRA 424 Stage de formation : de l'anglais au français II (3)	EDUC 495 Internship V: Upper Elementary Teaching (3)
FTRA 425 Stage de formation : du français à l'anglais II (3)	ENGL 474 Honours Essay (3)
GEOG 490 Internship in Geography (3)	ENGL 480 Independent Studies (3)
GEOG 491 Honours Essay and Research Seminar (6)	FTRA 420 Stage de formation : de l'anglais au français (6)
HIST 304 Tutorial Preparation for the Honours Essay (3)	FTRA 421 Stage de formation : du français à l'anglais (6)
HIST 486 Public History Internship (3)	FTRA 422 Stage de formation : de l'anglais au français I (3)
HIST 493 Honours Essay Tutorial (6)	FTRA 423 Stage de formation : du français à l'anglais I (3)
JOUR 450 Journalism Practicum (3)	FTRA 424 Stage de formation : de l'anglais au français II (3)
JOUR 451 Independent Study (3)	FTRA 425 Stage de formation : du français à l'anglais II (3)
KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)	GEOG 490 Internship in Geography (3)
KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)	GEOG 491 Honours Essay and Research Seminar (6)
LAWS 4800 Cour du Québec Internship (3)	HIST 304 Tutorial Preparation for the Honours Essay (3)
LOYC 420 Integrative Project (3)	HIST 486 Public History Internship (3)
LOYC 421 Directed and Independent Study (3)	HIST 493 Honours Essay Tutorial (6)
MAST 398 Reading Course in Mathematics and Statistics (3)	JOUR 450 Journalism Practicum (3)
MATH 495 Reading Course in Pure and Applied Mathematics (3)	JOUR 451 Independent Study (3)
MATH 496 Honours Project in Pure and Applied Mathematics (6)	KCEP 383 Kinesiology and Clinical Exercise Physiology Internship I (3)
PHYS 497 Specialization Research Project (3)	KCEP 483 Kinesiology and Clinical Exercise Physiology Internship II (3)
POLI 397 Internship (3)	LAWS 4800 Cour du Québec Internship (3)
POLI 495 Honours Thesis (6)	LOYC 420 Integrative Project (3)
PSYC 387 Directed Research in Psychology (3)	LOYC 421 Directed and Independent Study (3)
PSYC 485 Specialization Project (6)	MAST 398 Reading Course in Mathematics and Statistics (3)
PSYC 487 Advanced Directed Research in Psychology (3)	MATH 495 Reading Course in Pure and Applied Mathematics (3)
PSYC 495 Honours Thesis (6)	MATH 496 Honours Project in Pure and Applied
RELI 410 Honours Thesis (6)	
RELI 496 Independent Studies in Religions and Cultures (3)	
SCOL 290 Directed and Independent Study I (3)	

Present Text calendar

SCOL 391 Directed and Independent Study II (6)
 SCOL 490 Directed and Independent Study III (6)
 SCPA 411 Internship (3)
 SOCI 409 Honours Seminar (6)
 SOCI 410 Research Design and Analysis (6)
 SOCI 415 Field Research (6)
 STAT 498 Reading Course in Statistics (3)
 STAT 499 Honours Project in Statistics (6)
 THEO 404 Practicum in Pastoral Care (3)
 THEO 410 Honours Tutorial (3)
 THEO 460 Honours Essay (3)
 URBS 483 Directed Studies/Practicum in Urban Planning I (3)
 URBS 484 Directed Studies/Practicum in Urban Planning II (3)
 WSDB 496 Directed Research (6)

Proposed Text

Mathematics (6)
[NEUR 387 Directed Research in Neuroscience \(3\)](#)
[NEUR 483 Directed Readings in Neuroscience \(3\)](#)

[NEUR 487 Advanced Directed Research in Neuroscience \(3\)](#)
 PHYS 497 Specialization Research Project (3)
 POLI 397 Internship (3)
 POLI 495 Honours Thesis (6)
 PSYC 387 Directed Research in Psychology (3)
[PSYC 483 Directed Readings in Psychology \(3\)](#)
[PSYC 485 Specialization Thesis \(6\)](#)
 PSYC 487 Advanced Directed Research in Psychology (3)
 PSYC 495 Honours Thesis (6)
 RELI 410 Honours Thesis (6)
 RELI 496 Independent Studies in Religions and Cultures (3)
 SCOL 290 Directed and Independent Study I (3)
 SCOL 391 Directed and Independent Study II (6)
 SCOL 490 Directed and Independent Study III (6)
 SCPA 411 Internship (3)
 SOCI 409 Honours Seminar (6)
 SOCI 410 Research Design and Analysis (6)
 SOCI 415 Field Research (6)
 STAT 498 Reading Course in Statistics (3)
 STAT 499 Honours Project in Statistics (6)
[TESL 466 Elementary ESL Internship I \(3\)](#)
[TESL 467 Secondary ESL Internship I \(3\)](#)
[TESL 486 Elementary ESL Internship II \(6\)](#)
[TESL 487 Secondary ESL Internship II \(6\)](#)
[TESL 488 Internship Seminar \(3\)](#)
 THEO 404 Practicum in Pastoral Care (3)
 THEO 410 Honours Tutorial (3)
 THEO 460 Honours Essay (3)
 URBS 483 Directed Studies/Practicum in Urban Planning I (3)
 URBS 484 Directed Studies/Practicum in Urban Planning II (3)
 WSDB 496 Directed Research (6)

Rationale:

The Departments of Education and Psychology request that courses be included in the "In Progress" Notations listing as students enrolled under this number may be assessed past the time for reporting grades.

A course title change for PSYC 485 also reflects a change proposed under AS-PSYC-5577.

Resource Implications:

None.

Impact Report

Other Units

Addition of **EDUC 297** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **EDUC 395** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **EDUC 493** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **EDUC 495** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **TESL 466** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **TESL 467** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **TESL 486** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **TESL 487** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **TESL 488** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **PSYC 483** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **EDUC 294** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **EDUC 465** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **EDUC 466** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.090 Department of Education

Addition of **NEUR 387** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **NEUR 487** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **NEUR 483** to **IP Notations** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

Addition of **PSYC 205** to **Extended Credit Program** requirement

Source of other unit Impact

- Course is housed in Section 31.250 Department of Psychology

From: [Tamara Beresford](#)
To: [Nicole Freeman](#)
Cc: [Holly Recchia](#)
Subject: IP notation - EDUCATION courses to add for the 25-26 calendar change (or sooner)
Date: Tuesday, February 13, 2024 5:25:17 PM

Hi Nicole,

As discussed, here's the courses we would like on to be added to the IP notation list in the undergraduate calendar.

EDUC 294
EDUC 297
EDUC 395
EDUC 465
EDUC 466
EDUC 493
EDUC 495
TESL 466
TESL 467
TESL 486
TESL 487

Best,
Tamara

Tamara Beresford
Department Administrator
Department of Education, FG 5.150
Concordia University

From: [Teresa Hernandez-Gonzalez](#)
To: [FAS Curriculum](#); [Andrea Jakob](#); [Nicole Freeman](#)
Cc: [Education Department Administrator](#); [Department Of Education Chair](#); [Holly Recchia](#)
Subject: IP notation TESL courses
Date: September 26, 2024 3:01:23 PM
Attachments: [Outlook-snka4vrs.png](#)

Hello Nicole,

I am emailing you to make a request that might be odd and even not possible.

While reviewing the dossier regarding the IP notation for some courses in the FAS, I noticed that TESL 488 was missing from the list. I am currently addressing a student issue where the IP notation was supposed to simplify things, which made me realize my oversight.

Since I know that sometimes we have made changes to dossiers after going through the FCC, I was wondering if we could add this course to the list of TESL courses. I am ccing the chair of the department, the associate chair, and the department administrator to keep everyone in the loop.

Please let me know if this is possible, please.

Again, I am requesting that **TESL 488 is added to the list of IP notation courses.**

Let me know if this is indeed possible.

Thank you,

Teresa Hernandez Gonzalez, PhD

Director TESL programs
Department of Education
FG-6.451, Concordia University
teresa.hernandezgonzalez@concordia.ca

Concordia University is located on unceded Kanien'kehá:ka territory.



TESL Resource Centre

From: [Nicole Freeman](#)
To: [Jayson San Miguel](#)
Cc: [Psychology Undergraduate Program Director](#); [Department of Psychology Chair](#)
Subject: RE: Addition of PSYC 483 to IP list
Date: September 26, 2024 6:01:31 PM

Hi Jayson,

We have added these courses to the listing, as discussed.

Best,

Nicole

[Nicole Freeman](#)
[Administrator, Academic Programs](#)
[Faculty of Arts and Science](#)
[Concordia University](#)

From: Jayson San Miguel <jayson.sanmiguel@concordia.ca>
Sent: September 26, 2024 1:33 PM
To: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: Re: Addition of PSYC 483 to IP list

Hi Nicole,

Please take this email as a request and subsequent confirmation of the inclusion of PSYC 387 (Directed Research in Psychology), PSYC 483 (Directed Reading in Psychology), and PSYC 487 (Advanced Directed Research in Psychology) to the IP list. In addition, please include NEUR 387 (Directed Reading in Neuroscience), NEUR 483 (Directed Reading in Neuroscience), and NEUR 487 (Advanced Directed Research in Neuroscience) to the IP list.

We believe that these courses necessitate the possible need for an IP notation. These are independent study courses that may include data collection and analysis, and close work with a supervisor. Much like our thesis courses, we acknowledge that some supervisors and students may face delays beyond their control, particularly from accessing appropriate materials and instruments, such as software, databases, data collection tools, etc. In some cases, these courses may involve partnerships with other organizations or labs to provide students with experiential learning experiences. Delays from outside partnerships which are beyond the control of the supervisor and the student may also affect the timely completion of the course. The IP notation would help supervisors and students who face these minor issues by providing them with additional time to complete the necessary requirements for proper grading.

Please confirm your receipt of this email, and please let me know if you need anything else from my end. Thank you!

Regards,

Jayson San Miguel, PhD (he/him)

Lecturer (ETA)

Undergraduate Research Coordinator

Department of Psychology

Concordia University

jayson.sanmiguel@concordia.ca

psychology.undergradresearch@concordia.ca

Undergraduate Program Regular Curriculum Change - JMSB-MANA-5642 - VERSION : 1

Summary and Rationale for Changes

Since the Human Resource Management program does not pursue CRHA accreditation, the major does not have to require 27 credits for their major. The Department decided to remove MANA 479 from the major requirement because foundational knowledge in employment law and legal issues relevant to Human Resource Management is covered in other Human Resource Management courses.

Resource Implications

None.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 12 Nov 2024

Approved by:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 08 Nov 2024

This proposal was originally submitted for review at the October 4th Faculty Council meeting. However, the proposal was pulled because of a potential concern about the representation of Part-time faculty members at the Undergraduate Curriculum Committee. Thereafter, the issue was resolved positively and the proposal will be reviewed at Faculty Council on November 12. In order to not miss the APC doc deadline, an agreement between Sandra Betton and Sandra Gabriel was settled for this proposal to be submitted by October 22 to APC with the proviso that it be approved at Faculty Council on November 8th.

Summary of Committee Discussion: FCC/FAPC/GCS Approval

For Submission to:

Anne-Marie Croteau, Dean, John Molson School of Business,
Faculty Council, 08 Nov 2024

Approved by:

Sandra Betton, Associate Dean, Professional Graduate Programs,
Faculty Academic Programs Committee, 13 Sep 2024

Please find attached the proposal to change the Human Resources Management Major credit requirements.

The JMSB Faculty Academic Programs Committee approved these changes on September 13, 2024.

I kindly request that the proposed changes be presented for consideration at the October 4, 2024, meeting of the Faculty Council of the John Molson School of Business.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus
Major in Human Resource Management Change				X		X	

Defined Group Changes:

Defined Groups

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Bachelor of/Baccalaureate in Commerce (BComm) Change		X	
Bachelor of/Baccalaureate in Commerce (BComm) Double Major Change		X	
BComm Major in Human Resource Management Change		X	

Regulation Changes:

- Notes Change

DEFINED GROUP CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Major in Human Resource Change**Calendar Section Name:** Bachelor of/Baccalaureate in Commerce
(BComm)**Calendar Section Type:** Defined group**Description of Change:** Bachelor of/Baccalaureate in Commerce
(BComm) Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** John Molson School of Business**Department:** Management**Calendar publication date:** 2025/2026/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2025**Path:** Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements**Type of Change:** Defined Group Change

Present Text calendar		Proposed Text	
90 credits	Bachelor of/Baccalaureate in Commerce (BComm)	90 credits	Bachelor of/Baccalaureate in Commerce (BComm)
	48 credits from the JMSB Core		48 credits from the JMSB Core
	6 elective credits chosen from outside the John Molson School of Business		6 elective credits chosen from outside the John Molson School of Business
	24 credits from the declared major (mandatory for all students), chosen from the following: Major in Accountancy;		24 credits from the declared major (mandatory for all students), chosen from the following: Major in Accountancy;
	Major in Business Technology Management;		Major in Business Technology Management;
	Major in Economics;		Major in Economics;
	Major in Finance;		Major in Finance;
	Major in Human Resource Management (Note: this major requires the completion of 27 credits);		Major in Human Resource Management;
	Major in International Business;		Major in International Business;
	Major in Management;		Major in Management;
	Major in Marketing;		Major in Marketing;
	Major in Supply Chain Operations Management.		Major in Supply Chain Operations Management.
	12 elective credits (Note: the elective credits for students enrolled in the Major in Human Resource Management are reduced from 12 to 9 credits);		12 elective credits

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Major in Human Resource Change**Calendar Section Name:** Bachelor of/Baccalaureate in Commerce

(BComm) Double Major

Calendar Section Type: Defined group**Description of Change:** Bachelor of/Baccalaureate in Commerce

(BComm) Double Major Change

Proposed: Undergraduate Curriculum Changes**Faculty/School:** John Molson School of Business**Department:** Management**Calendar publication date:** 2025/2026/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
102 credits	Bachelor of/Baccalaureate in Commerce (BComm) Double Major	102 credits	Bachelor of/Baccalaureate in Commerce (BComm) Double Major
	A double major requires completion of 102 credits as follows:		A double major requires completion of 102 credits as follows:
	48 credits from the JMSB Core		48 credits from the JMSB Core
	6 elective credits chosen from outside the John Molson School of Business		6 elective credits chosen from outside the John Molson School of Business
	48 credits chosen from two of the following majors, with 24 credits to apply towards the first major, and 24 credits to apply towards the second major :		48 credits chosen from two of the following majors, with 24 credits to apply towards the first major, and 24 credits to apply towards the second major :
	Major in Accountancy ;		Major in Accountancy ;
	Major in Business Technology Management ;		Major in Business Technology Management ;
	Major in Economics ;		Major in Economics ;
	Major in Finance ;		Major in Finance ;
	Major in Human Resource Management ;		Major in Human Resource Management ;
	(Note: this major requires the completion of 27 credits);		
	Major in International Business ;		Major in International Business ;
	Major in Management ;		Major in Management ;

Present Text calendar

Major in Marketing

;

Major in Supply Chain Operations Management .

Proposed Text

Major in Marketing

;

Major in Supply Chain Operations Management .

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Major in Human Resource Change

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Management

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.21 Undergraduate Degree Programs > Undergraduate Degree Programs > Section 61.21.2 The Bachelor of/Baccalaureate in Commerce > Degree Requirements > BComm Double Major

Present Text calendar

Notes

- For the BComm and BAdmin programs, a maximum of nine credits of English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.

~~- A double major including the Major in Human Resource Management requires completion of 105 credits.~~

~~—Minors in the JMSB are not available with a double major.~~

- The John Molson School of Business may impose quotas on some majors.

Proposed Text

Notes

- For the BComm and BAdmin programs, a maximum of nine credits of English as a Second Language (ESL) Courses may count toward the regular 90 - credit degree, a maximum of 12 credits may count toward Mature Entry — the 108-credit program , and a maximum of 15 credits may count toward the Extended Credit Program — the 120-credit program if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.

- Minors in the JMSB are not available with a double major.

- The John Molson School of Business may impose quotas on some majors.

Rationale:

Resource Implications:

DEFINED GROUP CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Major in Human Resource Change

Calendar Section Name: BComm Major in Human Resource Management

Calendar Section Type: Defined group

Description of Change: BComm Major in Human Resource Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Management

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Human Resource Management > BComm Major in Human Resource Management > Program Requirements

Type of Change: Defined Group Change

Present Text calendar		Proposed Text	
90 credits	BComm Major in Human Resource Management	90 credits	BComm Major in Human Resource Management
	48 credits from the JMSB Core		48 credits from the JMSB Core
	6 credits of elective courses chosen from outside of the John Molson School of Business		6 credits of elective courses chosen from outside of the John Molson School of Business
	27 credits from the Major in Human Resource Management		24 credits from the Major in Human Resource Management
	9 credits of elective courses chosen by the student		12 credits of elective courses chosen by the student

Rationale:

1) No justification at this point for requiring 27 credits for the Major in Human Resource Management (HRM). The number of required credits was increased in 2017 to ensure compliance with the CRHA accreditation requirements. However, not all of those requirements were about HRM knowledge; some of them were also about foundational knowledge. Now, with the revised BComm curriculum, that foundational knowledge is covered in COMM courses.

2) Realignment with the other BComm majors (all the other majors only require 24 credits)

3) More choice for students (i.e., one additional elective)

4) More flexibility for HRM co-op students (co-op students are required to maintain full-time status all year round, including during the summer terms when they need to take courses, and the HRM program is not large enough to justify summer sections for all HRM major courses)

5) Having an additional required course with no real justification may act as a deterrent for prospective students

6) MANA 479 was chosen for removal because it provides foundational knowledge in employment law, and legal issues relevant to HRM are already covered in the other HRM courses (i.e., COMM 229, MANA 366, MANA 443, MANA 445, and MANA 446). In addition, there is a large content overlap between MANA 479 and MANA 366.

Note: Although MANA 479 will not be required anymore for students majoring in HRM, the course will remain

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Major in Human Resource Change

Calendar Section Name: Major in Human Resource Management

Calendar Section Type: Program

Description of Change: Major in Human Resource Management Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: John Molson School of Business

Department: Management

Program Name: Major in Human Resource Management

Program Type: Major

Degree: Bachelor/Baccalaureate of Commerce (BComm)

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 61 John Molson School of Business > John Molson School of Business > Section 61.90 Department of Management > Management Programs > Human Resource Management > BComm Major in Human Resource Management > Program Requirements > BComm Major in Human Resource Management

Type of Change: Program Change

Present Text calendar

~~27~~
credits Major in Human Resource Management

~~27~~ credits:

MANA 341 Organization Theory and Design (3)
MANA 366 ~~Industrial~~ Relations and Collective Bargaining (3)
MANA 420 Management Research for Decision Making (3)
MANA 443 Compensation and Benefits Management (3)
MANA 444 Training and Development (3)
MANA 445 Health and Safety Management (3)
MANA 446 Workplace Planning and Staffing (3)
MANA 463 Strategic Human Resource Management
~~(3)~~
~~MANA 479 Employment Law~~ (3)

Proposed Text

~~24~~
credits Major in Human Resource Management

~~24~~ credits:

MANA 341 Organization Theory and Design (3)
MANA 366 ~~Labour~~ Relations and Collective Bargaining (3)
MANA 420 Management Research for Decision Making (3)
MANA 443 Compensation and Benefits Management (3)
MANA 444 Training and Development (3)
MANA 445 Health and Safety Management (3)
MANA 446 Workplace Planning and Staffing (3)
MANA 463 Strategic Human Resource Management (3)

Rationale:

Resource Implications:

Impact Report

Defined Groups

BComm

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements
Source of Impact

- Major in Human Resource Management

BComm Double Major

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements
Source of Impact

- Major in Human Resource Management

BComm Major in Human Resource Management

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.90 Department of Management -> Management Programs -> Human Resource Management -> BComm Major in Human Resource Management -> Program Requirements
Source of Impact

- Major in Human Resource Management

JMSB Core

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.22 The JMSB Core -> The JMSB Core
Source of Impact

- BComm

Regulations

C.Edge (Career Edge) Option

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.25 Co-operative Education in the John Molson School of Business -> Work-Integrated Learning Opportunities
Source of Impact

- Major in Human Resource Management

Co-operative Education Format

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -> John Molson School of Business -> Section 61.25 Co-operative Education in the John Molson School of Business -> Work-Integrated Learning Opportunities
Source of Impact

- BComm
- Major in Human Resource Management

John Molson School of Business Programs

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -

> John Molson School of Business -> Section 61.22 The JMSB Core
Source of Impact

- Major in Human Resource Management

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree
Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements -> BComm
Source of Impact

- BComm Double Major

Notes

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs -> Undergraduate Degree
Programs -> Section 61.21.2 The Bachelor of/Baccalaureate in Commerce -> Degree Requirements -> BComm
Double Major
Source of Impact

- Major in Human Resource Management

Programs

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.150 Special Certificate Programs
Source of Impact

- BComm

The Co-op Program

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.40 Department of Accountancy -> Accountancy Co-operative
Program
Source of Impact

- BComm

The Co-op Program

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.80 International Business -> International Business Co-operative
Program
Source of Impact

- BComm

The Co-op Program

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.100 Department of Marketing -> Marketing Co-operative Program
Source of Impact

- BComm

The Co-op Program

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.50 Department of Supply Chain and Business Technology
Management -> Business Technology Management/Supply Chain Operations Management

Co-operative Programs
Source of Impact

- BComm

Undergraduate Degree Programs

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 61 John Molson School of Business -
> John Molson School of Business -> Section 61.21 Undergraduate Degree Programs
Source of Impact

- BComm

CCMS PROGRAM CHANGE FORM – BCOMM-HRM

APPENDIX

Additional Explanations for Point 6 in the Rationale

MANA 479 covers four majors subjects:

- 1) Part 1: The Canadian Constitution
- 2) Part 2: Individual Employment Contracts
- 3) Part 3: Quebec Labour Standards
- 4) Part 4: Collective Labour Relations

Topics covered in Parts 1 and 2 (worth 30% of the final grade) are also covered in:

- COMM 229: Week 2 “HRM, Society, and the Law” (Chapter 2)
- COMM 229: Week 9 “Management Rights, Employee Rights, and Discipline” (Chapter 9)
- MANA 366: Week 1 “Introduction to Industrial Relations” (Chapter 1)
- MANA 445: Week 2 “Legal Aspects of OHS” (Chapters 2 and 3)
- MANA 446: Week 5 “Foundations of R&S II: Legal Issues” (Chapter 3)

Topics covered in Part 3 (worth 30% of the final grade) are also covered in:

- COMM 229: Week 2 “HRM, Society, and the Law” (Chapter 2)
- COMM 229: Week 9 “Management Rights, Employee Rights, and Discipline” (Chapter 9)
- MANA 443: Week 10 “The Roles of Government and Unions in Compensation” (Chapter 12)
- MANA 445: Week 7 “Psychological Aspects of OHS Part II: Aggression and Mistreatment” (Chapter 8)
- MANA 446: Week 5 “Foundations of R&S II: Legal Issues” (Chapter 3)

Topics covered in Part 4 (worth 40% of the final grade) are also covered in:

- COMM 229: Week 10 “Labour Relations and Collective Bargaining” (Chapter 10)
- MANA 366: Week 3 “The Organizing Campaign and Establishing Union Recognition” (Chapters 5 and 6)
- MANA 366: Week 4 “Unfair Labour Practices” (Chapter 6)
- MANA 366: Week 5 “Defining and Commencing Collective Bargaining and the Collective Bargaining Process” (Chapters 7 and 8)
- MANA 366: Week 7 “Strikes and Lockouts” (Chapter 9)
- MANA 366: Week 8 “Third-Party Intervention During Negotiations” (Chapter 10)
- MANA 366: Week 9 “The Grievance Arbitration Process” (Chapter 11)
- MANA 366: Week 10 “Changes to the Union or the Employer” (Chapter 12)

In summary, COMM 229 (Weeks 2, 9, and 10), MANA 366 (Weeks 1, 3, 4, 5, 7, 8, 9, and 10), MANA 443 (Week 10), MANA 445 (Weeks 2 and 7), and MANA 446 (Week 5) offer a combined total of 15 weeks that cover the same topics as MANA 479.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Dr. Sandra Betton
Chair, Faculty Academic Programs Committee

FROM: Dr. Jooseop Lim, Associate Dean, Undergraduate Programs *Jooseop Lim*

DATE: August 20, 2024

SUBJECT: Program change: Change in the Human Resource Management major credit requirements

The Undergraduate Curriculum Committee (UCC) has evaluated and approved the major credit requirement change in Human Resource Management.

The UCC met on August 19, 2024, to discuss these items. Since the Human Resource Management program does not pursue CRHA accreditation, the major does not have to require 27 credits for their major. The Department decided to remove MANA 479 from the major requirement because foundational knowledge in employment law and legal issues relevant to Human Resource Management is covered in other Human Resource Management courses.

Following a discussion with the UCC members, the outcome of the vote to approve the course description change was six (6) in favor, zero (0) opposed, and zero (0) abstention. As a result, it was unanimously approved.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.



Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Provost and Vice-President, Academic
Date: December 5, 2024
Re: Academic Update

Announcements and Key Items

The Concordia University Press has recently published *Concordia University at 50: A Collective History*, edited by Monika Kin Gagnon and Brandon Webb, with Steven High, Catherine Wild, and Jason Camlot. Fifty contributions from faculty, staff, students, and alumni, present stories of a vibrant community and its activities in a multilayered collection of professional and personal reflections, essays, and oral histories conducted with participants and observers of key events. The book is beautifully produced and enriched with copious and colourful archival documents, photographs, and public artworks that grace our campuses. The launch event was held at 4th Space on November 20 with a three-part event looking at the book itself, the [archival timelines](#) that help shaped it and the community conversations that informed it prepared us for a first look at the publication, just as it hits the shelves. Copies are available from the [Concordia University Press website](#) or the Concordia Bookstore. Thank you to all who helped to make this project a success!

Concordia University has solidified its status as a research leader, ranking first in Quebec among comprehensive universities and fifth in Canada in the 2024 Canada's Top 50 Research Universities rankings by *Research Infosource*. This milestone also marks Concordia's highest national placement at 21st overall.

Accolades

The following Concordians received the JMSB Dean's Awards for Excellence on December 5:

- Caroline Roux (Marketing), Dean's Award for Excellence in Teaching
- Steve Granger (Management), Dean's Award for Distinguished Scholarship: Emerging Scholar
- Rucsandra Moldovan (Accountancy), Dean's Award for Scholarship: Mid-Career Scholar
- Raymond Paquin (Management), Dean's Award for Academic Service
- Lynn Kinelski, manager of faculty relations, Dean's Award for Outstanding Staff Contribution

Some additional great news from JMSB faculty:

- Arman Sadreddin (Management), was named a Distinguished Member by the Association for Information Systems (AIS) for the November 2024 cohort.
- Tanya Giannelia, assistant professor of business technology management, received the *Prix d'excellence en pédagogie* from HEC Montréal.
- Erkan Yönder, associate professor of finance, was named Concordia Newsmaker of the Month for October 2024.

At the McGill Retail Innovation Challenge case competition, the undergraduate JMSB team won first place in this case competition hosted by Bensadoun School of Retail Management at McGill University. Two JMSB teams at the MBA level advanced to the semi-finals in the Retail Innovation Challenge. Only 18 teams out of 66 advanced to the second round. Thank you to faculty advisor Tim Field.

Students in Concordia's MBA in Investment Management program won the Best Storytelling prize at this year's McGill International Portfolio Challenge (MIPC) and were selected as one of the top 25 semi-finalists. The competition hosted 99 teams from over 40 countries. Thank you to faculty advisor Gabriela Clivio.

Thirteen Concordia students have been awarded Behaviour Interactive (BI) Scholarships, funded by the Montreal-based video game developer, to advance innovative projects in game design. The awards, of \$15,000 each for graduate students and \$5,000 for undergraduates, support creative research and provide mentorship opportunities. Scholarship recipients will also showcase their projects in a spring exhibition, fostering a community of practice in game design. Jonathan Lessard, BI Research Chair in Game Design, emphasizes the scholarship's role in inspiring groundbreaking and imaginative work in the field.

Concordia alumna Sasha Kleinplatz (BFA 04, Contemporary Dance and Women's Studies) has been awarded the *Prix Grands Sages Françoise Sullivan* for her groundbreaking research, *Les restes: La méthode chorégraphique comme éphémère transférable*. Her work explores how choreographic practices and artistic knowledge are transmitted between artists, focusing on themes of transparency and the right to opacity. The award, named after renowned artist and former Concordia professor Françoise Sullivan, highlights Kleinplatz's significant contributions to choreography and the arts community. Kleinplatz will continue her research with a residency at Parbleux in Montreal, collaborating on projects inspired by Holocaust testimonials.

Concordia alum Glenn Gear (MFA 98) is [currently featured at the Montreal Museum of Fine Arts](#) with his work *ulitsuak / marée montante / rising tide*, an animated installation projected onto the MMFA's Hornstein Pavilion facade, running nightly until March 30, 2025. The first Indigenous art commission for the museum's outdoor spaces, the piece blends Inuit geometric figures with themes of environmental change, exploring rising sea levels and Indigenous resilience.

Members from the Faculty of Arts and Science have received numerous awards and recognitions:

- Sabrina Reeves just won the QWF award for fiction AND Concordia's 1st book prize for her novel, *Little Crosses*
- Concordia creative writing alumnus Katia Grubisic (MA) has just won the Governor General's Award for Translation
- Alumna Gabrielle Mandl won the Council of Graduate Studies ProQuest Dissertation Prize, the most prestigious doctoral thesis award in North America
- Long-time Concordian Norma Baumel Joseph has received a King Charles III Coronation Medal.
- The Faculty of Arts and Science celebrated another year of academic excellence at the 2023-2024 Scholars Evening, held October 30, where they honoured a total of 128 outstanding students

At the December 5 [FAS Dean's Awards](#), the following Concordians were recognized:

- Kelsey Blair (English), and Matthew Buell (Classics, Modern Languages and Linguistics) both won the Teaching Award.
- Xianming Zhang (Chemistry and Biochemistry) and Elena Kuzmin (Biology) both received a Junior Scholar Award for the timeliness and importance of their research work.
- Other awards were Senior Scholar, Mid-Career Scholar, Excellence in Academic Service, Excellence in Service to the Faculty by a Staff Member, Excellence in Community Outreach and Public engagement and Excellence in Graduate Supervision.

The [Experiential Learning Grant](#) for the 2024-2025 academic year received a record 105 applications, the highest number to date. A total of \$50,000 has been awarded to 31 different projects, reflecting Concordia's commitment to enhancing student opportunities through practical engagement and real-world experiences. The awarded projects span all faculties and benefit both graduate and undergraduate students.

The Doggone Foundation has donated \$540,000 to Concordia's Faculty of Fine Arts, bringing its total support to over \$3 million. This new gift will establish the Elspeth McConnell Critical Curatorial Laboratory, a hub for innovative research and education in curatorial studies. Launching in fall 2025, Concordia will introduce Quebec's first graduate certificate in curatorial studies and practices, providing students with hands-on learning opportunities. The donation strengthens Concordia's position as a leader in fine arts education and honors the foundation's late benefactor, Elspeth McConnell, for her enduring contributions to the arts.

Emad Shihab (Computer Science and Software Engineering) has been awarded an NSERC Alliance grant in collaboration with Sandoz Canada Inc. and the University of Calgary. This \$286,800 two-year project, with \$210,000 in cash contributions, is part of the Concordia University Research Chair program. The project aims to harness Natural Language Understanding (NLU) and Large Language Models (LLMs) to address shortcomings in current chatbot technologies by developing a specialized platform capable of delivering accurate and comprehensive responses to drug-related questions.

Viviane Namaste (Simone de Beauvoir) has been awarded \$100,000 from CIHR in their HIV/AIDS Team competition for her project "Trans Formation: Capacity building with trans sex workers with respect to HIV and STBIs".

The Next-Generation Cities Institute celebrated their 4th anniversary on December 4. In its four years, NGCI has focused on creating solutions to climate change challenges in the urban built environment in Montreal, Quebec, and beyond through diverse research projects and initiatives.

In its first year of eligibility, the Concordia University Press was successful in its grant application to the Department of Canadian Heritage's Canada Book Fund. This is another milestone for our relatively new publishing house and demonstrates our work is being recognized by industry peers for its quality and our ability to distribute and promote the research of our authors.

[FutureBound](#) (Student Success Centre) has secured new funding from Entente Canada-Quebec to enhance its programming, helping undergraduates build skills for success in university and the workplaces of tomorrow. FutureBound also received funding from the John Dobson Foundation to expand its [Innovation & Entrepreneurship](#) module, introducing students to early-stage entrepreneurship.

The *Princeton Review* ranks the John Molson School of Business at number 44 for graduate entrepreneurship studies and number two on its International Graduate List.

Over 500 students have registered for [Homeroom](#) (Dean of Students Office) for the 2024-2025 academic year. Registration will remain open through the winter semester. Homeroom has hired a PhD student from the School of Graduate Studies' Doctoral Student Internship Program (see below) to track the impact of the program on student success and retention.

New Initiatives

Campus Wellness and Support Services (CWSS) has created a new webpage to help staff and faculty respond to a student in distress. The *Responding to a student in distress page* can be found in Carrefour at concordia.ca/respond, in Carrefour. CWSS also updated its *Emergency & Crisis Resources* webpage for the entire Concordia community. The page can be found at concordia.ca/health/emergency

Concordia launched its 30-credit Graduate Diploma in Teaching Certification to address Quebec's licensed teacher shortage. Over two years, the program equips uncertified experienced teachers with the skills and knowledge, preparing students to become a certified teacher while building on their existing expertise.

A new "Doctoral Student Internship Program" was launched by the School of Graduate Studies in October 2024. Recognizing that nearly half of our doctoral graduates will find careers in higher education institutions, this new program pairs current doctoral students with part-time internship positions in Concordia administrative offices - providing valuable work experience in higher education administration. A total of 253 applications from 99 students were received for 9 internship opportunities. Concordia units are now in the triaging process and the selected students will start their internships in January 2025.

In October, Career Advising and Professional Success (CAPS at the Student Success Centre) hosted its first university-wide Concordia Career Fair, welcoming nearly 70 companies and more than 2,800 students. CAPS also hosted a targeted Career Fair for Students with Disabilities.

The Library launched new [Open at Concordia](#) web pages that bring together information about open access publishing, open educational resources, open scholarship, and more. "Open at Concordia" replaces "Open Access" on the Research Support menu of the library website in recognition of the broader scope of the Library's engagement and leadership in open initiatives. The pages were created by Scholarly Publishing librarian Rachel Harris.

Simone de Beauvoir Institute's Belen Blizzard was named Concordia's first-ever 2SLGBTQIA+ student support coordinator.

The Association of Canadian College and University Teachers of English (ACCUTE) has established its headquarters at Concordia for the next two years.

Events – upcoming

[First Year Experience](#) (Student Success Centre) has begun welcoming the winter 2025 cohort of new students to Concordia, with close to 40 prearrival information sessions hosted by Welcome Crew Mentors and upcoming Orientation events in January.

December 7 is the final of the [Dictée des municipalités Montréal](#). The Paul Gérin-Lajoie Foundation, in collaboration with the City of Montreal and Concordia's "Réussir en français" team, launched *La Dictée P.G.L. des municipalités*. This project is aimed at immigrant adults residing in Montreal who wish to improve their French skills. The objective is to contribute to the promotion of the French language by exploring the multiple facets of social life, municipal services and Montreal heritage. The project was deployed in eight boroughs of the City of Montreal. Through interactive workshops, participants had access to innovative educational tools developed in collaboration with Concordia University.

The [NouLa Black Student Centre](#) (Student Services), the FOFA Gallery, and the Visual Collections Repository (VCR) have partnered to present the Black Art Series. This initiative provides Black Concordian artists with opportunities to showcase their work, connect with fellow artists and mentors and engage the community through vernissages, talks and workshops. The series will continue to spotlight Black art across the university in collaboration with partners, including the Library, Advancement and the Leonard & Bina Ellen Art Gallery.

The Welcome Crew are now available via live chat (concordia.ca/mentors), in addition to phone, appointments, drop-ins and email. Mentors will remain available over the December break while the university is closed.

Events – past

Campus Wellness and Support Services (CWSS) hosted a sentinel training for suicide prevention, in partnership with the Suicide Prevention Centre of Montreal and Quebec public health. The training involved participants from student-facing services across the university. This initiative aligns with the government of Quebec's Plan d'action sur la santé mentale étudiante en enseignement supérieur recommendations to establish networks of sentinels who can identify warning signs of suicidal behaviour and connect students with appropriate resources.

On November 5, SHIFT hosted "From Cultural Roots to Visionary Futures," featuring two speakers from The JIA Foundation talking about their work on the Chinatown Reimagined Forum and the larger themes of envisioning new futures as a community. They had a very full house, with a number of attendees from Chinatown Youth as well as 20 students from Dr. Yuan Yi's (History) course, "Chinatown: A Global History."

The Office of Cooperative Education and Experiential Learning co-organized the *Journée des services de stages* with ETS, Université Sherbrooke, Université Laval & Polytechnique Université de Montréal on November 5. This 1-day conference brought together institutions that offer internships and government representatives to discuss challenges and opportunities when it comes to providing internships, including international students, recruiting in regions and best practices with employers.

On November 7, the Barry F. Lorenzetti Centre for Women in Entrepreneurship and Leadership hosted the Future Women Leaders in HR event. This event was the second in a series aimed at mentoring women in fields where they are underrepresented at the leadership level. Barry Lorenzetti graciously hosted 30

enthusiastic students as well as members of the Lorenzetti Centre advisory board, some faculty and other friends of JMSB for an insightful panel discussion and networking opportunities.

The Kenneth Woods Portfolio Management program held its fall celebration on November 13. Guests were treated to a keynote from Bruno Roy, president and CEO of the CN Investment Division, which manages one of the largest corporate pension funds in Canada.

Looking to boost their productivity, 45 graduate students participated in a 3-day Thesis Boost writing retreat hosted by the School of Graduate Studies in Nov 13-15. By offering a dedicated space and focused writing sessions, coffee and food, the participating graduate students reported having less distractions and an overall improvement in their productivity.

On November 14, the [programme de mentorat de la Table ronde provinciale sur l'emploi \(PERT\)](#) launched its new Circonflexe Mentorship Program at Concordia in the presence of Quebec Minister of Finance, Éric Girard, and the President of PERT, Nicholas Salter. The new program is designed to address employment challenges faced by Quebec's English-speaking communities and is particularly relevant for Concordia students preparing to enter the job market and looking to deepen their French skills. Participants will have access to mentors, French resources and a support network to help them navigate Quebec's professional landscape.

On November 25, the [Skills Symposium 2024](#), was held at Concordia. The event was organized by the Consortium, an association of nine English-language cégeps, colleges and universities in Quebec committed to driving student success through inter-institutional exchange, collaboration and engagement. The event featured lightning talk presentations on six skills-focused themes:

1. French-second-language learning/French language training for the workforce in Quebec
2. Innovative collaborations that are: cross-sectoral; inter-institutional; and/or inter-regional
3. Career readiness and Work Integrated Learning (WIL)
4. Impactful mentorship
5. Curricular integration and innovation
6. Leveraging artificial intelligence (AI)

The Office of Community Engagement (OCE) collaborated with the [Black Healing Centre](#) to host a [public conversation](#) on November 26 as part of the [University of the Streets Café](#) series. The event, which took place at Never Was Average, explored the importance and challenges of create wellness spaces for Black men and featured Concordia PhD student, Jamilah Dei-Sharpe as one of the invited speakers.

The OCE collaborated with [District 3](#) to host a [foresight workshop](#) for Quebec's Black entrepreneurs on November 27. The event, which was organized as part of the [Quebec Black Entrepreneurship Knowledge Hub](#), introduced participants to strategies for research, exploration and brainstorming to help them navigate the ever-changing entrepreneurship landscape.

On November 28, SHIFT co-presented "Beyond Fares: Building Climate-Resilient, People-Centered Transit Systems" with Climate Justice Montreal (CJM). The event featured presentations from the CJM team, representatives of Rage Climatique, who were launching their new climate-focused journal, and three Concordians from the Gina Cody School of Engineering and Computer Sciences: Dr. Chun Wang (CISSE), and students Alexander Ireland, and Sarah Farahdel. This convening of activists and academics, the latter primarily discussing the potential benefits of technological changes to transit, provided an opportunity for cross-disciplinary exchange around more sustainable futures.

Over the past month, 4th Space hosted some great events:

- An unexpectedly beautiful afternoon in late October encouraged us to open the folding doors out to the street for [Global Learning Day](#) with Concordia International. A panel of students shared their formative experiences in exchange programs and in field schools before welcoming students passing by to consider these opportunities.
- The *Closer Look* series continued with walk through tours of the [Future Building Lab](#) at Loyola and the [Fine Arts Reading Room](#) in the EV, livestreamed back to 4th Space. An edited version of this series appears on 4th Space Nightcinema screens in the evening – now that it is getting dark so early!
- As part of the Part of ᐅᓂᓂᓂᓂᓂᓂᓂᓂᓂ Inuit Art symposium happening across campus, 4th Space hosted a special live episode of the [Northerned](#) podcast hosted by with Beatrice Deer that featured a live “Tiny Desk” style performance from Joey Juurini Partridge.
- Sandra Martin-Chang and the Concordia Literacy Lab hosted a panel discussing the scientific discoveries associated with [reading for pleasure](#) just in time for the holiday break.
- Holding its first event with the Concordia Public Scholars this year on December 10, with Sarah Ramini hosting a conversation on [Leadership and Neurodiversity](#). The panel will explore how neurodiverse individuals, especially those with dyslexia, navigate leadership roles and how organizations can foster inclusive environments.



**SENATE
OPEN SESSION
Meeting of December 13, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation: Policy for feedback on assignments before the DISC deadline (UCA-UCA-5692)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented a recommendation to change the regulation to require that professors provide feedback on assignments before the DISC deadline. A change to the DISC deadline is also made.

BACKGROUND:

The pandemic led to the effective suspension of the DISC deadline, by allowing students to withdraw from a course until the last day of classes. This allowed students to monitor their progress in the course and drop the course before there was a permanent impact on their overall grade assessment. After the pandemic, departments began to express concerns with their ability to effectively plan their course offerings. In particular, programs that use lab-based teaching found that the unexpected influx of students “out of cohort” made the continued and timely progress of students in their degree almost impossible to manage without extraordinary burdens on budgets for lab instruction. Furthermore, faculty members in courses across the University have noted impacts on student performance in groupwork when students discontinue a course at the end of the term, leaving the remaining members of the group to absorb the work of the student who discontinued. This places significant stress on group members and can adversely impact their performance in the course. Moving the DISC deadline to the end of the term produced a significant benefit for students by allowing them to receive feedback on their assignments before deciding to drop the course.

In response to the feedback received by the academic departments, the Office of the Provost and the Office of the Registrar recommend to reinstate adherence to the regular DISC deadline. In order to provide professors adequate time to provide feedback, the regular DISC deadline will be moved from the eighth week of classes to the ninth week of classes. The existing regulations stipulated in Section 16.1.5.2.b., will therefore be revised to state that "the DISC deadline is usually after the ninth week of classes of the term for fall and winter terms and within the first five weeks for the summer session." In addition, the proposal is to add a new regulation to Section 16 of the Undergraduate Calendar that preserves the benefits students experienced of receiving feedback on their performance in the course before deciding to drop a class.

After consultation with other University Calendars and assessment policies, the Office of the Provost proposes to add a regulation to Section 16 of the Undergraduate Calendar to ensure that all students receive feedback regarding progress in their course that is equivalent to 20% of their final grade at least five days prior to the DISC deadline, with some exceptions. For courses on a compressed schedule, students must receive feedback two days prior to the DISC deadline. The regulation change will be made with regard to:

- Section 16.1.5 Withdrawal, 2. Withdrawal from a Course or Courses Change; and
- Section 16.3.1 Evaluation Change.

The specific text of the regulation change is provided for in the attached documentation.

The regulation change was recommended for Senate approval by the APC at its meeting of November 12, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve DISC Deadline regulation change (UCA-UCA-5692), as detailed in the documentation.

PREPARED BY:

Name: Secretary of Senate
Date: December 4, 2024

ACADEMIC PROGRAMS COMMITTEE**Sandra Gabriele, PhD****November 12, 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:

Undergraduate Curriculum Proposals (Changes for the 2025-26 Calendar)**Office of the Registrar****OOTR-OOTR-5680; APC-2024-7-D1**

- Regulation/Requirements Change

Office of the Provost**UCA-UCA-5692; APC-2024-7-D2**

- Regulation/Requirements Change

Kaié:ri Nikawerà:ke Indigenous Bridging Program changes**AS-ARTSCI-5630; APC-2024-7-D3**

- Alternative Entry program changes (BSc)

AS-ARTSCI-5673; APC-2024-7-D4

- Alternative Entry program changes (BA Journalism)

GCS-GCS-5498; APC-2024-7-D6

- Alternative Entry program changes (BEng)

JMSB-JMSB-5666; APC-2024-7-D13

- Alternative Entry Program Changes

Faculty of Arts and Science

AS-ARTSCI-5679; **APC-2024-7-D7**

- Alternative Entry program changes

Interdisciplinary Studies

AS-INTE-5556; **APC-2024-7-D8**

- New Program (fast-track): Microprogram in Innovation Mindset

John Molson School of Business

JMSB-JMSB-5668; **APC-2024-7-D12**

- Regulation/Requirements Change

Department of Management

JMSB-MANA-5642; **APC-2024-7-D14**

- Program Credit Value Change
- Regulation/Requirements Change

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

Faculty of Arts and Science

Department of Education

AS-EDUC-5747; **MEQ_2024-04-23**

- New Program: Teacher Certification Graduate Diploma: Preschool and Elementary
- New Program: Teacher Certification Graduate Diploma: Teaching English as a Second Language
- Program Deletion: Teacher Certification Graduate Diploma



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
November 12, 2024

Undergraduate Program Regular Curriculum Change - UCA-UCA-5692 - VERSION : 2

Summary and Rationale for Changes**Background**

The pandemic led to the effective suspension of the DISC deadline, by allowing students to withdraw from a course until the last day of classes. This allowed students to monitor their progress in the course and drop the course before there was a permanent impact on their overall grade assessment.

After the pandemic, departments began to express concerns with their ability to effectively plan their course offerings. In particular, programs that use lab-based teaching found that the unexpected influx of students “out of cohort” made the continued and timely progress of students in their degree almost impossible to manage without extraordinary burdens on budgets for lab instruction.

Furthermore, faculty members in courses across the university have noted impacts on student performance in groupwork when students discontinue a course at the end of the term, leaving the remaining members of the group to absorb the work of the student who discontinued. This places significant stress on group members and can adversely impact their performance in the course.

Nonetheless, moving the DISC deadline to the end of the term produced a significant benefit for students by allowing them to receive feedback on their assignments before deciding to drop the course.

Proposal

In response to the feedback received by the academic departments, the Office of the Provost and the Office of the Registrar plan to reinstate adherence to the regular DISC deadline, to align with the existing regulations stipulated in Section 16.1.5.2.b., "the DISC deadline is usually after the eighth week of classes of the term for fall and winter terms and within the first five weeks for the summer session."

In addition, we propose to add a new regulation to Section 16 of the Undergraduate Calendar that preserves the benefits students experienced of receiving feedback on their performance in the course before deciding to drop a class.

Providing students with feedback on their assignments before the DISC deadline is valuable for several reasons:

1. Improved Performance: Feedback helps students understand their strengths and areas for improvement. If students receive constructive criticism and guidance before the drop deadline, they have the opportunity to address issues and enhance their performance in the course.
2. Informed Decision-Making: With timely feedback, students are better equipped to make informed decisions about whether to continue or withdraw from a course. If they understand their current standing and the areas where they need to improve, they can weigh the likelihood of succeeding against the option of dropping the course.
3. Enhanced Learning: Early feedback supports ongoing learning and development. It allows students to apply what they've learned from one assignment to future assignments, which can be particularly beneficial in cumulative subjects or skills-based courses.
4. Motivation and Engagement: Receiving feedback can boost students' motivation by showing them that their efforts are recognized and valued. Constructive feedback can encourage students to engage more with the course material and seek help if needed.
5. Reduced Stress: Knowing where they stand and what is expected can reduce students' anxiety about their performance. This can be particularly important if they are considering dropping a course due to stress or uncertainty.

Concordia wishes to continue recognizing the importance of this feedback in helping students to assess the relative merits of delaying progress in their degree versus academic performance in a course.

After consultation with other University Calendars and assessment policies, the Office of the Provost proposes to add a regulation to Section 16 of the Undergraduate Calendar to ensure that all students receive feedback regarding progress in their course that is equivalent to 20% of their final grade at least five days prior to the DISC deadline, with some exceptions. For courses on a compressed schedule, students must receive feedback two days prior to the DISC deadline. For the complete wording of the regulation, please refer to the enclosed calendar change documents.

The Office of the Provost has consulted with the Faculty of Arts and Science, the Faculty of Fine Arts, the Gina Cody School of Engineering and Computer Science and the John Molson School of Business and the following feedback has been taken into consideration:

1. The dossier originally proposed that students should receive feedback one day prior to the DISC deadline. Students noted that one day would not allow sufficient time to meet with an academic advisor and make a decision about whether they should remain in the course. The wording has been revised so that students must receive feedback five days prior to the DISC deadline, or two days in the case of courses on a compressed schedule.
2. Faculty members noted concerns about the requirement to provide feedback in cases where students did not attend classes and/or did not submit assignments on time for them to provide the required feedback. A statement has been added to the regulations to clarify that in cases where students do not attend classes or do not submit the required coursework, an exception to the requirement that the instructor must provide feedback prior to the DISC deadline shall be made.
3. Faculty members expressed concerns about the feasibility to provide feedback by the eighth week of courses, given the timing of midterm exams. Following consultation with the Office of the Registrar, the regulation in 16.1.5.2.b. has therefore been modified to state "the DISC deadline is usually after the **ninth** week of classes of the term for fall and winter terms and within the first five weeks for the summer session." By pushing the deadline back an additional week, from the 8th to the 9th week, this allows professors a more reasonable timeframe for assessing and provided feedback on the coursework submitted by students.
4. Faculty members sought additional clarity around what would constitute "clear and formative feedback" for courses where it is difficult to achieve a numeric grade. With this in mind, the Office of the Provost will prepare a webpage with resources and examples of formative feedback, as well as an FAQ page.
5. Faculty members asked whether the changes would require amendments to the Academic Code of Conduct. The Office of the Provost has consulted with the Office of the Registrar and assessed that no changes to the Academic Code of Conduct are required, and has scheduled a consultation with the Secretariat to follow up on the matter.
6. The Office of the Provost will implement a variety of change management initiatives to support the implementation of the early feedback policy, including resources around grading and assessment, course design, and course assignments.

Resource Implications

None

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Regulation Changes:

- 2. Withdrawal from a Course or Courses Change
- Section 16.3.1 Evaluation Change

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Policy for early feedback in response to reinstatement customary DISC deadline

Calendar Section Name: 2. Withdrawal from a Course or Courses

Calendar Section Type: Regulation

Description of Change: 2. Withdrawal from a Course or Courses
Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.1 General Information > Section 16.1.5 Withdrawal

Present Text calendar

2. Withdrawal from a Course or Courses

There are two different types of course withdrawal:

a) DNE (Did Not Enter)

The DNE withdrawal has no academic or financial impact on the student. The course from which the student officially withdraws prior to the DNE deadline will be removed from the student record and official transcript and no fees will be charged for that course. The DNE deadline is usually within the first two weeks of the fall and winter terms and within the first week of the summer session. For exact dates, please refer to point 4. Withdrawal Deadlines.

b) DISC (Discontinued)

The DISC withdrawal has both academic and financial impact on the student. For the course from which the student officially withdraws between the DNE and DISC deadlines, the DISC withdrawal notation remains on a student record and official transcript, but does not affect the student's GPA. Nevertheless, the student is financially responsible for the payment of all tuition and other fees pertaining to the course. The DISC deadline is usually after the ~~eighth~~-week of classes of the term for fall and winter terms and within the first five weeks for the summer session. For exact dates, please refer to point 4. Withdrawal Deadlines.

Students who wish to withdraw (DNE or DISC) from a course or courses must do so online via the Student Hub: Log into concordia.ca/students > My CU Account > My Student Centre >

Proposed Text

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b) DISC (Discontinued)

The DISC withdrawal has both academic and financial impact on the student. For the course from which the student officially withdraws between the DNE and DISC deadlines, the DISC withdrawal notation remains on a student record and official transcript, but does not affect the student's GPA. Nevertheless, the student is financially responsible for the payment of all tuition and other fees pertaining to the course. The DISC deadline is usually after the ~~ninth~~ week of classes of the term for fall and winter terms and within the first five weeks for the summer session. For exact dates, please refer to point 4. Withdrawal Deadlines.

Students who wish to withdraw (DNE or DISC) from a course or courses must do so online via the Student Hub: Log into concordia.ca/students > My CU Account > My Student Centre >

Present Text calendar

Academics > Enroll > Drop.

When dropping courses online, students must make sure to confirm the transaction and/or verify their registration record to make sure that the course was properly dropped.

Proposed Text

Academics > Enroll > Drop.

When dropping courses online, students must make sure to confirm the transaction and/or verify their registration record to make sure that the course was properly dropped.

Rationale:

Resource Implications:

REGULATIONS CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: Policy for early feedback in response to reinstatement customary DISC deadline

Calendar Section Name: Section 16.3.1 Evaluation

Calendar Section Type: Regulation

Description of Change: Section 16.3.1 Evaluation Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Undergraduate Calendar

Department: Undergraduate Calendar

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > University Regulations and Services > Section 16 Academic Information: Definitions and Regulations > Academic Information: Definitions and Regulations > Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements

Present Text calendar

Section 16.3.1 Evaluation

A university degree or certificate attests that its holder has attained a measurable level of achievement as established by a recognized system of evaluation. Thus the performance of each student in each course must be evaluated by the instructor or instructors responsible for the course.

Final grades are determined by students' performance on one or more of the following:

- assigned work, term papers, projects, etc.
- class participation which, in certain disciplines, may justify an attendance requirement
- progress tests
- laboratory tests and/or laboratory work
- mid - term and/or final examinations
- level of written expression.

The weight accorded to the various elements is at the discretion of the instructor or instructors responsible for the course.

At the beginning of a course the instructor will provide students with the evaluation scheme in writing. The scheme cannot be altered without appropriate notice.

Normally in the winter term and summer session, an instructor will submit final grades no later than seven calendar days after the scheduled final examination in a course or, where there is no final examination, seven calendar days after the last scheduled class in a course. All final grades for all courses are **required** to be submitted no later than seven calendar days after the University's last scheduled final examination. In the case of grades for potential graduates, instructors are **required** to submit

Proposed Text

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- assigned work, term papers, projects, etc.
- class participation which, in certain disciplines, may justify an attendance requirement
- progress tests
- laboratory tests and/or laboratory work
- mid - term and/or final examinations
- level of written expression.

The weight accorded to the various elements is at the discretion of the instructor or instructors responsible for the course.

At the beginning of a course the instructor will provide students with the evaluation scheme in writing. The scheme cannot be altered without appropriate notice.

To ensure informed decision-making, all students must be given the opportunity to receive feedback regarding their progress in a course prior to the DISC date. All students who have completed the coursework required to receive feedback from their instructor must receive feedback that is equivalent to 20 per cent of their final grade at least five calendar days prior to the DISC deadline stated in Section 16.1.5 Withdrawal . Cases where students are absent from class or fail to complete the required coursework

Present Text calendar

final grades no later than three calendar days after the scheduled final examination in a course or, where there is no final examination, three calendar days after the last scheduled class in a course. For the fall term, all final grades for all courses are required to be submitted no later than 3 days after the university re-opens following the Holiday closure period. This deadline will not necessarily align with the start of winter term classes. There may be additional delays before grades are posted as approvals of the grades and processing time are necessary. Students may obtain their grades via the Student Hub: concordia.ca/students > My CU Account > My Student Centre > Academics (drop down menu) > Grades.

Final grades and grade changes are official only when they have been approved by the appropriate Faculty Dean or delegate.

The University reserves the right to make corrections at any time in case of error.

Proposed Text

shall be treated as an exception to this requirement. For courses that are delivered on a compressed schedule, the deadline shall be two calendar days.

For courses where it is difficult to achieve a numeric grade because coursework consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. supervised or independent study, honours thesis, capstone, inquiry, and experiential courses), or where the course is graded as either Pass or Fail:

- Clear and formative feedback must be provided five calendar days prior to the DISC date.

For courses that are delivered on a compressed schedule:

- The deadline for feedback shall be two calendar days.

Normally in the winter term and summer session, an instructor will submit final grades no later than seven calendar days after the scheduled final examination in a course or, where there is no final examination, seven calendar days after the last scheduled class in a course. All final grades for all courses are **required** to be submitted no later than seven calendar days after the University's last scheduled final examination. In the case of grades for potential graduates, instructors are **required** to submit final grades no later than three calendar days after the scheduled final examination in a course or, where there is no final examination, three calendar days after the last scheduled class in a course. For the fall term, all final grades for all courses are required to be submitted no later than 3 days after the university re-opens following the Holiday closure period. This deadline will not necessarily align with the start of winter term classes. There may be additional delays before grades are posted as approvals of the grades and processing time are necessary. Students may obtain their grades via the Student Hub: concordia.ca/students > My CU Account > My Student Centre > Academics (drop down menu) > Grades.

Final grades and grade changes are official only when they have been approved by the appropriate Faculty Dean or delegate.

The University reserves the right to make corrections at any time in case of error.

Rationale:

In response to the feedback received by the academic departments, the Office of the Provost plans to reinstate adherence to the regular DISC deadline.

In addition, we propose to add a new regulation to Section 16 of the Undergraduate Calendar that preserves the benefits students experienced of receiving feedback on their performance in the course before deciding to drop a class.

Resource Implications:

Impact Report

Regulations

Section 16.3 Evaluation, Administrative Notations, Examinations, and Performance Requirements

Undergraduate -> 2024-2025 Undergraduate Calendar -> University Regulations and Services -> Section 16

Academic Information: Definitions and Regulations -> Academic Information: Definitions and Regulations

Source of Impact

- Section 16.3.1 Evaluation

DISC Deadlines and Policies

Prepared by Ariadna Camargo, University Curriculum Coordinator

Concordia DISC Deadlines 2024-25:

- December 2
- April 12

Calendar regulation re DISC: Eighth week of classes (Section 16.1.5.2.b)

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
Bishop University	Withdraw with Permission	December 6	April	N/A
McGill	Course or University Withdrawal WITHOUT REFUND deadline	October 29	February 25	Policy: Policy On Assessment of Student Learning Section: Right to Fair Assessment Text: “Students must have the opportunity to receive some formative feedback before the University’s official course withdrawal (without refund) deadline” Link: https://www.mcgill.ca/secretariat/files/secretariat/policy_on_assessment_of_student_learning.pdf
McMaster	Last day for withdrawing from courses without failure by default	November 8	March 14	Policy: Undergraduate Course Management Policies Section: Early Feedback Text: “All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default” “For Level I and Level II courses, this feedback must equal a minimum of 20% of the final grade”

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
				<p>“For Level III courses and above, this feedback must equal a minimum of 10% of the final grade”</p> <p>“For courses where it is difficult to achieve a numeric grade due to the design of the course (e.g., supervised study, thesis, capstone, inquiry, independent research/study, experiential courses, etc.), clear and early feedback must be provided”</p> <p>Note: Level I courses are equivalent to 100-level courses at Concordia, level II courses are equivalent to 200-level courses at Concordia, etc.</p> <p>Link: https://secretariat.mcmaster.ca/app/uploads/2019/06/Undergraduate-Course-Management-Policy.pdf </p>
Polytechnique Montreal	Date limite pour l'abandon d'un cours avec frais et sans mention d'échec	November 5	March 17	N/A
Toronto Metropolitan University	Last date to drop course in good academic standing	November 15	March 28	<p>Policy: Policy 166: Course Management</p> <p>Section: 5.3 Assessments and Feedback on Student Performance</p> <p>Text: “To enable students to assess their progress in a course, at least 20% of a student's grade that is based on individual work must be returned to the student prior to the final deadline for dropping courses without academic penalty. Note: This does not apply to Graduate courses.”</p> <p>Link: https://www.torontomu.ca/senate/policies/course-management-policy-166/#regulations</p>
UBC	Course withdrawals with a W standing	October 25	March 7	N/A

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
Université de Montréal	Abandonner un cours (avec frais et mention ABA)	November 8	March 15	N/A
Université Laval	Abandon de cours sans mention d'échec et sans remboursement des droits de scolarité	November 12	March 24	<p>Policy : Règlement des études</p> <p>Section : XVIII. Dispositions générales relatives à l'évaluation des apprentissages. Types et caractéristiques de l'évaluation.</p> <p>Text: "Pour chaque activité de formation, le résultat d'au moins une évaluation des apprentissages ou une rétroaction doit être transmis aux étudiantes et aux étudiants avant la date limite d'abandon sans échec.</p> <p>Link : https://www.ulaval.ca/sites/default/files/notre-universite/direction-gouv/Documents_officiels/Reglements/Reglement_des_etudes.pdf</p>
Université de Sherbrooke	Si l'activité pédagogique est abandonnée avant le dernier tiers de l'activité pédagogique, on attribue à l'étudiante ou à l'étudiant la mention « Abandon » (AB), laquelle apparaît sur le relevé de notes et est sans effet sur la moyenne cumulative	Engineering November 15	Engineering March 15	N/A

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
University of Toronto (Faculty of Arts and Science)	Deadline to request Late Withdrawal (LWD)	December 7	April 8	Policy: University Assessment and Grading Practices Policy Section: 1.5. Timing of assessment Text: Undergraduate “At least one piece of term work which is a part of the evaluation of a student performance and worth at least 10% of the final grade, whether essay, lab report, review, etc., must be returned to the student prior to the last date for withdrawal from the course without academic penalty.” Graduate “In graduate courses, there is no requirement for term work to be returned before the last date for withdrawal from the course without academic penalty. However, if no work is to be returned by this date, this must be made clear in the information described in B.1.1 above” B.1.1 1.1. Disclosure of method(s) of evaluation of student performance. For both undergraduate and graduate courses, as early as possible in each course (and no later than the division/faculty's last date for course enrolment) the instructor shall make available to the class, and shall file with the division/faculty or department, the methods by which student performance shall be evaluated. This should include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, or other; the relative weight of these methods in relation to the overall grade; and the timing of each major evaluation. Link: https://governingcouncil.utoronto.ca/secretariat/policies/
University of Toronto (Faculty of Applied Science and Engineering)	Last day students can withdraw from the term without academic penalty	November 4	March 10	
University of Toronto (Faculty of Education)	Deadline date to drop session courses without academic penalty	November 6	February 20	

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
				grading-practices-policy-university-assessment-and-january-1-2020
UQAM	Abandon de cours sans mention d'échec avec facturation	November 9 (quarante-sixième journée ouvrable après le début du trimestre (5.13.b) https://instances.uqam.ca/wp-content/uploads/sites/47/2023/07/REGLEMENT_NO_5.pdf	March 11	N/A
York University	Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript)	December 3	April 4	Policy: Grading Scheme and Feedback (Policy) Text: "Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term shall be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions: <ul style="list-style-type: none"> graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations (e.g. honours theses or

University	DISC equivalent	Deadline Fall Term	Deadline Winter Term	Policy
				<p>graduate research papers not due by the drop date, etc.);</p> <ul style="list-style-type: none"> • practicum courses; • ungraded courses; • courses in Faculties where the drop date occurs within the first 3 weeks of classes; • courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks)." <p>Link: https://www.yorku.ca/secretariat/policies/policies/grading-scheme-and-feedback-policy/</p>

University Secretariat

INTERNAL MEMORANDUM

TO: Associate Deans responsible for applying the Academic Code of Conduct (the “Code”) and Code Administrators

FROM: Alison Beck, Legal Counsel

DATE: August 10, 2023

SUBJECT: DISCs in the context of academic misconduct under the Code

As some of you are aware, there have recently been some concerns brought forward about the effects of DISCing a course which is subject to a complaint under the Code.

The relevant articles of the Code read as follows:

4. Neither the withdrawal by a student from a degree, diploma or certificate program or from a course, nor the termination of that student’s program by his/her department, shall affect the filing of an Incident Report or any process provided for under this Academic Code of Conduct.

38. Upon receipt of an Incident Report, the Registrar shall note on the academic record that the grade is “pending” (PEND) until the outcome of the charge and, if applicable, the sanction(s) is(are) imposed and final. **If a student withdraws from the course, the Registrar will replace the withdrawal (DISC) notation by a pending (PEND) notation until the outcome of the charge and, if applicable, the sanction(s) is(are) imposed and final.**

No degree, diploma or certificate of the University shall be conferred or awarded from the time of the receipt by the Registrar of an Incident Report until the final disposition of the charge.

[Emphasis mine]

The following is a short summary of recent concerns:

1. Some students DISC a course before receiving the notification letter set forth in Article 37 of the Code (the “**Notification Letter**”), and therefore prior to Article 38 above

applying, and some do so after receipt of the Notification Letter. Does the timing of the DISC request by the student change how Article 38 of the Code is applied, the sanction that should be imposed to an offence or the effect of a sanction?

2. Once a decision under the Code is final, would a DISC that a student requested for that course prior to the DISC deadline be applied? If so, in what circumstances?
3. Pursuant to Article 38 of the Code, any grade notation in a course (including a DISC) is replaced by a PEND until a final decision is made. In some cases, an offence is upheld but the sanction imposed does not lead to an F grade in the course. In those cases, if a student had previously DISCed the course and stopped completing any evaluative exercises in the course, the fact that the student stopped submitting work may lead to the student receiving an F in the course despite the fact that their sanction was not an F.¹

How can situations like this be prevented?

Further to discussions and consideration of the above concerns, please find conclusions below.

1. Students who DISC a course before receiving the Notification Letter v. students who DISC the course after receiving a Notification Letter

It goes without saying that, on occasion, for various reasons, students attempt to DISC courses in which they have allegedly committed academic misconduct. In cases where they DISC the course following receipt of a Notification Letter, they are almost certainly aware of the fact that they have been charged with academic misconduct. However, in cases where they DISC the course prior to receipt of the Notification Letter, that knowledge may or may not exist, depending on the context. It is therefore worth considering if the timing of a DISC of a course relative to the receipt of a Notification Letter should affect the final decision in the case or the consequences of the decision.

While, by requiring the replacement of a DISC notation with a PEND notation, the Code does prevent people from DISCing a course while misconduct is being addressed, it does not make DISCing a course an infraction. As a result, whereas in making their decision a Code Administrator may be aware that a student intends to or has attempted to DISC a course, the student should not be sanctioned more harshly because of this. This applies regardless of if the Notification Letter was received by the student before the student DISCs the course or after the student DISCs the course.

¹ An example of this situation is set forth below, in the response to question 3.

2. Can a DISC requested prior to the DISC deadline be applied after the case has been finalized?

Article 38 of the Code states that, once a student has been informed of an alleged offence, any DISC that they have requested or may request in that course will be replaced by a PEND until such time as the “sanction(s) is (are) imposed and final.” This highlights the importance of the sanction which is being applied pursuant to the final decision.

As a result of the primacy of the sanction, a DISC notation cannot in any way affect the application of a sanction. As a result, in the case of any final sanction that affects a student’s course grade at all, that grade cannot subsequently be replaced by a DISC. That being said, when a final sanction does not affect a student’s grade in the course, the DISC can be applied when the PEND notation has been removed (provided the DISC notation was requested prior to the DISC deadline).

For your convenience, please find a table below which can be used to clarify the application of the above.

Article number	Sanction	Can the course grade/PEND be replaced by a DISC?
21 a	Reprimand	Yes
21 b	Re-submission of a piece of work	No ²
21 c	Retaking of an exam	No ³
21 d	Grade reduction or a “0” for the work	No
21 e	Grade reduction or “F” in the course	No
21 f	“FNS” in the course	No
21 g	Obligation to take up to 24 extra credits ⁴	Yes
22 b	Suspension	Yes
22 c	Expulsion	Yes

It is important to note that, when more than one sanction is applied to an offence, if **any** of the sanctions applied prevent a DISC from being applied to the course **then no DISC may be applied to the course**.

It goes without saying that if a case is dismissed against a student, the PEND notation may be replaced with a DISC.

² A DISC cannot be recorded in the case of a re-submission because it would render the sanction difficult, if not impossible, to impose. A student who has withdrawn from a course would not be graded on assignments for that course, rendering a sanction of re-submission awkward and irrelevant.

³ See footnote 2 above for explanation.

⁴ The obligation to take a non-credit course (e.g., through GradPro Skills) falls under the sanction at Article 21 g of the Code.

3. When a student whose sanction does not lead to a failing grade in the course but who also cannot DISC the course neglected to complete evaluative exercises in the course

The present question addresses the situation where a student who is accused of academic misconduct DISCs the course and ceases completing evaluative exercises, and then receives a sanction which simultaneously prevents them from DISCing the course but also does not result in a failing grade.

An example of this is as follows: a student plagiarises an assignment worth 2% of their final grade and then, realising their error, DISCs the course and stops attending the course or handing in their work. The Code Administrator upholds an offence and imposes a sanction of a "0" on the assignment. That sanction prevents the student from DISCing the course (as discussed in the response to question 2 above) and leads to a minor reduction in the student's grade but not an "F" in the course. Notwithstanding the foregoing, the fact that the student stopped handing in work then leads to the student receiving an "F" in the course. The student then claims that the application of the sanction, and in particular the fact that they cannot DISC the course, is unfair because it has a disproportionate effect on them.

Indeed, in such a situation, the result of the sanction is '*harsher*' than the sanction itself.

It goes without saying that students at the university level are expected to inform themselves of different options and their consequences, and to weigh their own actions before taking them. When their actions relate to the Code, they also have the added opportunity to consult an advocate who may assist them. That being said, it also is the case that being accused of academic misconduct is stressful and that decisions as to next steps may be complex.

Therefore, even though it is a student's responsibility to make the best decisions for themselves, as a courtesy to students who are faced with an accusation of academic misconduct and are under stress, it is preferable to make clear from the outset the risks associated with DISCing a course and ceasing to submit evaluative exercises in the course. It is for this reason that we recommend that the following paragraph be added to all **notification letters**, **subsequent to the paragraph when advocates are mentioned**:

Please note that Article 4 of the Academic Code of Conduct specifies that withdrawal by a student from a course does not affect the filing of the Incident Report and its processing under the Code. In certain situations, if an offence is upheld against you under the Code and a sanction is imposed, you may be prevented from withdrawing from the course. In that situation, if you cease participating in the course, this could lead to you failing the course. If you nonetheless are considering withdrawing from the course, it is highly recommended that you first seek assistance from an advocate and consider the potential consequences of your actions.

By adding this paragraph, the issue is more clearly '*flagged*' to students, and they may choose to take the actions that they deem appropriate in its regard.

Please feel free to contact me at alison.beck@concordia.ca or on Teams if you have any questions, comments, or concerns about the above.



**SENATE
OPEN SESSION
Meeting of December 13, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation: New Program – Fast-track: Microprogram in Innovation Mindset (AS-INTE-5556) (the “Program”)

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented the proposed new program – Fast-track: Microprogram in Innovation Mindset (AS-INTE-5556).

BACKGROUND:

This is a proposal for a new 9-credit undergraduate program that will be housed in the Interdisciplinary Studies section of the calendar in the Faculty of Arts and Science. The Program emerges from the work of Dr. Davidson in the Innovation Lab, in the approach and pedagogical material developed, and in adapting the learning objectives following the interactions with trainees. The Program consists of learning about models, concepts, methods and strategies for innovation.

The Program will provide innovation tools and skills for students who have different backgrounds, and without being focused on a specific area of knowledge.

The Program was recommended for Senate approval by the APC at its meeting of November 12, 2024.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve the new program - Fast-track: Microprogram in Innovation Mindset (AS-INTE-5556), as detailed in the attached document.

PREPARED BY:

Name: Secretary of Senate
Date: December 2, 2024

ACADEMIC PROGRAMS COMMITTEE**Sandra Gabriele, PhD****November 12, 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:

Undergraduate Curriculum Proposals (Changes for the 2025-26 Calendar)**Office of the Registrar****OOTR-OOTR-5680; APC-2024-7-D1**

- Regulation/Requirements Change

Office of the Provost**UCA-UCA-5692; APC-2024-7-D2**

- Regulation/Requirements Change

Kaié:ri Nikawerà:ke Indigenous Bridging Program changes**AS-ARTSCI-5630; APC-2024-7-D3**

- Alternative Entry program changes (BSc)

AS-ARTSCI-5673; APC-2024-7-D4

- Alternative Entry program changes (BA Journalism)

GCS-GCS-5498; APC-2024-7-D6

- Alternative Entry program changes (BEng)

JMSB-JMSB-5666; APC-2024-7-D13

- Alternative Entry Program Changes

Faculty of Arts and Science

AS-ARTSCI-5679; **APC-2024-7-D7**

- Alternative Entry program changes

Interdisciplinary Studies

AS-INTE-5556; **APC-2024-7-D8**

- New Program (fast-track): Microprogram in Innovation Mindset

John Molson School of Business

JMSB-JMSB-5668; **APC-2024-7-D12**

- Regulation/Requirements Change

Department of Management

JMSB-MANA-5642; **APC-2024-7-D14**

- Program Credit Value Change
- Regulation/Requirements Change

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

Faculty of Arts and Science

Department of Education

AS-EDUC-5747; **MEQ_2024-04-23**

- New Program: Teacher Certification Graduate Diploma: Preschool and Elementary
- New Program: Teacher Certification Graduate Diploma: Teaching English as a Second Language
- Program Deletion: Teacher Certification Graduate Diploma



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
November 12, 2024

Summary and Rationale for Changes

This is a proposal for a new 9-credit undergraduate **Microprogram in Innovation Mindset**, that will be housed in the Interdisciplinary Studies section of the calendar in the Faculty of Arts and Science. This microprogram emerges from the work of Dr. Davidson in the Innovation Lab, in the approach and pedagogical material developed, and in adapting the learning objectives following the interactions with trainees. The program consists of learning about models, concepts, methods and strategies for innovation. The microprogram will provide innovation tools and skills for students who have different backgrounds, and without being focused on a specific area of knowledge.

The proposed microprogram has many features making it interesting for potential Concordia students:

- (1) Its range of innovation approaches and pedagogy is cutting-edge, addressing current issues and trends in the Innovation sector in Québec, Canada, and worldwide. The microprogram is led by Dr. Ann-Louise Davidson, Professor in the Department of Education, and Director of the Innovation Lab (<https://www.concordia.ca/nextgen/innovation-lab.html>), an initiative supported by the Dean, and the Office of the Provost.
- (2) The microprogram is a series of three 3-credit courses for students from a broad range of backgrounds and disciplinary interests to develop a core set of skills - critical thinking, creativity, strategic thinking, communications, and collaboration - required for innovation. The courses develop students' abilities and confidence to assess problems, design and pitch projects, analyze outcomes, and improve based on feedback while working in teams.
- (3) Programs like this one created to develop design thinking skills are in high demand as they build vital skills while connecting students across a variety of backgrounds (sciences, social sciences, humanities, business, engineering, and arts).
- (4) One course is being piloted in Winter 2024, with two more courses are scheduled for the 2025-26 academic year.

This new microprogram should attract new students to Concordia, and we predict a strong interest in the area, both externally and internally. This Microprogram in Innovation Mindset contains (9 credits):

- INOV 200 (3 cr): Innovation Models and Concepts
- INOV 300 (3 cr): Innovation Methods and Strategies
- INOV 400 (3 cr): Applied Innovation Project

These three proposed courses have been developed towards providing basic knowledge, tools, and experiential learning. From around 25 students for the first year, the enrolments are expected to climb to 100 by year four. Dr. Davidson will be teaching the courses INOV 200 and 400 for the first few iterations, while INOV 300 will be taught by a part-time professor with experience in design thinking. The program will also benefit from a coordinator (0.5 FT staff in budget) who would be responsible for assisting with admissions processes, scheduling, student queries and requests, and the placement of students and monitoring of their progress. Dr. Davidson has given presentations of this innovation microprogram concept to the FAS Associate Deans and Directors, as well as to the FAS All Chairs assembly, garnering much interest. The LOI dossier was also presented to the FCC for comments, with the dossier eventually being approved by the Dean and Provost.

Since the LOI, the following changes have been incorporated:

- Included a long-term vision at how current program students could take this microprogram, once this is available. The Office of the Registrar is looking into ways to provide internal access. In the meantime, current students can take INOV courses individually or have an Innovation Mindset Elective Group on their transcript. As recognition of having taken the courses, an attestation letter can be provided for degree program students. The microprogram has also been designed with the aim to be compatible (small enough, with specific interface points) with the structure of a “stacked” certificate.
- Built a team to support the microprogram, including a Coordinating Committee, to support admissions processes and program implementation, and developed partnerships with units to increase teaching and mentoring capacity.
- Explored ways to increase accessibility to the unique opportunities provided by this microprogram by developing an Elective Group for current Concordia students building on these courses to increase the diversity of students, academic backgrounds, goals and intentions in the courses and programs. Course scheduling will also be adapted with an eye to enabling students across Faculties, disciplines, and career trajectories to be involved.

Resource Implications

Resource implications have been discussed with the Dean and will be fine-tuned with respect to enrolments. See Dean's resource section below.

Summary of Committee Discussion: Faculty Council Approval

For Submission to:

Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning,
Academic Programs Committee, 17 Oct 2024

Approved by:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 20 Sep 2024

The following proposal was presented under ASFC-2024-5M-G and approved at the Arts and Science Faculty Council meeting on September 10, 2024. We request that it be reviewed at the Academic Programs Committee.

Resource implications have been discussed with the Dean and will be fine-tuned with respect to enrolments. Resource implications for this microprogram include additional course sections as well as Teaching Assistant support, as shown in Section 7 (Resources and Budget) of the proposal.

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

For Submission to:

Pascale Sicotte, Dean, Faculty of Arts and Science,
Arts and Science Faculty Council, 20 Sep 2024

Approved by:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 27 May 2024

The Faculty Curriculum Committee (FCC) supports the new program proposal included in this dossier and recommends that it be reviewed at the next meeting of the Arts and Science Faculty Council (ASFC).

The Faculty of Arts and Science is proposing a new 9-credit undergraduate Microprogram in Innovation Mindset, to be housed in the Interdisciplinary Studies section of the Undergraduate Calendar. It will consist of three 3-credit courses: INOV 200 Innovation Models and Concepts, INOV 300 Innovation Methods and Strategies, and INOV 400 Applied Innovation Project. Students registered in INOV 200 and 300 learn critical thinking, creativity, collaboration, strategic thinking, and networking. In INOV 400 all skills are applied through a group innovation project and presentations and individual portfolios.

Students who successfully complete the program will have acquired the competencies required to become confident innovators. These skills and knowledge can be applied in a variety of fields to enter the workforce with the added value that innovators offer in the industry, social services, or community.

Resource implications have been discussed with the Dean's Office and approved in principle to be adjusted with respect to enrolments.

Summary of Committee Discussion: Department Approval

For Submission to:

Richard Courtemanche, Associate Dean, Academic Programs,
Faculty Curriculum Committee, 27 May 2024

Approved by:

n/a, n/a,
n/a,

Microprogram in Innovation Mindset

Program Requirements

Microprogram in Innovation Mindset (9 credits)

9.0 credits:

- INOV 200 Innovation Models and Concepts (3.00)
- INOV 300 Innovation Methods and Strategies (3.00)
- INOV 400 Applied Innovation Project (3.00)

Notes

- Students are responsible for satisfying their particular program requirements.

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NEW PROGRAMS PROPOSAL – FAST-TRACK PROCESS

Letter of Intent for new Programs may enter the Fast-Track Process under the following conditions:

- The program meets an academic, strategic and/or societal need; and
- There are no significant resource demands implied by the process; and,
- The program does not require MEES approval.

GENERAL INFORMATION

Name of Proposed Program and Nomenclature:	Undergraduate: Innovation Mindset
Hosting unit(s):	FAS – Interdisciplinary Studies
Proposed Start Date:	September 1, 2025
Prepared by:	Ann-Louise Davidson
Dean Signature(s):	
Date:	

PROPOSED PROGRAM INFORMATION

1. Program Description (approx. 1 page):

a. Provide a brief description of the program and its rationale.

The proposed *Microprogram in **Innovation Mindset*** is a 9-credit undergraduate blended program. The program will be offered by the Faculty of Arts and Science. The goal of the program is to develop basic skills and grow students' confidence in the development of innovation projects. Through the attainment of purposeful learning outcomes, such as learning the models and concepts that underpin innovation initiatives, the methodologies and strategies to support the innovation process, the techniques to create a project pitch and gain support, students become more confident innovators. Innovators are people who can turn ideas into solutions that add value to a system and ultimately, make the world a better place. The microprogram equips students with essential processes and concepts that shape the innovation mindset. Students will use design thinking and systemic design as a core framework, to develop the skills needed to think like innovators, including

strategic thinking, critical thinking, creativity, collaboration, communication, networking, and prototyping.

Canada's future socio-economic development relies on building a nation of innovators. Recently, the country recognized that the path to dealing with rapid change was through innovation, because it “fosters a thriving middle class and opens the country to new economic, social and environmental possibilities” (Government of Canada, 2016). Innovators can propel us into global competition and translate research ideas into business opportunities along the continuum of entrepreneurship, from start-ups to international companies. Innovators are also urgently needed to help close the current skills gap – a mismatch between the skills employers need in employees and the skills job seekers possess.

Recent developments reveal various forms of innovation on university campuses (Alexander & Manolchev, 2020; Davidson & Bhuiyan, 2021): teaching innovation initiatives, social innovation labs, new developments in science that yield intellectual property, entrepreneurship incubators, and campus makerspaces. However, while innovation is widespread on campuses, less attention has been given to how we teach innovation other than through entrepreneurship, which is only one domain of innovation. As Lundberg and Öberg (2021) mention, previous approaches have focused on the start-up journey (La Rocca et al., 2017), the triple helix model of innovation (Etzkowitz & Leydesdorff, 2000), and open innovation (Gassmann et al., 2010), all of which focus on developing an entrepreneurial mindset.

In this perspective, the Faculty of Arts and Science has worked jointly with the Innovation Lab (<https://www.concordia.ca/next-gen/innovation-lab.html>) to highlight an approach to innovation that enables people to turn ideas into solutions to address problems of all types (social and political) and, in turn, improve their organizations, communities, and the world in general. This approach contrasts with what entrepreneurship education fosters when it prioritizes economic outcomes, private benefits, and the launch of startup businesses.

This *Microprogram in Innovation Mindset* has the potential to serve a wide range of sectors: the industry, the community sector, the start-up ecosystem and NGOs who need employees who can bring added value through innovation. This includes arts and science domains, but is not limited to them, as innovators are needed in agriculture, construction and the built environment, retail, fabrication and manufacturing, finances and management, cultural and creative industries, raw materials, education, health, environment, social services, IT and communications and transportation (*Conseil de l'Innovation du Québec*, 2022). These are fields where designers, creators, strategic thinkers, communicators, writers, collaborators and leaders are needed and these people often emerge from a variety of arts and science domains, because exposure to these subjects tends to inspire creation and innovation in society (Phelps, 2014).

Upon successful completion of the microprogram, students will be able to explore and adapt to a variety of employment opportunities in industry, the community sector, the start-up ecosystem and a panoply of sectors that require knowledge of innovation processes and soft skills for the four types of innovation: organizational innovation, product innovation, market innovation and process innovation. These include, but are not limited to, the following sectors:

- Health and social services
- Education and training
- Community services
- Professional services
- Digital transformation
- AI ecosystem
- Cultural industries and design
- Interactive Digital Media
- Transportation
- Social media
- Retail and e-commerce

Upon successful completion of the program, applicants will be well equipped to confidently access active roles in the Québec innovation ecosystem

(<https://www.quebec.ca/en/government/ministere/economie/publications/2022-2027-quebec-strategy-to-support-research-and-investment-in-innovation>), in Canada and beyond.

b. Describe the target audience of the program and admissions requirements and targets.

We welcome candidates with non-traditional career paths or those who do not necessarily possess a university degree.

The microprogram will be offered to non-Concordia students coming from a wide variety of backgrounds. At the same time, Concordia BA and BSc students can enroll in these courses and upon successfully complete the three courses will get a letter of attestation from the Registrar, confirming their completion of the course requirements related to the Microprogram.

We are targeting several populations that cover a wide spectrum of students including:

- New undergraduate students who come to university from CEGEP and high school with proper equivalencies. The microprogram may also appeal to students with a DEC who do not necessarily wish to continue a full university degree program.
- Mature students, unemployed or underemployed adults, and mid-career professionals who wish to get upskilled. Microprograms have been shown to be effective in improving individuals' career opportunities and the development of innovation skills can increase the confidence particularly of individuals in underrepresented groups to try for new job profiles.

Admission requirements

The eligibility and requirements for admission and requirements to the microprogram

(<https://www.concordia.ca/academics/microprograms.html>) are as follows:

- Open to Canadian citizens and permanent residents only.
- Interested applicants must submit a letter of intent expressing their interest in innovation. This letter of intent (maximum 800 words) explains their reasons for applying to the Program (maximum 200 words); summarizes their goals and experience in innovation (maximum 200 words); and includes a pitch for an innovation idea (maximum 400 words).
- Proficiency in English, Students will be required to provide evidence of English language proficiency, as per Concordia University's undergraduate admission requirements (see: <https://www.concordia.ca/admissions/undergraduate/requirements/english-language-proficiency.html>).

This program is not an alternative pathway to transfer into other FAS degree programs. Students who have completed this microprogram will need to follow regular admission guidelines already in place.

While students registered in a Concordia undergraduate program are ineligible for admission to the microprogram (an SIS limitation), they can take the courses as either an Elective Group or a letter of attestation of completion of course requirements will be offered. To provide access, satisfy interests, and ensure section viability, BA and BSc students will still be accepted into INOV 200 and INOV 300 (two standalone courses), after the microprogram students.

The Faculty of Arts and Science plans to admit 25 applicants in the *Microprogram in Innovation Mindset* in the first year. After, we envision increasing the number to 50 in year 2, 75 in year 3, and 100 in years 4 and 5.

Admissions committee:

The Admissions committee will consist of three faculty members including the Innovation Mindset Program Director and instructors in the program. This committee will meet twice a year to evaluate applications, assess the alignment between the applicant's capacities (grades and experiences), intentions (letter of intent) and the objectives of the microprogram and ensure EDI in selecting candidates. The objective is to build a multidisciplinary cohort with representation from diverse backgrounds, personal and professional experience, academic profile and varied skillsets. The administrative processes of admitting students, assisting with students' registration queries, providing information and assistance with Concordia's student management systems will be supported by a shared staff member in the INTE area of FAS.

This microprogram will benefit from the activities and cohorts of the Innovation Lab for student recruitment, industry and community partners and mentors, authentic challenges, innovation sandbox and meetups. In addition, we will recruit diverse students (adults, under-employed workers, mid-career workers, single parents and equity-seeking groups) from the pool of Innovation Lab industry and community partners. We will also recruit through a targeted social media and advertisement campaign to incrementally build interest in the microprogram.

2. Curriculum (approx. 2-3 pages):

- a. Describe the overall program objectives, as well as a description of the specific learning outcomes of the degree. A curriculum map should be included.*

Innovation refers to the use of knowledge and skills to come up with new ideas which add value to a system (living conditions, services, enterprise, or the economic parameters) and improves it. In its simplest form, innovation is defined as a process of creating new ideas that add value to a system or contribute solutions to improve the world. In the current context of the innovation revolution, innovators are in demand in all sectors because employers need people who can enact knowledge and turn it into new ideas.

The aim of this *Microprogram in Innovation Mindset* is to help students become work-ready in the innovation ecosystem and the 4th Industrial Revolution, where they will face brutal competition

(Jaberi, 2021) and amplified requirements for soft skills (i.e., generic, essential, 21st century, or global skills) that help bridge the skills gap. While there is no definitive inventory of soft skills, research often points to skills such as communication, collaboration, creativity, critical thinking, interpersonal skills, and strategic thinking (Bourn, 2018, Cukier et al., 2015). They are known to yield better chances of employment. Bourn mentions that “it is the direct relationship to globalization that the skills debate now needs to progress, to look specifically at how learners can be equipped for living and working in the global economy and society of today” (2018, p.83).

Social media skills that are more strategic than intuitive tend to reinforce social capital and improve chances of employability (Benson et al., 2014). Several other studies mention a gap between student perceptions of their essential skills and employer perceptions of the same skills in information technologies (Singh Dubey et al., 2021), social networking (Benson et al., 2014), communication (Kleckner & Butz, 2021), and professional writing (Moore & Morton, 2015). This is an area where higher education can help students become work-ready.

Our microprogram will grow students’ confidence as innovators by developing these skills through the acquisition of models, concepts and methods to engage in innovation and through experiential learning that engages them in authentic innovation explorations and experiences. The overarching objective of such a program is to help students increase their confidence in essential skills to innovate, including:

- a. **Critical thinking:** The capacity to analyze, evaluate and question an issue to form a judgment and solve problems
- b. **Strategic thinking:** The ability to think about, assess and create a sustainable future
- c. **Creativity:** The ability to generate original improvement ideas to problems or situations
- d. **Communication:** The ability to convey ideas, influence others, and create positive action
- e. **Collaboration:** The ability to nurture positive relationships, work in teams, and use your networks
- f. **Networking:** The ability to expand your circle, and develop and nurture sustainable, mutually beneficial relationships
- g. **Prototyping:** The ability to create a model to test, refine, validate, learn from, and/or communicate a concept

The repeated exercise of these skills in combination with projects to put them into practice with ongoing feedback and opportunities to learn through trial and error will build students’ confidence as they learn design thinking. Students will be accompanied using principles from Design Thinking (empathy, define, ideate, prototype and test - see: <https://www.ideo.com/pages/design-thinking>) and the Systemic Design Framework (explore, reframe, create and catalyze – see: Hunter et al., 2021: <https://www.designcouncil.org.uk/our-work/skills-learning/tools-frameworks/beyond-net-zero-a-systemic-design-approach/>). In a nutshell, students will embrace human-centered design to address root causes of problems through iterating, being inclusive and welcoming of differences and proposing creative solutions that add value to a system and contribute solutions to improve the world. This will involve becoming system thinkers, leaders, storytellers, designers and makers, connectors and convenors.

Program learning outcomes. By the end of this microprogram, students will be able to:

- 1) Identify the **steps of the innovation process**, from the statement of the problem to conception of the prototype, refinement of the solution and scaling-up possibilities.
- 2) Develop **skills** to engage in innovation, including strategic thinking, critical thinking, creativity, communication, collaboration, networking and prototyping.
- 3) Design **tools and methods** to collect information from unconventional sources and user-centered data and conduct data analysis to build the foundational narrative.
- 4) Apply innovation **models and concepts** to propose solutions that add value to a system.
- 5) Recommend a **strategy** to guide innovation with confidence in a wide range of contexts.

Over the program duration, seven skills are covered and progressively developed. These are: (1) critical thinking, (2) creativity, (3) collaboration, (4) prototyping, (5) strategic thinking, (6) communication, and (7) networking. The three courses focus on the skill development, and the learning experiences of this microprogram help instill confidence in students' innovation skills. Through these learning experiences, students will become equipped to develop innovations, as they learn about innovation models and concepts, to create new solutions to concrete problems, design instruments and collect data to support their innovation strategy, and create a pitch to gain support for an applied innovation project.

Confidence is an important element to develop when involved in innovation: fostering confidence is a key value-added aspect of the program. For example, women who are capable of innovating often leave these roles to others due to a lack of confidence. Confidence is built through validation, gradual successes, and the perception of self-efficacy. This principle also applies to innovation leaders, whose confidence can inspire their teams to achieve extraordinary results. Here is one example from the academic literature in support of this, focusing on entrepreneurship (Ashourizadeh et al., 2014). The design of the microprogram allows for students to engage with key ideas in design thinking and practice core skills for innovation in a cyclical fashion, building up their experiences in practice over time and thus their confidence as innovators.

This is why, throughout the program, there is planned redundancy in several of the skills to ensure their thorough development. Each course is planned across 12 modules, but some may be offered in more intense 6-week Summer terms.

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	Pre-req
INOV 200 (3 credits): Innovation Models and Concepts LO 1, 2	Orientation and teaming-up	Explore and discover			Reframe and define		Create and develop	Prototype and test			Share and continue the journey		No
INOV 300 (3 credits): Innovation Methods and Strategies LO 2,3	Introduction and Methods: Ethnographic methods Qualitative interviews and focus groups			Analyzing findings Personas Re-storying					Pitching and presenting innovation concepts			No	

INOV 400 (3 credits): Applied Innovation Project LO 2, 4,5	Proposal submitted within 1st month	Applied project	Final report	INOV 200, INOV 300
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Table 1. Timetable of the learning steps across the three courses in the Microprogram.

Note 1: There are no prerequisites to INOV 200 and INOV 300, but both courses are prerequisites to INOV 400.

Note 2: The skills required to develop the innovation mindset are built in all three courses, with a focus on the following:

- INOV 200: critical thinking, creativity, collaboration, prototyping;
- INOV 300: strategic thinking, communication, networking;
- INOV 400: all skills are applied.

Note 3: As per Concordia's Undergraduate Calendar, the language of instruction is English, but assignments may be submitted in French.

The measure of success of this program will be related to the attainment by the students of the learning outcomes, and the seven skills.

- In the first course (INOV 200), this will be done through a variety of assignments that aim to confirm the level of attainment of the skills and the capacity of students to produce short assignments based on eight tools developed to accompany students through the innovation process (interviewing users tool, visualizing data tool, personas tool, Impact Pursuit gamified tool, reframing tool, 10x10 matrix, prototype tool, design critique tool).
- For the subsequent courses, evaluation will be done through a series of mini-research papers and case studies. For the final course, the students will be evaluated on their group innovation project, group presentations and individual portfolios.

b. Describe in detail the curriculum of the program, including how students are expected to progress through the program. If the program is designed to be a pathway program (e.g., stacked degrees), please outline what other curricular changes beyond this proposal are needed to support this objective.

The 9-credit microprogram is designed to be spread over one year (three terms starting in the Winter, and including work during the Summer and finishing in the Fall). The microprogram is spread over 12 months for two reasons:

- This will provide sufficient time to students to secure an applied project and possibly obtain funding through MITACS during the Summer terms;
- As the students will learn through extensive discovery and trial-and-error, it is also best that students get the chance to integrate and practice the innovation concepts and methods over a 12-month period.
- We anticipate the microprogram to be of interest to program students. In the eventuality that an internally accessible structure is also developed, the year-long format would also be best adapted to the student population. Like a "mini-minor", this would provide added flexibility. Supporting data for this is presented in Section 3.

- This will also provide enough time to take discipline-related courses in future iterations, which could lead to stackable credentials towards a certificate as illustrated in Figure 1 (see below).

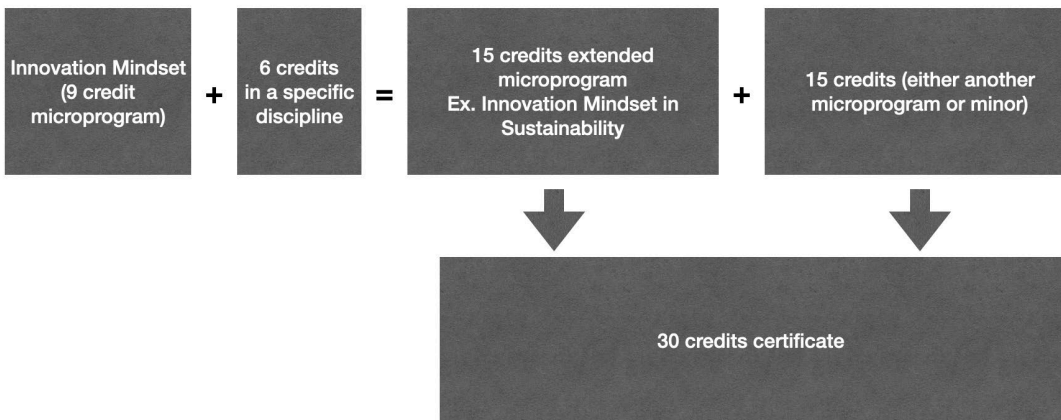


Figure 1: How the Innovation Mindset microprogram could be used in future stackable programs.

The logical progression of the microprogram is as follows:

- Winter term: INOV 200 Innovation Models and Processes
- Summer (first session) term: INOV 300 Innovation Methods and Strategies
- Fall term: INOV 400 Applied Innovation Project

The proposed microprogram contains the core of the innovation credentials necessary to build knowledge, skills and confidence with the innovation cycle, which can be topped off with additional credits to use as academic currency to create larger credentials, such as certificates.

When this becomes possible, this can be done through a combination of microprograms if clusters are developed (“stacked” microprograms) or through adding other courses in Arts and Science, such as in Education; Applied Human Sciences; Geography, Planning and Environment; Sociology and Anthropology; Health, Kinesiology and Applied Physiology; other electives in the Gina Cody School of Engineering and Computer Science (for example in artificial intelligence); as well as in the John Molson School of Business (entrepreneurship) and the Faculty of Fine Arts (makerspaces), to name a few. Many innovation opportunities could also arise from collaborations with the new School of Health as well. Partnerships will be developed with various organizations and within the Concordia University innovation ecosystem so students can have access to the facilities to create and test their prototypes, in the case of physical prototypes, validate their concepts and apply innovation processes.

Course Structure and Outcomes

INOV 200: Innovation Models and Concepts (3 credits)

Description This course introduces students to frameworks and concepts that are foundational to understanding and driving innovation in organizations. Through a combination of lectures, discussions, and hands-on activities, students learn about design thinking and systemic design – two key models to foster innovation. Through practical application of design thinking or systemic design, students discover innovation concepts such as exploring challenging innovation areas, conducting user interviews, creating visual syntheses, writing reframing statements, brainstorming, prototyping,

conducting usability tests and developing an innovation concept proposal. They will learn about the different types of innovation, including incremental, radical, and disruptive innovation, and their particularities in terms of impact, influence and potential.

Outcomes:

At the end of this course, students will be able to:

- Describe the basics of design thinking or systemic design and their role in innovation.
- Recognize the role of empathy for customers and users in innovation.
- Collect data about customers' needs and preferences.
- Use tools and techniques to generate and evaluate creative ideas.
- Create and test prototypes of potential solutions.
- Propose an innovation concept using design thinking or systemic design to solve a real-world problem or challenge.
- Demonstrate they have developed confidence in their critical thinking, creativity, collaboration, and prototyping skills.

INOV 300: Innovation Methods and Strategies (3 credits)

Description: This course introduces students to a range of instruments, techniques and approaches to collecting data that inform innovation projects or assess innovation ideas. Through a combination of lectures, case studies and hands-on activities, students develop knowledge of ethnographic fieldwork, interview techniques and focus groups to collect and analyze data about customer needs and market trends in a context of economic disruption. They also learn to report findings through writing a narrative in a storytelling approach and to pitch an innovation idea or concept. Students are given the opportunity to apply their knowledge through a series of hands-on activities and a culmination project.

Outcomes:

At the end of this course, students will be able to:

- Employ a toolkit of methods for conducting innovation to inform and inspire new ideas.
- Apply strategies for analyzing and interpreting data collected through ethnographic fieldwork, interviews, and focus groups.
- Show confidence in their strategic thinking, communication, and networking skills.
- Rewrite findings into narratives to strategically inspire action.
- Use storytelling as a tool for communicating innovation insights.

INOV 400: Applied Innovation Project (3 credits)

Description: This course provides students with an opportunity to apply models, concepts, methods, and strategies learned in the foundational innovation courses to a real-world problem or challenge. It involves a real-world project in which students identify a problem or opportunity, conduct research and analysis, develop and test innovative solutions, and present findings to stakeholders. Students work in teams to complete projects and are guided throughout the development process by the instructor, mentors or industry experts. They deploy the skills learned in the microprogram to work collaboratively in teams, challenge assumptions, propose creative ideas, create a prototype and communicate effectively. The purpose of the applied innovation project is to provide a capstone

experience where students demonstrate the knowledge, skills, and experience acquired to become confident innovators in their careers.

Outcomes:

At the end of this course, students will:

- Apply innovation models and concepts to real-world scenarios.
- Use design thinking or systemic design to propose creative ideas to real-world problems and challenges.
- Show increased confidence in their strategic thinking, critical thinking, creativity, communication, collaboration, prototyping and networking skills.
- Pitch new ideas that address identified opportunities for innovation.

c. Describe the innovative or distinguishing features adopted in the design, delivery and pedagogy of the program (e.g., ties to future skills development, online/flipped components, experiential learning opportunities, flexibility in design through stacked certificates, etc).

Upon successful completion of the program, students will have **become confident innovators through developing the innovation mindset**. Students will have the mindset to engage in the process of innovation and solid skills in models, processes, and methods, along with hands-on learning experience in innovation. These skills can be applied in a variety of fields and students will be well equipped to enter the workforce with the added value that innovators offer in the industry, social services, or community.

The microprogram will be delivered in a blended mode (with a mix of online and physical co-presence interactions including multi-modal sessions). The courses will be offered with a mix of challenge-based learning, case-based learning, problem-based learning and experiential learning which will provide a wide range of innovation experiences to equip learners to face the demands of real-world authentic innovation. Challenges used in the courses will be aligned to reflect societal demands including the SDGs, EDI, AI, ethics and sustainability.

3. Demand and Societal Need (approx. 1 - 1.5 pages)¹:

- a. *Describe how this program will address current or future societal needs, emerging trends in research and/or higher education.*
- b. *Describe the type of students the program is expected to attract (e.g., lifelong learners, international students, etc).*
- c. *Provide a rationale for how there is demonstrable student interest in, demand for and capacity to support the program (e.g., feeder programs at other institutions like cégeps or within Concordia; data indicating hiring trends or areas of growth in industries; data indicating the emergence of an important research field).*

The *Conseil de l'Innovation du Québec* recently announced that for the 2022-2023 budget, the *Gouvernement du Québec* will inject \$4.2B by 2026-2027 for new initiatives that will stimulate economic growth (in big cities and remote areas) and employment for immigrants, and value culture. For innovation and research, this means \$1.5B, \$450M for digital transformation and \$224M for new technologies, entrepreneurship, and export. To support this economy, the province of Québec is in dire need of innovation talent to bridge the skills gap with people entering the workforce with an innovation mindset. Concordia University's flexibility and leadership in offering an innovation microprogram would greatly benefit the Québec economy, but also Canada and the world. This program will provide solid innovation skills to prepare students to be confident innovators and to attract a new population of mature students seeking such skills who would benefit from upskilling or from being introduced to university studies.

Internal survey on format of the program

We sent a survey to our listserv (including the 150+ students who completed Innovation Lab challenges and graduated, and others interested in developing innovation skills, from all four corners of the world) as well as through our network (which includes innovators throughout the province). A total of 27 respondents revealed the following:

- The majority of respondents were aged between 25-44. Only 11 were currently studying (six were alumni) but the majority had at least a double status (employed and studying, self-employed and studying, self-employed and looking for work). A total of 25 said they were likely or very likely to take a program on *Innovation Mindset*.
- Most respondents said a program like this would give them a way to practice innovation skills in a safe learning environment before applying them with employers or a client, and to meet like-minded people.
- A total of 21 respondents said if they could take a stand-alone course in innovation, they would take the *applied innovation project*. This is likely because a good portion of respondents were previous Innovation Lab challenge participants or people who were experienced in innovation (as per some other notes they left in the survey).
- Concerning the length of the program, 17 respondents said a one-year program was appropriate. The other 10 respondents who wished for a more intensive program or a shorter

¹ The Office of Institutional Planning and Analysis should be consulted. Other possible data points also include: labour market data supplied by the provincial and federal governments, other reports that reference future job skills. The Office of the Vice-Provost, Innovation in Teaching and Learning also may be able to provide more refined data.

program, noted that this depends on what is intended through this learning experience. No respondent said the length of the program was not appropriate.

- In terms of scheduling the course, 16 respondents preferred evening classes, 6 preferred morning classes, 1 preferred afternoon classes and 4 opted for “other”. Additional comments include having some self-paced courses, online courses, and making sure there was as much application and experiential learning as possible.

Comparatives and environmental scan

To compare the different approaches to innovation curricula, we conducted an environmental scan. We focused on short programs from different disciplines, including social innovation, entrepreneurial innovation, and transdisciplinary innovation programs (e.g., innovation programs that explore the intersection of art and technology). Programs included in this scan vary in length and in number of credits. The number of credits ranges from 0 to 42 credits, and program length varies from a 1-day workshop to a 1-year certificate or microprogram:

- One-day workshops are short, intensive sessions typically lasting a few hours to a full day. They are designed for a quick immersion into innovation concepts.
- Applied certificates and microprograms generally span weeks or months, a term or an academic year. These require a greater time commitment due to their extensive assignments and project work. They provide a more comprehensive learning experience, a structured curriculum that covers a wide range of topics related to innovation, including theories, frameworks, tools, and best practices, and involve in-depth exploration of innovation concepts via an applied project or community service.

We studied 19 programs and courses in North America and beyond. We looked at seven (7) standalone courses, four (4) summer programs, three (3) microprograms, two (2) undergraduate certificates (one which is an applied certificate), and three (3) PD certificates. 15 of these programs/courses/summer programs are presented in Table 2.

Institution	Theme	Level	Credits / period
Saint-Paul University	Social Innovation	Undergraduate certificate	30 credits
HEC (UdeM)	Management of Social Innovation	Graduate microprogram	15 credits
Brock University	Foundations in Social Innovation Skills	Undergraduate free course	4 weeks
University of Ottawa	Entrepreneurship, Creativity and Social Innovation	Undergraduate microprogram (in-person)	18 credits
Queen's University	Innovation Centre Summer Initiative	Undergraduate summer program	16 weeks
IDEO U	Advanced Design Thinking	Certificate	6 months - 5 PD courses
IESEG Paris	Entrepreneurship and Innovation	Summer program for grad and undergraduate students	2 weeks
MIT- Corporate Innovation	Strategies for leveraging ecosystems	Online PD course	6 weeks
Sheridan College	Applied Creativity and Innovation	Post-secondary diploma	42 credits (2 terms F & W)
University of the Pacific	Innovation Camp	Pre-college	Summer program
Hebrew University of Jerusalem	Interdisciplinary Innovation		Summer program
Royal Roads University	Creativity, Innovation and Design	Undergraduate course	1 term
Harvard Division of Continuing Education	Creative Thinking: Innovative Solutions to Complex Challenges	Online PD course	4 weeks

University of Toronto School of Continuing Studies	Certificate in Business Innovation	PD certificate for managers and organizational leaders	
Université Laval	Creativity, Innovations and Leadership of Human Resources	Post-graduate microprogram for practicing HR professionals. In-person and remote options.	12 credits

Table 2. Some programs picked-up by our environmental scan.

These programs vary in general objectives and targeted audience. Programs in social innovation target positive social change for underserved populations while programs in entrepreneurial innovation target the development of new businesses. The programs that target in transdisciplinary innovation support students in pushing the boundaries of knowledge, taking risks, and thinking outside the box. Professional development certificates are targeted towards professionals who have specific training needs. The details of these programs are presented in Appendix 1.

Given this environmental scan, what distinguishes this current proposal is that it focuses on the mindset students need to become confident innovators in various fields including (1) product, (2) process, (3) market model and (4) business innovation. These four types of innovation can refer to technology, society, education, healthcare, manufacturing and supply change, agriculture, entertainment and media, retail or urban planning transformation, or in domains such as EDI, sustainability, humanitarian aid and disaster response. Post-pandemic and artificial intelligence (AI) era innovation spans diverse domains and is poised to confront extant challenges, augment operational efficiency, and propel the continuum of advancement. Innovation finds relevance across virtually every discipline, but certain domains emerge as especially ripe for transformative innovation by virtue of their urgency. Today's urgencies will change in a year, but those who drive innovation will always need the mindset to nurture new ideas that can be turned into practical solutions that drive positive changes.

Teaching faculty members

Teaching in the Microprogram will be done by a team of faculty members interested and engaged in innovation at Concordia. Initially, teaching will be done by the Director and Coordinator of the Innovation Lab as well as full-time faculty members from the Department of Education. As the microprogram grows, additional instructors will be recruited to support the teaching of the courses. MOUs will be developed and signed with Chairs to support teaching and service activities by full-time faculty in the Microprogram. The hiring of part-time faculty will be done in accordance with CUPFA Collective Agreement procedures.

As the Director of the Innovation Lab at Concordia University, Professor Davidson developed over a dozen partnerships and works with over 40 mentors from industry and community sectors to prepare students to become confident innovators as they enter the workforce in the 4th Industrial Revolution. These local, provincial, national and global partners are interested in working with students on innovation challenges, sprints, and the sandbox of innovation. Professor Davidson developed relationships with the *Ministry of Economy and Innovation* and Québec's Chief Innovation Officer Luc Sirois, along with connections to over 200 innovation leaders in the province, which primed the innovation learning foundations in the current proposal. These foundations are needed to succeed in the innovation revolution, in the era of Industry 4.0 and its digital transformation. Through its

association with the Innovation Lab, the proposed microprogram will benefit from the resources and partnerships of the Lab.

Dr. Giuliana Cucinelli from Concordia's Education Department brings substantial expertise in design thinking, qualitative research methods, visualization techniques and research creation—key elements for guiding students as they cultivate an innovation mindset. With over ten years at Concordia and multiple teaching awards, Dr. Cucinelli exemplifies dedication to education and student success. A natural leader, she is a top candidate to step into the role of Program Director, ensuring the seamless continuation of Dr. Davidson's vision. Committed to program growth, Dr. Cucinelli plans to serve on both the coordinating and admissions committees, fostering stability and advancing program excellence through her unique blend of academic rigor, innovation, and institutional knowledge.

Several faculty members at Concordia University possess the expertise to teach design thinking (INOV 200) as well as qualitative research and storytelling (INOV 300) including Dr. Cucinelli from the Department of Education (FAS), Dr. Rassim Khelifa from the Department of Biology (FAS), Dr. Rilla Khaled from the Department of Design and Computational Arts (FoFA) and Dr. Raymond Paquin from Management (JMSB). All of these full-time faculty members have expressed interest in teaching in the Microprogram in the future (see attached support documents).

There is also the possibility of hiring part-time professors with expertise in design thinking, qualitative methods, and storytelling. INTE will support part-time hiring according to CUPFA practices, including designing and posting part-time position ads and building a list of interested part-time faculty members as the microprogram grows. Marc-André Léger who teaches part-time courses in Supply Chain and Business Technology Management in JMSB would be an excellent potential instructor in the program, for example. Annick Davignon, current LTA in Applied Human Science, could potentially teach as a part-time instructor in the future and is interested in doing so. Nathalie Duponsel, current PhD candidate in the Department of Education and Coordinator of the Innovation Lab, is also interested and would be a prime candidate for part-time teaching. Charles Gédéon (Pragmatics Lab) and Mahzad Sharifamadian (V1 and D3), who have previously taught in the Centre for Engineering and Society Innovation Graduate Certificate, are also interested in teaching in this undergraduate microprogram (see attached support documents).

The development of partnerships is done in collaboration with the director and the coordinator of the Innovation Lab, who is also trained for reaching out to potential partners and working with mentors. The Innovation Lab has built strong connections to important members of the Québec innovation ecosystem in Montréal. These partnerships will help provide projects for students in INOV 400. Luc Sirois, the Chief Innovation Officer in Québec, and Dave Caissy, Director of the Cercle des leaders en innovation du Québec, are both interested in being involved in INOV 400 (see attached support documents).

While the Interdisciplinary Studies Unit of the FAS does not have specific faculty members at its disposal, Professor Davidson has been teaching the course INTE 298 (INOV 200) this past Winter 2024 term, and is scheduled to teach two courses for the 2024-2025 Academic Year (again INTE 298 /INOV 200, as well as INTE 398/INOV 300). Two of the three courses in the microprogram have now been taught under INTE course codes, with around 50% of students coming from outside the

faculty. This year, some computer science students expressed interest, but due to scheduling conflicts or the courses not counting as electives, they couldn't participate. Nevertheless, approximately 40% of the students recruited for innovation in the Innovation Lab come from GCS, where they excel and genuinely enjoy the experience. Potential future teaching relationships with FOFA, JMSB, and GCS can be explored.

4. Institutional Fit (approx. 1 page): Provide an explanation of how the proposed program fits within the Faculty and University at large.

This microprogram is tightly aligned with six of the 9 Strategic Directions that Concordia University adopted to be the Next-Generation University. With the ambition to prepare students to enter the workforce with an innovation mindset, this microprogram is linked to “Teach for Tomorrow”. Because of the inherent mix of disciplines and domains that encompass innovation, this microprogram is linked to “Mix It Up”. Given the experiential learning and prototyping components of the microprogram, there are also strong links to “Get Your Hands Dirty” and “Experiment Boldly”. Because we are meeting the demands of an important economic development of the province of Québec, Canada and the world, we are increasing our capacity to “Grow Smartly”. Finally, given our strong links to the industry and community sector, this microprogram is linked to “Go Beyond”.

The proposed microprogram also builds on Concordia’s efforts to create more relevant and forward-looking program offerings, and to address the evolving needs of adult learners. Through incremental changes and small interventions (including this proposed program), Concordia will be able to deliver next-generation educational options that connect students directly to rapidly changing professional environments. This microprogram is also in line with the ethos of the interdisciplinary courses that have been traditionally offered to FAS students in an on-demand basis. In the current context, the President and the VPPEL have been stressing the importance of experiential learning for student employability. Finally, this microprogram is in line with Alan Shepard’s stance on the value of an Arts degree (<https://www.univcan.ca/media-room/media-releases/cynics-wrong-value-arts-degree/>) in which students develop a variety of skills, including problem solving skills, communication skills, decision making skills, leadership skills, but also the capacity to research, analyze and synthesize information. It is more important than ever to explain the value the importance of a degree (or part of) in arts and science (including humanities and social sciences).

In addition, this microprogram will allow students to get introduced to and navigate the Concordia University innovation ecosystem which we have conceptualized as including 11 axes: 6 in transformation - social, digital, health, artistic and cultural, urban and technology transformations; along with sustainability, playing and experimenting, future of work and entrepreneurship. This is illustrated in Figure 3.

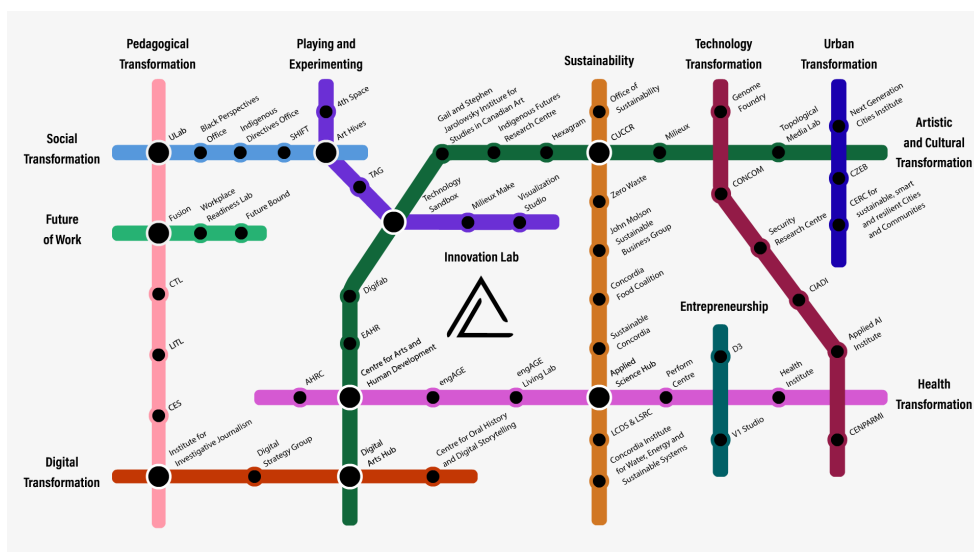


Figure 3. Innovation ecosystem at Concordia University (<https://www.concordia.ca/next-gen/innovation-lab/about.html>).

5. Program Alignment within Unit (approx. 1 page): *Describe how the program aligns with your unit/department. Please provide the rationale for alignment. Further, please indicate what, if any, programs or courses will be closed in its place, or how programs will be consolidated or re-packaged (e.g., why a new program is necessary, rather than revising an existing program).*

- ☐ Program Area of Growth (an area of expansion)
- ☐ Program Area of Strength (capitalizes on existing strengths)

This microprogram will be hosted within the Faculty of Arts and Science. With its 27 academic units and 25+ interdisciplinary research centres the FAS is “a powerhouse of interdisciplinary collaboration that embraces innovative thinking in research, teaching and learning”, and the research conducted in the faculty is extremely strong on the aspect of knowledge mobilization and on “putting research into action to find solution to today’s most pressing problems”

(<https://www.concordia.ca/artsci/about/leadership.html>). With the interdisciplinary research centres, the FAS addresses several of the Sustainable Development Goals (SDGs), matters of equity, diversity, inclusion and accessibility, and provides various opportunities for the meaningful participation of students who come from equity-seeking groups. The microprogram will capitalize on these strengths to develop solid partnerships within the local and global innovation ecosystem. For the FAS, the aim is two-fold: we wish to (a) help students develop employability skills and (b) to improve teaching and learning by opening interdisciplinary gateways.

This proposed microprogram will be housed in the Interdisciplinary Studies section of the calendar and run by the Faculty of Arts and Sciences Academic Programs unit. A strategy to advertise these courses to FAS units and the other faculties will be used to recruit students. This microprogram may also become part of a BA or BSc complements or a *Bac Par Cumul* (stackable degree) with other credentials being developed.

Aside from the alliance with the Innovation Lab, this microprogram will offer possibilities to create joint projects with various innovation initiatives in the FAS such as Milieux, the Cities Institute, or the EngAGE Centre (to name a few), with other innovation initiatives on campus such as District 3, CUCCR, Waste Not, Want not (Enuf), Future Bound, SHIFT and the 4th Space.

We note there is an innovation graduate certificate of 15 credits that exists in the Centre for Engineering and Society (<https://www.concordia.ca/ginacody/engineering-in-society/programs/innovation-technology-society.html>) that is currently inactive (admission was suspended in 2020). At the time, this certificate consisted of the following courses:

9 credits chosen from the Theory Core Courses

- ENCS 6041 Creativity, Innovation, and Critical Thinking (4.00)
- ENCS 6042 Communication Techniques for the Innovation Process (4.00)
- ENCS 6043 Seminar in Innovation Process (1.00)

6 credits chosen from the Practicum

- ENCS 6044 Practicum in Innovation Process (6.00)

The purpose of this engineering graduate certificate is to push students across disciplines to develop strategies to address global concepts to pursue ideas for business models through a practicum at District 3. Our proposed microprogram distinguishes itself from this certificate because it is targeted towards undergraduate students, and it focuses on the first part of the innovation continuum put forward by the Government of Canada: people and skills. The continuum is portrayed in Figure 4 below:

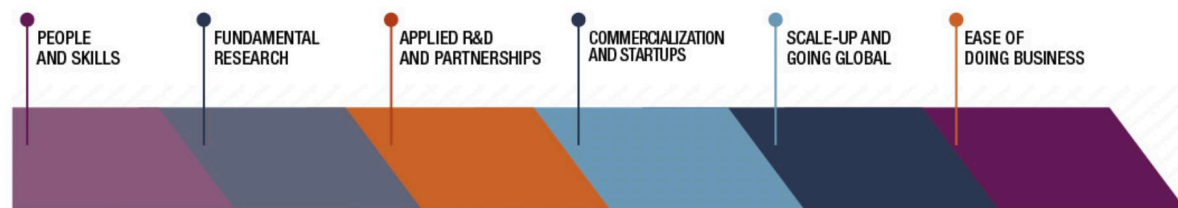


Figure 4: The Innovation Continuum (Government of Canada, 2016)

6. Consultation (approx. 1 page):

- Describe the consultation processes that have been undertaken with potentially affected academic units and/or other stakeholders.*

This microprogram was designed in consultation with the following internal units and external stakeholders:

1. Pascale Sicotte, Dean, Faculty of Arts and Science
2. Richard Courtemanche, Associate Dean, Programs (FAS)
3. Dalia Radwan, Curriculum Developer, Centre for Teaching and Learning
4. Lus Sirois, Chief Innovation Officer, Conseil de l'innovation du Québec

5. Dave Caissy, Directeur du Cercle des leaders en innovation du Québec
6. Nadia Bhuiyan, Vice Provost, Partnerships and Experiential Learning
7. Govind Gopakumar, Centre for Engineering and Society, Gina Cody School
8. Xavier Henri-Hervé and Ghislaine Silveira, District 3
9. Ehsan Derayati, Director of Innovation, JMSB
10. Potential Project Partners: Kirkview Farms, Digital Moment, Pragmatics Studio, DataH i2a2, Loyola High School, Dawson College

b. Describe the impact the new program will have on other, existing programs.

Concordia University currently offers no other programs like this proposed microprogram. This innovative microprogram is set to create additional avenues for students across various programs, enabling them to develop practical skills and become better prepared for the workforce. Eventually, this microprogram has strong combinatory potential with other programs, such as in opening doors to flexible pathways that could become part of the “Baccalauréat Par Cumul de certificats” (Stackable degree).

c. Describe what further collaborations or partnerships, if any, are being developed in order to support the program, if any.

Collaborations with all FAS departments and other units in the university innovation ecosystem will be developed. We are working on partnerships with various actors from the Québec innovation ecosystem including public and para-public organizations, corporations, startups and community organizations.

7. Resources and Budget: Keeping in mind that the Fast Track Process is meant for programs that have minimal resource implications, please indicate if any resources are required to start the program. Please provide a detailed budget with rationale for each budget line.

Resource implications for this microprogram include additional course sections as well as Teaching Assistant support, as shown in the chart below.

Program Year	Academic Year	Students in Microprogram	Course Sections (est. 35 students per section)	TA hours
Year 1	2025-2026	25	2	100
Year 2	2026-2027	50	3	150
Year 3	2027-2028	75	3	150
Year 4	2028-2029	100	3	150
Year 5	2029-2030	100	3	150

Table 4. Resource implications over five years

Each course section will have between 35 and 40 spaces (depending on room availability) to accommodate Microprogram and current Concordia students. TA hours are divided across the courses, with 50 hours per course section, for assistance with student queries, feedback, problem-solving, and project design, given nature of courses as hands-on and project driven. If student demand is such that more seats are needed, additional resources will be discussed with the Dean.

The administration of the Microprogram in Innovation Mindset will be supported by a Program Director and a shared staff member within the Academic Programs (INTE) section of FAS. The duties of the program director include recruitment, promotion of the program, admissions, and advising. Responsibilities extend to greeting new student cohorts at welcoming events, meeting with students, providing guidance on navigating the system, and creating partnerships for hands-on projects. The director also identifies funding opportunities for students (e.g., Mitacs, Experiential Learning) and provides letters of support. Additionally, the director oversees curriculum alignment across courses, recruits and mentors faculty, fosters interdisciplinary collaboration, organizes guest lectures and regularly evaluates program effectiveness through student and stakeholder feedback. The Program Director will receive a 3-credit remission for this work supported by FAS. Ann-Louise Davidson will serve as the inaugural Program Director and Giuliana Cucinelli has agreed to serve as Program Director for the microprogram in the future (see attached support document).

The microprogram will be overseen by the Coordination Committee for the Innovation Mindset Microprogram as a strategic team dedicated to enhancing the program's capacity, sustainability, and impact. This Coordination Committee will include at a minimum the Program Director (who will Chair the Committee), a full-time faculty member teaching in the program, a Department Chair from an involved unit, and the Associate Dean of Academic Programs. Members bring expertise beyond routine administrative tasks to manage complex student needs, coordinate services, and guide curriculum adjustments. Through collaboration with home units, the committee fosters resource-sharing and supports strategic development to keep the program responsive to both student demands and industry trends, ensuring its long-term success and relevance. This committee will assist with admissions, mentoring, building partnerships within and beyond Concordia, serve on the PT Hiring Committee (as necessary), and provide governance for the program as it is implemented and further developed over time, including helping to resolve issues that might arise.

8. Evaluation

The objective of this microprogram is to help students become confident innovators.

To evaluate student level of confidence in innovation, we developed a questionnaire that assesses student skills pre and post program.

To evaluate the reputation of the program, we will create a post-graduation survey to track success six months after completing the microprogram.

To eventually evaluate the quality of the program, we will keep data on admissions vs completion rates.

9. References

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Appendix 1

Social Innovation Programs/Courses:

Social innovation programs primarily focus on addressing social and environmental challenges, often emphasizing community engagement. The main goal of social innovation is to generate positive social or environmental impact and create new solutions, models, or approaches to tackle pressing issues like poverty, inequality, environmental sustainability, and healthcare access.

Examples:

Saint-Paul University–Social Innovation (30-credit undergraduate-level certificate)

HEC–Management of Social Innovation (15-credit graduate-level microprogram).

Brock University– Foundations in Social Innovation Skills (4-week undergraduate-level free course)

Entrepreneurial Innovation Programs/Courses:

Entrepreneurial innovation courses and programs center around creating new products, services, or businesses. They often involve identifying customer needs, market gaps, and profit opportunities.

Examples:

University of Ottawa–Entrepreneurship, Creativity and Social Innovation (18-credit in-person, undergraduate-level microprogram)

Queen's Innovation Centre Summer Initiative (16-week undergraduate summer program))

IDEO U– Advanced Design Thinking Certificate (6 months -5 PD courses)

IESEG Paris - Entrepreneurship and Innovation (Two-week summer program for graduate and undergraduate students)

MIT–Corporate Innovation: Strategies for leveraging ecosystems (6-week online PD course)

Transdisciplinary Innovation Programs/Courses:

Transdisciplinary programs in innovation seek to break down traditional disciplinary boundaries and integrate knowledge, methods, and perspectives from multiple fields to provide a space for creative exploration and experimentation. Some of these programs blend technology and artistic disciplines to foster creativity, innovation, and the development of innovative products, experiences, or artworks. Participants are encouraged to push boundaries, take risks, and think outside the box.

Examples:

Sheridan College–Applied Creativity and Innovation (42-credit post-secondary diploma; two terms Fall & Winter)

University of the Pacific– Innovation Camp (pre-college summer program)

The Hebrew University of Jerusalem–Interdisciplinary Innovation (Summer Program)

Royal Roads University– Creativity, Innovation and Design (1-term undergraduate-level course)

Harvard Division of Continuing Education– Creative Thinking: Innovative Solutions to Complex Challenges (4-week, online PD course)

Professional Development (PD) Certificates in Innovation for a Specific Target Audience:

These are PD programs in innovation tailored to the roles and industry context of a specific target audience, such as managers, organizational leaders, or HR professionals. These programs are designed to meet each group's unique needs and expectations and include modules, topics, and case studies that resonate with the target audience. The structure and delivery options of these programs are

flexible, such as in-person workshops, online courses, or a hybrid format, to accommodate the busy schedules of professionals.

Examples:

University of Toronto School of Continuing Studies—Certificate in Business Innovation (PD certificate for managers and organizational leaders)

University of Laval—Creativity, Innovations and Leadership of Human Resources (12-credit post-graduate microprogram for practicing human resources professionals). Both in-person and remote options are available.

Summary of Changes (New Undergraduate 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
INOV 200 Innovation Models and Concepts New	X	X	X	X			X	X	X	
INOV 300 Innovation Methods and Strategies New	X	X	X	X			X	X	X	
INOV 400 Applied Innovation Project New	X	X	X	X	X		X	X	X	

Regulation Changes:

- Notes Change

PROGRAM CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: Microprogram in Innovation Mindset

Calendar Section Name: Microprogram in Innovation Mindset

Calendar Section Type: Program

Description of Change: Microprogram in Innovation Mindset New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2025/2026/Summer

Program Name: Microprogram in Innovation Mindset

Planning and Promotion: 01 Jan 0001

Program Type: Micro Program

Effective/Push to SIS date: 01 Jan 0001

Degree: Micro Program

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Microprogram in Innovation Mindset > Program Requirements

Type of Change: New Program

Present Text calendar

credits

Proposed Text

9

credits Microprogram in Innovation Mindset

credits

0

 θ

9 credits:

INOV 200 Innovation Models and Concepts (3)

INOV 300 Innovation Methods and Strategies (3)

INOV 400 Applied Innovation Project (3)

Rationale:

See program proposal.

Resource Implications:

See program proposal.

REGULATIONS CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: Microprogram in Innovation Mindset

Calendar Section Name: Notes

Calendar Section Type: Regulation

Description of Change: Notes Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2025/2026/Summer

Type of change: Regulation Change

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Programs > Microprogram in Innovation Mindset

Present Text calendar

Notes

Proposed Text

Notes

- Students are responsible for satisfying their particular program requirements.

Rationale:

Standard notes are applied.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: Microprogram in Innovation Mindset

Calendar Section Name: INOV 200

Calendar Section Type: Course

Description of Change: INOV 200 Innovation Models and Concepts
New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science
> Section 31.170 Interdisciplinary Studies > Interdisciplinary Courses

Type of Change: New Course

Present Text calendar

Prerequisites:

Description :

Component(s):

Notes :

Equivalent Courses :

Rationale:

At the end of this course, students will be able to:

- Describe the basics of design thinking or systemic design and its role in innovation.
- Recognize the role of empathy for customers and users in innovation.
- Collect data about their needs and preferences.

Proposed Text

INOV 200 Innovation Models and Concepts (3 credits)

Prerequisites:

Description :

This course introduces students to frameworks and concepts that are foundational to understanding and driving innovation in organizations. Through a combination of lectures, discussions, and hands-on activities, students learn about design thinking and systemic design – two key models to foster innovation. Through practical application of design thinking or systemic design, students discover innovation concepts such as exploring challenging innovation areas, conducting user interviews, creating visual syntheses, writing reframing statements, brainstorming, prototyping, conducting usability tests and developing an innovation concept proposal. They learn about the different types of innovation, including incremental, radical, and disruptive innovation, and their particularities in terms of impact, influence and potential.

Component(s):

Lecture

Notes :

Equivalent Courses : Students who have received credit for this topic under an INTE 298 number may not take this course for credit.

- Use tools and techniques to generate and evaluate creative ideas.
- Create and test prototypes of potential solutions.
- Propose an innovation concept using design thinking or systemic design to solve a real-world problem or challenge.
- Develop confidence in their critical thinking, creativity, collaboration and prototyping skills.

Resource Implications:

See proposal.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: Microprogram in Innovation Mindset

Calendar Section Name: INOV 300

Calendar Section Type: Course

Description of Change: INOV 300 Innovation Methods and Strategies

New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Courses

Type of Change: New Course

Present Text calendar

Proposed Text

INOV 300 Innovation Methods and Strategies (3 credits)

Prerequisites:

Prerequisites:

Description :

Description :

This course introduces students to a range of instruments, techniques and approaches to collecting data that inform innovation projects or assess innovation ideas. Through a combination of lectures, case studies and hands-on activities, students develop knowledge of ethnographic fieldwork, interview techniques and focus groups to collect and analyze data about customer needs and market trends in a context of economic disruption. They also learn to report findings through writing a narrative in a storytelling approach and to pitch an innovation idea or concept. Students are given the opportunity to apply their knowledge and develop their confidence through a series of hands-on activities and a culmination project.

Component(s):

Component(s):

Lecture

Notes :

Notes :

Rationale:

At the end of this course, students will be able to:

- Develop a toolkit of methods for conducting innovation to inform and inspire new ideas.
- Apply strategies for analyzing and interpreting data collected through ethnographic fieldwork, interviews, and focus groups.
- Develop confidence in their strategic thinking, communication, and networking skills.
- Rewrite findings into narratives to strategically inspire action.
- Practice the use of storytelling as a tool for communicating innovation insights.

Resource Implications:

See proposal.

COURSE CHANGE FORM

Dossier Type: New Undergraduate Program (Fast Track)

Dossier Title: Microprogram in Innovation Mindset

Calendar Section Name: INOV 400

Calendar Section Type: Course

Description of Change: INOV 400 Applied Innovation Project New

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Interdisciplinary Studies

Calendar publication date: 2025/2026/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 May 2025

Path: Undergraduate > 2024-2025 Undergraduate Calendar > Faculties > Section 31 Faculty of Arts and Science > Faculty of Arts and Science > Section 31.170 Interdisciplinary Studies > Interdisciplinary Courses

Type of Change: New Course

Present Text calendar

Prerequisites:

Description :

Component(s):

Notes :

Rationale:

At the end of this course, students will:

- Apply innovation models and concepts to real-world scenarios.
- Use design thinking or systemic design to propose creative ideas to real-world problems and challenges.
- Develop confidence in their strategic thinking, critical thinking, creativity, communication, collaboration, prototyping and networking skills.
- Pitch new ideas that address identified opportunities for innovation.

Resource Implications:

See proposal.

Proposed Text

INOV 400 Applied Innovation Project (3 credits)

Prerequisites:

The following courses must be completed previously: INOV 200 and INOV 300 .

Description :

The purpose of the applied innovation project is to provide a capstone experience where students demonstrate the knowledge, skills, and experience acquired to become confident innovators in their careers. Students apply models, concepts, methods, and strategies learned in the foundational innovation courses to a real-world problem or challenge. It involves a real-world project in which students identify a problem or opportunity, conduct research and analysis, develop and test innovative solutions, and present findings to stakeholders. Students work in teams to complete projects and are guided throughout the development process by the instructor, mentors or industry experts.

Component(s):

Lecture

Notes :

Impact Report

Courses

INOV 200 Innovation Models and Concepts New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses
Source of Impact

INOV 300 Innovation Methods and Strategies New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses
Source of Impact

INOV 400 Applied Innovation Project New

Undergraduate -> 2024-2025 Undergraduate Calendar -> Faculties -> Section 31 Faculty of Arts and Science -> Faculty of Arts and Science -> Section 31.170 Interdisciplinary Studies -> Interdisciplinary Courses
Source of Impact

INOV 200 (INTE 298)
Innovation Models and Concepts
3 Credits
Winter 2024

1. General information

Day/Time	
Room	
Professor	
Teaching Assistant	
Office	
Preferred means of contact	
Office Phone	

2. Description

This course introduces students to frameworks and concepts that are foundational to understanding and driving innovation in organizations. Through a combination of lectures, discussions, and hands-on activities, students learn about design thinking and systemic design – two key models to foster innovation. Through practical application of design thinking or systemic design, students discover innovation concepts such as exploring challenging innovation areas, conducting user interviews, creating visual syntheses, writing reframing statements, brainstorming, prototyping, conducting usability tests and developing an innovation concept proposal. They will learn about the different types of innovation, including incremental, radical, and disruptive innovation, and their particularities in terms of impact, influence and potential.

3. Objectives

At the end of this course, students will be able to:

- Describe the basics of design thinking or systemic design and its role in innovation
- Recognize the role of empathy for customers and users in innovation
- Collect data about user needs and preferences
- Use tools and techniques to generate and evaluate creative ideas
- Create and test prototypes of potential solutions
- Propose an innovation concept using design thinking or systemic design to solve a real-world problem or challenge
- Develop confidence in their critical thinking, creativity, collaboration and prototyping skills.

4. Schedule Including Assignment Due Dates

Day	Topic	Sections of assignments you are working on during these class sessions
January 16 – Online Zoom (Bookmark this link "https://concordia-ca.zoom.us/my/cuinnovationlab")	Introduction	
January 23 - In person MB 3445	Team forming	Team agreement (for those who work in teams)
January 30 – In person MB 3445	Explore / Discover	Exploration Summary
February 6 – Online Zoom	Explore / Discover	Interview Guide
February 13 – Online Zoom	Explore / Discover	SPF (ethics)
February 20 -In person MB 3445	Reframe / Define	Personas Impact Pursuit
February 27	Reading week	---
March 5 – Online Zoom	Reframe / Define	Impact Pursuit How Might We statement
March 12 – In person MB 3445	Create / Develop	10x10 Matrix
March 19 -In person MB 3445	Prototype & Test / Catalyze	Low-Fi Prototype
March 26 – In person MB 3445	Prototype & Test / Catalyze	Usability Test or Design Critique
April 2 – In person MB 3445	Share the journey	Presentation
April 9 – Online Zoom	Wrap it up!	Submit Package

Note: Deadline for withdrawal with tuition refund (DNE) from 2024 winter-term courses: Monday Jan 29.

5. Behaviour

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the [Code of Rights and Responsibilities](#) which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any member of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face-to-face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

6. Intellectual property

Content belonging to instructors shared in courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the [Academic Code of Conduct](#) and/or [the Code of Rights and Responsibilities](#). As specified in the [Policy on Intellectual Property](#), the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

7. Extraordinary circumstances

In the event of extraordinary circumstances and pursuant to the [Academic Regulations](#), the University may modify the delivery, content, structure, forum, location and/or evaluation

scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

8. Course materials

General books on design thinking and systemic design available online:

- Design Council. (2021). [Beyond Net Zero: A Systemic Design Approach](https://www.designcouncil.org.uk/our-resources/systemic-design-framework/) Framework available online: <https://www.designcouncil.org.uk/our-resources/systemic-design-framework/>
- CoLab. (2016). Follow the rabbit: A field guide to systemic design. Government of Alberta. Available online: <https://open.alberta.ca/publications/follow-the-rabbit-a-field-guide-to-systemic-design>
- MaRS Solutions Lab. (2020). Living Guide to Social Innovation Labs. Available online: <https://mars-solutions-lab.gitbook.io/living-guide-to-social-innovation-labs/>
- Leurs, B., Roberts, I. (2018). Playbook for Innovation Learning. Nesta. Available online: https://states-of-change.org/assets/downloads/nesta_playbook_for_innovation_learning.pdf

Topic specific resources:

- 1) Design thinking
 - [Guide: What is Design Thinking](#) (2023).
 - [Video: The Double Diamond](#) (2020)
 - [Video: Adopting a systems mindset](#) (2016)
 - [Video: What is Design Thinking? An Overview](#) (2020)
 - [Video: IDEO shopping cart project](#) (2017)
- 2) Interviewing
 - [Video: Design thinking Interview Techniques & Strategies](#) (2020)
 - [Video: How to conduct user interviews](#) (2019)
 - Data analysis and interpretation.
 - Goltz, S. (2014). A closer look at personas [Part 1](#)
 - Goltz, S. (2014). A closer look at personas [Part 2](#)
 - Cerejo, L. (2018). [Getting to know your users](#).
- 3) Personas
 - [Creating a Persona -a step-by-step guide with tips and examples](#). (McCay, 2023)
- 4) Visual synthesis
 - [13 Online Design Thinking Tools for Mind Mapping](#). 2022
 - [Video: Visualization](#). Meyer, A. (n.d).
 - [Video: Bill Buxton on sketching experiences](#). IIT Institute of Design. (2008)
- 5) Reframing statement
 - How might we (HMW) questions. [Reading](#) (2019) or [Video](#) (2019); but also read [some words of warning on how not to use HMW questioning](#) (2021).
 - [Reading and Video: Challenge Statements](#) (2019).
 - [Reading and Video: Leverage Points](#) (2019).
- 6) Brainstorming
 - [Read: Introduction to the Essential Ideation Techniques which are the Heart of Design Thinking](#) (Dam & Siang, 2020)
 - [Ideation](#) (Weinlick & Velji, 2020)
 - [Read: Brainstorming resources](#) (IDEO U, 2023).
 - [I Wish, I Want, I wonder](#) (2022)

- 7) Prototyping
 - [Read: Prototyping](#) (Damabi, 2020)
 - [Prototyping in a lab context](#), [Testing](#), [Types and modalities](#), [Prototyping approaches](#). (Damabi, 2020)
 - [Read: 5 Common Low-Fidelity Prototypes and Their Best Practices](#) (Dam & Siang, 2022)
 - [Video: Rapid prototyping & experimenting in easy and cheap ways](#) (2019)
 - [Video: Prototyping Social Innovations](#) (2013)
- 8) Usability
 - [Read: Usability 101: Introduction to Usability](#) (Nielsen, 2012)
 - [Read: UX Research Cheat Sheet](#). (Farrell, 2017)

9. Assignments and grading

Assignments: The course is divided in 4 assignments that are designed to provide students with a holistic understanding of the innovation process, from exploration and research to ideation, prototyping, and testing. This ensures that each aspect of the innovation journey is given due importance in the overall assessment. Ideally, the course project will be completed in teams of 4-5 people.

Title	Description	Deadline	Weight
Assignment #1 Exploration	This assignment is in four parts: exploration summary, interview guide, SPF (summary protocol form), and personas. You will find the details below.		
Summary (1-2 pages)	Provide a concise summary of the current state of a chosen challenge or problem. Identify key trends, challenges, and opportunities for innovation	Feb 23	30%
Interview Guide (1 page)	Develop a guide for conducting interviews with relevant stakeholders. Include open-ended questions to gather insights into user needs, pain points, and aspirations.		
SPF (ethics)	Fill-in every item of the form and prepare consent form.		
Personas (1-2 pages)	Create detailed user personas based on the information collected from interviews and research. Highlight key characteristics, behaviors, and motivations of target users		
Assignment #2 Creation	This assignment is in three parts: visual synthesis, reframing statement and brainstorming using the 10x10 matrix. You will find the details below.		
Visual Synthesis (Miro)	Utilize the Impact Pursuit game to visually synthesize information gathered from various sources. Represent connections, patterns, and potential areas for innovation.	March 18	30%
Reframing Statement (1 page)	Formulate a set of insightful "How Might We" statements derived from the identified opportunities and challenges. Clearly articulate the problem statements that will guide the ideation process		
Brainstorming (Miro)	Develop a 10x10 matrix to evaluate and prioritize potential solutions. Consider factors such as feasibility, desirability, and viability to rank ideas systematically.		
Assignment #3 Prototyping	This assignment is in two parts: prototype and design critique or usability test. You will find the details below.		
Prototype (2-3 pages)	Create a functional prototype or mock-up of a selected solution. Clearly demonstrate the key features and functionalities through a tangible representation	April 1	20%
Design Critique (Miro) Or Usability test (2 pages)	Conduct a usability test on the prototype or perform a design critique. Gather feedback from users or peers to refine and improve the prototype based on user experience and design principles		
Assignment #4 Share the journey	Prepare a final presentation that encapsulates the essence of your innovation journey.		
Presentation (5-8 minutes) 10 slides)	Include each phase to explain to the narrative of your journey. Aim for a presentation that signifies the culmination of your exploration, creativity, and strategic thinking. A template will be provided.	Present April 2 Submit April 9	20%

Assignment submission: All assignments should be submitted through Moodle, in .doc, .docx, .ppt, .pptx. Use the following file naming convention: **your-last name_assignment-title_month-day-year.filetype**. Example: Smith_interviewguide_March-08-2024.docx

Note that all drafts and assignments must be submitted on time: Such assignments will receive late marks, unless you have taken previous arrangements with the professor.

Group work: Students who decide to work in teams must use the team forming template and sign the team agreement.

Feedback: To ensure prompt feedback as you build your assignment, you must submit assignments on time. If you are late for an assignment, you must discuss it with the instructor, prior to the submission deadline.

Language: Students can write their assignments in English or French.

Evaluation: All assignments will be marked using the course rubric that relies on the Concordia University grading norms.

Grade Definitions

A =	Superior work – of honours quality – in both content and presentation. The work answers all components of a question. It demonstrates clear and persuasive argument, a well-structured text that features solid introductory and concluding arguments, and examples to illustrate the argument. Few, if any presentation errors appear.
B =	Better than average in both content and presentation. The work is clear and well structured. Minor components of an answer might be missing, and there may be fewer illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work
C =	This work demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response.
D =	The work demonstrates only a basic grasp of the material. Organization and substance are not clear in the response. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work
F =	This work demonstrates an inadequate grasp of the material. The work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. The work lacks structure.

10. Policies

a) Changes to this Syllabus:

I reserve the right to change this syllabus as needed.

b) Quality of Assignments

I expect high quality assignments from my students. Assignments that are handed in for marking should be well structured, well written, well supported and respect the APA conventions (for an example see: <http://library.concordia.ca/help/howto/citations.html>).

c) Be Here, Be Prompt and Be Prepared (Your Grade Depends on It)

- **Attendance:** Missing more than 2 classes per term will lower your grade by a full point. If you miss the class, you are responsible for the material you missed.
- **Late arrival:** Being late disrupts the learning experience, so arrive on time or earlier. Chronic lateness may result in a grade reduction of up to 1 letter grade.
- **How to prepare for class:** To make the most of our limited class time, prepare well by completing readings and assignments listed in Moodle.

d) Special learning needs

If you have a special learning need, make sure you register with the access centre:

<https://www.concordia.ca/students/accessibility/register.html>.

e) Plagiarism:

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it. Source: [The Academic Integrity Website](#)

f) Use of AI tools:

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials, under the circumstances outlined below. To achieve favorable results with generative AI, it is essential to invest time in building knowledge in the target subject and refining prompts, as this enables students to produce more accurate output while validating its accuracy and relevance to the topic at hand.

You must properly cite ChatGPT (or similar tool). Failure to cite the AI tool is considered a violation of Concordia’s Academic Code of Conduct. Violations could result in failure of the assignment or failure of the course and a notation on your transcript. Furthermore, while I understand the utility of AI tools in the right time and the right place, I also acknowledge that writing is a means to consolidate your learning, something which AI cannot do on your behalf.

To summarize, when the use of AI tools is justifiable, you may do so with my explicit, written permission AND you must properly cite your use of the tool.

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INOV 300 (INTE 398)
Innovation Methods and Strategies
 3 Credits
 Fall 2024

1. General information

Day/Time	
Room	
Professor	
Teaching Assistant	
Office	
Preferred means of contact	
Office Phone	

2. Description

This course introduces students to a range of instruments, techniques and approaches to collecting data that inform innovation projects or assess innovation ideas. Through a combination of lectures, case studies and hands-on activities, students develop knowledge of ethnographic fieldwork, interview techniques and focus groups to collect and analyze data about customer needs and market trends in a context of economic disruption. They also learn to report findings through writing a narrative in a storytelling approach and to pitch an innovation idea or concept. Students are given the opportunity to apply their knowledge through a series of hands-on activities and a culmination project.

3. Objectives

At the end of this course, students will be able to:

- Employ a toolkit of methods for conducting innovation to inform and inspire new ideas.
- Create data collection instruments to gain insight about an innovation initiative.
- Apply strategies for analyzing and interpreting data collected through ethnographic fieldwork, interviews, focus groups or survey.
- Rewrite findings into narratives to strategically inspire action.
- Use storytelling as a tool for communicating innovation insights.
- Demonstrate confidence in their strategic thinking, communication, and networking skills.

4. Schedule including assignment due dates

Day	Topic	Sections of assignments you are working on during these class sessions
Sept 3	Introduction and team forming	
Sept 10	Ethnography, field studies and contextual inquiry	Two parts: 1) Summary protocol form & Consent form; 2) Instruments (2 from the following: ethnography, interview, survey, focus group)
Sept 17	Interviews	
Sept 24	Surveys	
Oct 1	Conducting focus groups	
October 8	Putting it into practice	

		Due date: Oct 10, 11:59pm
October 15	READING WEEK – NO CLASS	
October 22	Data analysis	Two parts: 1) Data analysis report 2) System map Due date: Nov 14, 11:59pm
October 29	Systems mapping	
November 5	Storytelling and pitching	Presentation Slides due: Nov 25, 11:59pm
November 12	Innovation Strategy	
November 19	Innovation assessment	
November 26	Presentations	Presentation

Note: Deadline for withdrawal with tuition refund (DNE) from 2024 fall-term courses: Monday Sept 16.

5. Behaviour

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications. Concordia students are subject to the [Code of Rights and Responsibilities](#) which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any member of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face-to-face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

6. Intellectual property

Content belonging to instructors shared in courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the [Academic Code of Conduct](#) and/or [the Code of Rights and Responsibilities](#). As specified in the [Policy on Intellectual Property](#), the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

7. Extraordinary circumstances

In the event of extraordinary circumstances and pursuant to the [Academic Regulations](#), the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

8. Course materials

General books on design thinking and systemic design available online:

- Design Council. (2021). [Beyond Net Zero: A Systemic Design Approach](#) Framework available online: <https://www.designcouncil.org.uk/our-resources/systemic-design-framework/>
- CoLab. (2016). Follow the rabbit: A field guide to systemic design. Government of Alberta. Available online: <https://open.alberta.ca/publications/follow-the-rabbit-a-field-guide-to-systemic-design>
- MaRS Solutions Lab. (2020). Living Guide to Social Innovation Labs. Available online: <https://mars-solutions-lab.gitbook.io/living-guide-to-social-innovation-labs/>
- Leurs, B., Roberts, I. (2018). Playbook for Innovation Learning. Nesta. Available online: https://states-of-change.org/assets/downloads/nesta_playbook_for_innovation_learning.pdf

Topic specific resources: See guide sheets in Moodle

Assignments and grading

Assignments: The course is divided in 3 assignments that are designed to provide students with a holistic understanding of the methods and strategies used to conduct an innovation project. This ensures that each aspect of the innovation journey is grounded in a solid analysis. Ideally, the course project will be completed in teams of 4-5 people.

Title	Description	Deadline	Weight
Assignment #1 Exploration instruments	This assignment is in three parts: SPF (summary protocol form), consent form and two instruments. You will find the details below.	October 10	25%
Summary protocol form (SPF)	Fill-in every item of the form		
Consent form	Adapt consent form for your study		
Two instruments	Develop two instruments to use with relevant stakeholders. You must choose two from among the following: ethnographic observation guide, interview protocol, focus group or survey		
Assignment #2 Data analysis report and system map	This assignment is in two parts: Data analysis report and system mapping. You will find the details below.	November 14	45%
Data analysis report	Submit your data analysis reports with two different approaches to analyze your data. Select two approaches from this list: 1) Thematic analysis, 2) Affinity diagram, 3) Empathy map, 4) Storyboard, 5) Journey Map, 6) Archetypes & Personas.		
System map	Submit a system map with a description outlining the map. You can select any of these three approaches: (1) Impact pursuit (stakeholder mapping), 2) Causal loop diagram or 3) Iceberg model.		
Assignment #3 Pitch	Prepare a final presentation that encapsulates the essence of your innovation journey.	Slides due November 25 Presentation during class November 26	30%
Presentation (5-8 minutes) 10 slides)	Include each phase to explain to the narrative of your journey. Aim for a presentation that signifies the culmination of your exploration, data collection instruments, findings, system mapping, and innovation strategy. Finish with a pitch for a project with an employer, a community group or a business partner.		

Assignment submission: All assignments should be submitted through Moodle, in .doc, .docx, .ppt, .pptx. Use the following file naming convention: **your-last name_assignment-title_month-day-year.filetype**. Example: Smith_interviewguide_March-08-2024.docx

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INOV 400: Applied Innovation Project (3 credits)

Prerequisite: INOV 200 and INOV 300

Description: This course provides students with a capstone experience where they demonstrate the knowledge, skills, and experience acquired to become confident innovators in their careers. Student are given the opportunity to apply models, concepts, methods, and strategies learned in the foundational innovation courses to a real-world problem or challenge, in which students identify a problem or opportunity, conduct research and analysis, develop and test innovative solutions, and present findings to stakeholders. Students work in teams to complete projects and are guided throughout the development process by the instructor, mentors or industry experts. They deploy the skills learned in previous coursework to work collaboratively in teams, challenge assumptions, propose creative ideas, create a prototype and communicate effectively.

At the end of this course, students will:

- Apply innovation models and concepts to real-world scenarios.
- Use design thinking or systemic design to propose creative ideas to real-world problems and challenges.
- Demonstrate confidence in their strategic thinking, critical thinking, creativity, communication, collaboration, prototyping and networking skills
- Pitch new ideas that address identified opportunities for innovation

Assessments:

Assignment 1: Project proposal 20%

Assignment 2: Journal entries 30%

Assignment 3: Project report 50%

Requested amounts for the Department of: INTE

Program name: MicroP in Innovation Mindset

NOTE : ONLY NEED TO BE POPULATED

		Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
EXPENSES								
Teaching - Number of Full Time positions	TT %	100%	100%	100%	100%	100%	100%	
	ETA %	100%	100%	100%	100%	100%	100%	
	LTA %	100%	100%	100%	100%	100%	100%	
	Lecturer %	100%	100%	100%	100%	100%	100%	
Number of course remissions requested			1	1	1	1	1	Microprogram Director
Technical support - Number of positions								
Part Time Contracts - Number of contracts			2	3	3	3	3	3 sections
Teacher's Assistants - Hours			100	150	150	150	150	1 TA per course, 100 hours Year 1, 150 hours Year 2 and on
Administrative Staff - Number of positions	Director %	100%	100%	100%	100%	100%	100%	Coordinator
	Office support %		0.5	0.5	0.5	0.5	0.5	
	Professional %	100%	100%	100%	100%	100%	100%	
		100%	100%	100%	100%	100%	100%	

LOI Budget Chart

EXPENSES		Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING	Salary	Salary and Benefits						
Tenure Track		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Extended Term appointment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Limited Term Appointment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lecturer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Course remissions	\$ 12,500	\$ -	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 62,500
Technical support		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Contracts	\$ 12,500	\$ -	\$ 25,000	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 175,000
Teacher's Assistants	\$ 27.60	\$ -	\$ 2,760	\$ 4,140	\$ 4,140	\$ 4,140	\$ 4,140	\$ 19,320
Stipends		\$ -						\$ -
Other		\$ -						\$ -
ADMIN STAFF								
Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office support	\$ 50,000	\$ -	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 157,875
Professional	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll		\$ -	\$ 71,835	\$ 85,715	\$ 85,715	\$ 85,715	\$ 85,715	\$ 414,695
OTHER EXPENSES								
New Classroom, renovation and lab equipment - NON-CAPITAL								\$ -
New Classroom, renovation and lab equipment - CAPITAL								\$ -
Marketing		\$ 5,000	\$ 5,000	\$ 5,000				\$ 15,000
Recruitment								\$ -
IT - Software								\$ -
Library								\$ -
Membership and Subscription								\$ -
Student support - Bursaries, Awards, others								\$ -
Training								\$ -
Other								\$ -
Total Other Expenses		\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 15,000
Total Expenses		\$ 5,000	\$ 76,835	\$ 90,715	\$ 85,715	\$ 85,715	\$ 85,715	\$ 429,695

Requested amounts for the Department of: INTE
Program name: MicroP in Innovation Mindset

NOTE : ONLY NEED TO BE POPULATED

		Year 1	Year 2	Year 3	Year 4	Year 5	Comments	
STUDENTS								
Cycle 1 FTE (FTE = 30 credits)								
New Cycle 1 FTE registered in the program		7.5	15	22.5	30	30		
Total credits for Program		9						
Attrition rate		10%						
TOTAL FTE		7.50	15.00	22.50	30.00	30.00		
Program Family								
Social Sciences		Weight		1.38				
Weighted FTE								
		10.35	20.70	31.05	41.40	41.40		
REVENUE								
		Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee								
Tuition (FTE)		\$ 2,797	\$ 20,978	\$ 41,955	\$ 62,933	\$ 83,910	\$ 83,910	\$ 293,685
Grants								
Teaching Grant (WFTE)		\$ 3,906	\$ 40,427	\$ 80,854	\$ 121,281	\$ 161,708	\$ 161,708	\$ 565,979
Support Grant (FTE)		\$ 2,386	\$ 17,895	\$ 35,790	\$ 53,685	\$ 71,580	\$ 71,580	\$ 250,530
Total grants			\$ 58,322	\$ 116,644	\$ 174,966	\$ 233,288	\$ 233,288	\$ 816,509
External								\$ -
Total Revenue		\$ -	\$ 79,300	\$ 158,599	\$ 237,899	\$ 317,198	\$ 317,198	\$ 1,110,194
Additional Funding								
Internal								
Provost Office								\$ -
Institutionnal								\$ -
Capital Fund (1)								\$ -
Other								\$ -
Total internal sources of funding for the faculty		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Requested amounts for the Department of: INTE
Program name: MicroP in Innovation Mindset

NOTE : ONLY NEED TO BE POPULATED

		Year 1	Year 2	Year 3	Year 4	Year 5	Comments
STUDENTS							
Cycle 2 FTE (FTE = 30 credits)							
New Cycle 2 FTE registered in the program		0	0	0	0	0	
Total credits for Program							
Attrition rate							
TOTAL FTE		0.00	0.00	0.00	0.00	0.00	
Program Family							
Choose a Family							
Weight							
Weighted FTE		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	
Tuition Fee									
Tuition (FTE)	\$ 2,797	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grants									
Teaching Grant (WFTE)	\$ 3,906	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Support Grant (FTE)	\$ 2,386	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total grants		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
External								\$ -	
Total Revenue		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additionnal Funding									
Internal									
Provost Office								\$ -	
Institutionnal								\$ -	
Capital Fund (1)								\$ -	
Other								\$ -	
Total internal sources of funding for the faculty		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Note 1 : Linked to capital expenses

Requested amounts for the Department of: INTE**Program name: MicroP in Innovation Mindset****Program Financial Viability**

REVENUE	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tuition Fee							
Tuition (FTE)	\$	20,978	\$ 41,955	\$ 62,933	\$ 83,910	\$ 83,910	\$ 293,685
Grants							
Teaching Grant (WFTE)	\$	40,427	\$ 80,854	\$ 121,281	\$ 161,708	\$ 161,708	\$ 565,979
Support Grant (FTE)	\$	17,895	\$ 35,790	\$ 53,685	\$ 71,580	\$ 71,580	\$ 250,530
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Additional Funding External	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ 79,300	\$ 158,599	\$ 237,899	\$ 317,198	\$ 317,198	\$ 1,110,194
EXPENSES	Year 0 Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5	Total
TEACHING							
Tenure Track	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Extended Term Contrats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Limited Term Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lecturers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Course remissions	\$ -	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 62,500
Technical support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Contracts	\$ -	\$ 25,000	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 175,000
Teacher's Assistants	\$ -	\$ 2,760	\$ 4,140	\$ 4,140	\$ 4,140	\$ 4,140	\$ 19,320
Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ADMIN STAFF							
Administrative Staff	\$ -	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 31,575	\$ 157,875
Total Payroll	\$ -	\$ 71,835	\$ 85,715	\$ 85,715	\$ 85,715	\$ 85,715	\$ 414,695
OTHER EXPENSES							
Total Other Expenses	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 15,000
Total Expenses	\$ 5,000	\$ 76,835	\$ 90,715	\$ 85,715	\$ 85,715	\$ 85,715	\$ 429,695
CONCORDIA UNIVERSITY SURPLUS / (DEFICIT)	\$ (5,000)	\$ 2,465	\$ 67,884	\$ 152,184	\$ 231,483	\$ 231,483	\$ 680,499

From: Annick Davignon annick.davignon@concordia.ca
Subject: Re: Invitation: microprogramme en innovation
Date: October 28, 2024 at 11:03 AM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

Allo Ann-Louise!

WOW, oui ça m'intéresse ET je suis curieuse cela veut dire quoi très concrètement (je suis en full-time LTA pour l'année donc à voir ma capacité réaliste).

Oui pour en parler de vive voix ! Je suis dispo cette semaine demain AM ou PM et mercredi PM. Aussi dispo Jeudi AM et vendredi PM.

C'est une belle invitation dans tous les cas ! J'espère trouver un chemin pour m'y joindre d'une manière ou d'une autre !

Merci d'avoir pensé à moi et au GRAND plaisir d'en jaser davantage avec toi !

Belle journée !

Annick

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: Monday, October 28, 2024 10:58 AM
To: Annick Davignon <annick.davignon@concordia.ca>
Subject: Invitation: microprogramme en innovation

Bonjour Annick,

Je t'écris pour savoir si ça t'intéresserait de t'impliquer dans le microprogramme en innovation. Le titre du microprogramme est Innovation Mindset et il y a trois cours: Innovation Models and Concepts, Innovation Methods and Strategies et Applied Innovation Projects.

Je suis en train de créer un comité de coordination et une équipe d'enseignement (surtout de co-teaching). Est-ce que ça t'intéresserait?

Pour les cours, je suis présentement en train de les enseigner, donc tout le matériel est développé. Tu serais libre, bien entendu, d'arriver avec tes propres exemples et de faire des modifications mineures pour donner ta saveur au cours.

Pour ce qui est du comité de coordination, voici ce que la Associate Dean des programmes m'a dit: The coordination committee is very flexible (and in the progress of being innovated). Basically a set of people to help make with the capacity and sustainability of the program (and potentially liaisons with home units too for information and resources). But also people who can help with all of the management aspects of the program (beyond the admin tasks that the staff member would do, such as basic/routine student requests, student registration, the mechanics of scheduling and curriculum changes, etc.)

Dans l'affirmative, il me faudrait une lettre ou un courriel de ton chair de département. Comme le microprogramme est au stade du Academic Program Committee, ils demandent des lettres.

Je peux t'envoyer plus d'info sur le programme si tu veux, et t'en parler de vive voix si tu préfères.

Cordialement,
Ann-Louise

Ann-Louise Davidson Ph.D.

FAS Strategic Advisor, Innovation and Director of Innovation Lab
Professor, Educational Technology
Concordia University
Member of the Applied AI Institute
Regular Member of the International Observatory on the Societal Impacts of AI and Digital Technology

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<http://www.educationmakers.ca>
<https://milieux.concordia.ca>
<https://www.concordia.ca/artsci/education/faculty.html?fpid=ann-louise-davidson>
<http://explore.concordia.ca/ann-louise-davidson>

From: Rassim Khelifa rassim.khelifa@concordia.ca
Subject: Re: Innovation microprogram
Date: October 30, 2024 at 6:04 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

Hi Ann-Louise,

Sure, it sounds great (yay). Please let me know how I can help.

Best,

Rassim

Rassim Khelifa, PhD
 Assistant Professor, Biology Department, Concordia University, Montréal
 Canada Research Chair (Tier 2) in Global Change Ecology
 Website: www.rassimkhelifa.weebly.com

Although I may send emails outside my working hours, there's no obligation to reply outside yours.

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: Wednesday, October 30, 2024 6:01 PM
To: Rassim Khelifa <rassim.khelifa@concordia.ca>
Subject: Innovation microprogram

Dear Rassim,

I've been working on a proposal for a microprogram titled Innovation Mindset. I am wrting to see if you would be interested in teaching or co-teaching a course. It's currently at the APC stage and they are asking for a more complete list of possible profs from Arts and Science.

The microprogram is composed of three undergraduate courses (9 credits) that will sit in FAS (no attached Department). There is a course on innovation models and concepts, one on innovation methods and strategies, and the last course is for applied projects in innovation. I think the microprogram would really benefit from your expertise in ecosystems, public pedagogy and JEDI

At the moment, I just need a yay or nay. Let me know if you need more info. I am working on the proposal now, so I can send you an updated version shortly.

Best,
 Ann-Louise

Ann-Louise Davidson Ph.D.

FAS Strategic Advisor, Innovation and Director of Innovation Lab
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 Concordia University
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<http://explore.concordia.ca/ann-louise-davidson>

From: [Saul Carliner](#)
To: [Associate Dean Academic Programs \(FAS\)](#)
Cc: [Ann-Louise Davidson](#); [Giuliana Cucinelli](#)
Subject: INOV support
Date: Thursday, October 31, 2024 11:12:52 AM

Dear Associate Dean Bloodgood:

I understand that Dr. Ann-Louise Davidson, director of the proposed program in Innovation, would like to include Dr. Guiliana Cucinelli of the Department of Education as faculty for the program and, if needed, serve as an interim director when Dr. Davidson goes on a sabbatical.

I support the request.

Best regards,

Saul Carliner, PhD, CTDp

Professor and Chair

Department of Education

Concordia University

Montreal, Quebec

saul.carliner@concordia.ca

<https://www.concordia.ca/faculty/saul-carliner.html>



From: Giuliana Cucinelli giuliana.cucinelli@concordia.ca
Subject: Re: Microprogram on innovation
Date: October 24, 2024 at 2:06 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

I would be delighted to reach in the micro program.
Best
Giuliana

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From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: Thursday, October 24, 2024 12:55 PM
To: Giuliana Cucinelli <giuliana.cucinelli@concordia.ca>
Subject: Microprogram on innovation

Dear Giuliana,

As you know, I've been working on an undergraduate microprogram on innovation for many years and I am trying to take this to the finish line. *The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects.*

Could you confirm that I can put your name in the possible faculty members who could teach in this program? I know we're discussed this many times, but I need a paper trail to submit with the full proposal to the APC.

Thanks!

Ann-Louise

From: Nathalie De La Haye Duponsel nathalie.duponsel@concordia.ca
Subject: Re: Innovation courses
Date: October 24, 2024 at 4:41 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

ND

Hi Ann-Louise,

Yes, I am aware of the microprogram and the courses you mentioned. I'd be happy to teach or co-teach in this program, so by all means, please feel free to put my name forth as a possible part-time instructor. I look forward to the possibility of contributing to these courses.

Best regards,
Nathalie

Nathalie Duponsel
Department of Education
Concordia University
1610 Saint-Catherine Street W., FG 6.333
Montreal, Quebec
H3H 2S2
nathalie.duponsel@concordia.ca

On Oct 24, 2024, at 3:24 PM, Ann-Louise Davidson <ann-louise.davidson@concordia.ca> wrote:

Dear Nathalie,

As you know, I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible part-time instructor who could teach or co-teach in this program. I know we discussed this before, but I just need to keep an official paper trail.

Best,
Ann-Louise

From: David Howes david.howes@concordia.ca
Subject: RE: Time sensitive: Coordination committee for new microprogram on Innovation Mindset
Date: October 30, 2024 at 1:10 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

Dear Anne-Louise,

I admire your work very much. The project sounds intriguing, so please count me in. I love unboxing things.

But I should warn you, I am passionate about sentience, while you appear to be fascinated by Artificial Intelligence. Forget the Singularity (which keeps creeping closer and closer), I say, and let's strive to break out of the facile Metaverse (formerly known as Facebook). True innovation involves coming (back) to our senses. I am currently co-authoring a book called 'Sense-Making.'

Please forgive this blast. Ever since I wrote the Sensory Studies Manifesto (2022), all I am capable of writing are slogans and battle cries

David

David Howes, MLitt, PhD, DLitt
 Fellow, Royal Society of Canada (FRSC)
 Distinguished Research Professor, Anthropology
 Founding Director, Centre for Sensory Studies
 Concordia University, Montreal/Tio'tia:ke, Canada H3G 1M8
 Adjunct Professor, Faculty of Law, McGill University, Montreal/Tio'tia:ke

Most recent book: *Sensorium* •

<https://www.cambridge.org/core/elements/abs/sensorium/DA18AF581EB32BC8AEC6AD4A09BE491A>

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: October 30, 2024 12:08 PM
To: David Howes <david.howes@concordia.ca>
Subject: Time sensitive: Coordination committee for new microprogram on Innovation Mindset

Dear David,

I hope this finds you well.

I have been working on the creation of a microprogram titled Innovation Mindset. This will be a 9 credits microprogram for students to build their confidence as innovators. It will sit in the FAS without a home department.

The microprogram is currently at the APC phase, and they have asked me to create a coordination committee. Would you be interested in sitting on that committee?

The coordination committee for such a program is a work in progress. Basically I am trying to gather a set of people who know how to "think outside the box" to help build the capacity and sustainability of the program (and potentially liaisons with home units too for information and resources). But also people who can help with all of the management aspects of the program (beyond the admin tasks that the staff member would do, such as basic/routine student requests, student registration, the mechanics of scheduling and curriculum changes, etc.)

Happy to send you the full proposal if you wish and to meet with you to discuss this further, but right now I would just need to know if you are interested. The APC is asking for the information by Nov 1st.

Best,

Ann-Louise

Ann-Louise Davidson Ph.D.

FAS Strategic Advisor, Innovation and Director of Innovation Lab
Professor, Educational Technology
Concordia University
Member of the Applied AI Institute
Regular Member of the International Observatory on the Societal Impacts of AI and Digital Technology

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<https://www.concordia.ca/artsci/education/faculty.html?fpid=ann-louise-davidson>

<http://explore.concordia.ca/ann-louise-davidson>

From: Govind Gopakumar govind.gopakumar@concordia.ca

Subject: RE: Microprogram on innovation

Date: October 25, 2024 at 12:00 PM

To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

Cc: Associate Dean Academic Programs (FAS) adapro.fas@concordia.ca, Ali Akgunduz ali.akgunduz@concordia.ca, William Lynch blynch@ece.concordia.ca

Good morning Ann-Louise,

Thank you very much for your email and for taking the effort to reach out to me. I am thrilled to hear that the undergraduate Microprogram on Innovation is in an advanced stage of consideration. Very creditable that you could shepherd the program to this stage. I am also thankful that you took the opportunity to reach out to me. I am copying Dr. Ali Akgunduz (Assoc Dean Programs GCS) and Dr. William Lynch ((GCS representative on APC).

When Dr. William Lynch reached out to me, I told him that I was aware of the microprogram since you had mentioned it in the wonderful presentation you gave to my department, however, I had told him that I was not sure about the specifics of the program since that was not what we discussed. I did say that since the program was an undergraduate microprogram, I do not have any objection to the program. I did add that I would have liked some more details on the specifics of the program since I had not seen the proposal. My apologies if my comment has delayed the roll-out of your program. That was not the intention of my suggestion.

Dr. Lynch, has since then, kindly shared the program proposal with me. I have reviewed the proposal and I continue to be supportive of your efforts and wish you all the best moving forward.

Best wishes
Govind

--

Govind Gopakumar Ph.D.
Chair and Associate Professor, Centre for Engineering in Society
Gina Cody School of Engineering and Computer Science, Concordia University
1455 De Maisonneuve Blvd West, EV002.255
Montreal, Quebec, Canada
H3G 1M8
Ph: (514)-848-2424 x 4068 (work)
(514)-951-9216 (cell)
Email: govind.gopakumar@concordia.ca



From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>

Sent: Friday, October 25, 2024 8:49 AM

To: Govind Gopakumar <govind.gopakumar@concordia.ca>

Cc: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>

Subject: Microprogram on innovation

Hi Govind,

Attachment available until Nov 24, 2024

I hope you're doing well. I'm reaching out to follow up on the Microprogram in Innovation. It is currently at the APC stage, and they've requested some additional documentation.

Specifically, I wanted to reconfirm two points from our previous discussions:

1. Our first discussion on innovation took place on November 2, 2021, when we met in the EV building. We talked about the graduate certificate in innovation at CES, and I shared my ideas for creating a microprogram. At the time, the pandemic was significantly impacting the university, and I was still exploring various possibilities whether graduate or undergraduate. You mentioned that Prof. Dysart-Gale had developed the program before retiring, though it was short-lived. We also touched on some advantages and student criticisms regarding the final course at D3, as well as concerns around resources.

2. The second instance was in February 2023, when you invited me to present my work and potential plans, which included the microprogram to your group. We had a productive discussion with a lot of great questions raised. I am attaching the slides of my presentation to your group.

I hadn't heard back, so I assumed you weren't ready to move forward. However, if you'd like to revisit a conversation about future collaboration around innovation courses, I'd be happy to explore the possibilities further.

I CC'd Elizabeth Bloodgood, the Associate Dean Programs on this email.

Kind regards,

Ann-Louise

[Click to Download](#)

Innovation CES.pdf

55.4 MB

Ann-Louise Davidson Ph.D.

FAS Strategic Advisor, Innovation and Director of Innovation Lab

Professor, Educational Technology

Concordia University

Member of the Applied AI Institute

Regular Member of the International Observatory on the Societal Impacts of AI and Digital Technology

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<https://www.concordia.ca/arts/education/faculty.html?fid=ann-louise-davidson>

From: Charles Gedeon charlie@pragmatics.studio

Subject: Re: Innovation Mindset courses

Date: October 24, 2024 at 3:21 PM

To: Ann-Louise Davidson ann-louise.davidson@concordia.ca, Charles Gedeon charles.gedeon@concordia.ca

CG

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Hi Ann-Louise,

I am definitely interested in this opportunity. I've previously taught the ENCS Creativity, Innovation, and Critical Thinking course, as well as developing innovation-related curricula for District 3.

One note: my legal name on file is Charles Gedeon, mentioning that in case it causes confusion.

Also CC'ing my own Concordia email as I'd like to keep track of everything Concordia related through that too :).

Cheers,

Charlie

On Thu, Oct 24, 2024 at 2:43 PM Ann-Louise Davidson <ann-louise.davidson@concordia.ca> wrote:

Dear Charlie,

As you know, I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible part-time instructor who could teach or co-teach in this program. I know we discussed this before, but I just need to keep an official paper trail.

Best,

Ann-Louise

From: Mahzad Sharifahmadian mahzad.sharifahmadian@concordia.ca
Subject: Re: Innovation program courses
Date: October 24, 2024 at 5:48 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

MS

Hi Ann-Louise

Thank you so much for thinking of me. Yes I am interested to teach/co-teach the courses. Is the schedule available or it's tbd?

Best,
Mahzad

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From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: Thursday, October 24, 2024 3:26:12 PM
To: Mahzad Sharifahmadian <mahzad.sharifahmadian@concordia.ca>
Subject: Innovation program courses

Dear Mahzad,

I hope this finds you well.

As you know, I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible part-time instructor who could teach or co-teach in this program. I know we discussed this before, but I just need to keep an official paper trail.

Best,
Ann-Louise

FOFA



Outlook

Re: New Innovation Mindset microprogram

From Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>**Date** Wed 2023-12-20 1:06 PM**To** Ann-Louise Davidson <ann-louise.davidson@concordia.ca>**Cc** Pascale Sicotte <dean.artsci@concordia.ca>

Thumbs up.

Richard

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Date: Wednesday, December 20, 2023 at 10:17 AM
To: Associate Dean Academic Programs (FAS) <adapro.fas@concordia.ca>
Cc: Pascale Sicotte <dean.artsci@concordia.ca>
Subject: Fwd: New Innovation Mindset microprogram

Answers about faculty willing to teach in the microprogram are coming in... and they are promising!
More as it unfolds!
a.l.

Begin forwarded message:

From: Rilla Shabnam Khaled <rilla.khaled@concordia.ca>
Subject: Re: New Innovation Mindset microprogram
Date: December 20, 2023 at 10:11:04 AM EST
To: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>

Hey Anne-Louise,

Count me in! I teach a Methods course in our Master of Design program, and pragmatically that whole thing could be spun into something for this microprogram.

I was indeed a strategic hire between FA and FAS, primarily pushed via TAG. The FAS angle kind of fell away when I joined (though TAG and its faculty became an alt. department for me). But play up the cross-faculty angle in your writing about the microprogram if it helps.

The title of my position: Strategic Hire in Digital Media, Learning and Games.

I hope the next few days treat you well and you get some much needed holiday down time!
Rilla

Dr. Rilla Khaled

Associate Director // Technoculture, Art and Games (TAG) Research Centre
Associate Professor // Design and Computation Arts
Concordia University

<https://www.rillakhaled.com>

<https://tag.hexagram.ca/>

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Date: Wednesday, December 20, 2023 at 10:04 AM
To: Rilla Shabnam Khaled <rilla.khaled@concordia.ca>
Subject: New Innovation Mindset microprogram

Hi Rilla,

How are you doing?

I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible faculty members who could teach in this program.

I was also wondering: were you the strategic hire between FOFA and FAS? Is this still the case?

Best,
Ann-Louise

JMSB

Outlook

Re: New Innovation Mindset microprogram

From Ann-Louise Davidson <ann-louise.davidson@concordia.ca>**Date** Mon 2024-01-22 12:17 PM**To** Raymond Paquin <raymond.paquin@concordia.ca>

Thank you Raymond! Adding your name to the list!

Best!

Ann-Louise

On Jan 20, 2024, at 4:22 PM, Raymond Paquin <raymond.paquin@concordia.ca> wrote:

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Hi Ann-Louise -

Thank you for reaching out. This sounds like a great idea and I'd be happy to support you on it.

Thanks for thinking of me

Best

Raymond

On Wed, Dec 20, 2023 at 10:06 AM Ann-Louise Davidson <ann-louise.davidson@concordia.ca> wrote:

Hi Raymond,

I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible faculty members who could teach in this program. Of couse, when the time comes you can say no, but for now I am trying to show we have the expertise to do this and I thought you would be perfect!

Let me know!

Ann-Louise

--

Raymond Paquin

Professor, [Department of Management](#)

Director, [John Molson Case Publications](#)

[John Molson School of Business-Concordia University](#)

raymond.paquin@concordia.ca

From: Raymond Paquin raymond.paquin@concordia.ca
Subject: Re: New Innovation Mindset microprogram
Date: October 30, 2024 at 9:43 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

RP

Hi Ann-Louise -

Yes, I remember this and am glad to hear it is moving forward. I'm happy to be part of it as you see fit.

Best

Raymond

From: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Sent: Wednesday, October 30, 2024 5:57 PM
To: Raymond Paquin <raymond.paquin@concordia.ca>
Subject: Re: New Innovation Mindset microprogram

Dear Raymond,

It's been a while since we spoke. I am circling back on our previous communication about adding you to the teaching team for the new microprogram on Innovation Mindset.

The microprogram is now at the APC stage and I've been asked by the committee to provide more information.

I think the preference is to add faculty members from my faculty because of workload issues, but I wanted to make sure you still wanted to be part of the pool even if you are from the JMSB. I genuinely think that your expertise in design thinking as well as your expertise in service teaching would be greatly appreciated by students and a great addition to the program.

Best,
Ann-Louise

From: Raymond Paquin <raymond.paquin@concordia.ca>
Sent: January 20, 2024 4:22 PM
To: Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Subject: Re: New Innovation Mindset microprogram

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Hi Ann-Louise -

Thank you for reaching out. This sounds like a great idea and I'd be happy to support you on it.

Thanks for thinking of me

Best

Raymond

On Wed, Dec 20, 2023 at 10:06 AM Ann-Louise Davidson <ann-louise.davidson@concordia.ca> wrote:
Hi Raymond,

I've been working on a microprogram to help students develop the innovation mindset. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible faculty members who could teach in this program. Of course, when the time comes you can say no, but for now I am trying to show we have the expertise to do this and I

I thought you would be perfect!

Let me know!

Ann-Louise

--

Raymond Paquin

Professor, [Department of Management](#)

Director, [John Molson Case Publications](#)

[John Molson School of Business-Concordia University](#)

raymond.paquin@concordia.ca



Outlook

Re: New Innovation Mindset microprogram

From Marc-Andre Leger <MA.Leger@concordia.ca>**Date** Wed 2023-12-20 10:24 AM**To** Ann-Louise Davidson <ann-louise.davidson@concordia.ca>

Hi

You can put my name.
I'd love to participate

Envoyé de mon iPhone

> Le 20 déc. 2023 à 10:06, Ann-Louise Davidson <ann-louise.davidson@concordia.ca> a écrit :
>
> Allo Marc-André,
>
> I follow your posts online and your collection of watches is quite impressive!
>
> I've been working on a microprogram to help students develop the innovation mindset. The
three courses would be : Innovation models and concepts, Innovation methods and strategies
and Applied innovation projects. I was wondering if I could put your name in the possible faculty
members who could teach in this program. Of couse, when the time comes you can say no, but
for now I am trying to show we have the expertise to do this and I thought you would be perfect!
>
> Best,
> Ann-Louise

From: Dave Caissy dcaissy@audax-innovation.com
Subject: Re: Innovation Mindset
Date: October 24, 2024 at 3:47 PM
To: Ann-Louise Davidson ann-louise.davidson@concordia.ca

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Bonjour Ann-Louise,

J'espère tu vas bien.

Je te remercie d'avoir pensé à moi. C'est effectivement dans mes cordes

As-tu une idée de la charge de travail, les dates, les honoraires, etc ? J'ai aussi peut-être des noms d'anciens VP innovation de grandes organisations qui sont présentement en préretraite et qui pourrait être intéressés.

Salutations,

Dave

De : Ann-Louise Davidson <ann-louise.davidson@concordia.ca>
Date : jeudi, 24 octobre 2024 à 20:44
À : Dave Caissy <dcaissy@audax-innovation.com>
Objet : Innovation Mindset

Dear Dave,

I hope you are doing well.

As you know, I've been working on a microprogram to help students develop the innovation mindse at Concordia University. The three courses would be : Innovation models and concepts, Innovation methods and strategies and Applied innovation projects. I was wondering if I could put your name in the possible part-time instructor who could teach or co-teach in this program. I know we discussed this before, but I just need to keep an official paper trail.

Best,
Ann-Louise

Montréal, QC
28 octobre 2024

Vice Provost Gabriele,

En tant que président fondateur du Cercle des leaders de l'innovation, il me fait plaisir de témoigner notre soutien à l'initiative mise de l'avant par la Professeure Ann-Louise Davidson de l'Université Concordia pour la création d'un microprogramme en Esprit d'innovation/Innovation Mindset.

Ce programme s'inscrit dans la mission du Cercle des leaders de l'innovation, qui est de promouvoir les bonnes pratiques de gestion de l'innovation afin de rendre les organisations plus innovantes. Notre réseau est le plus grand regroupement de leaders de l'innovation au Québec avec plus de 250 membres. Nous sommes également présents aux États-Unis et en Europe.

J'ai discuté du fondement du microprogramme à plusieurs reprises avec la Professeure Davidson. Le design qui s'appuie sur les concepts et les modèles de l'innovation, les méthodes et les stratégies et un projet pratique constitue une formation de base, fondamentale et cruciale pour développer l'esprit d'un innovateur. Je suis ravi de voir que mes suggestions et certains des contenus du Cercle des leaders de l'innovation ont trouvé une place au sein du microprogramme.

Afin de contribuer à cette initiative, le Cercle des leaders pourra identifier des enseignants parmi ses leaders chevronnés pré-retraités, qui ont occupé le poste de vice-président innovation dans l'industrie. Ces experts possèdent une riche expérience en innovation qui profitera aux étudiants. De plus, grâce à notre réseau de plus de 250 directeurs et vice-présidents de l'innovation au Québec, le Cercle pourra faciliter des connexions entre les étudiants et les milieux où l'innovation est en forte demande, leur ouvrant ainsi des portes vers des carrières prometteuses dans divers secteurs.

Je tiens à exprimer mon appui pour ce programme, qui constitue une avancée majeure en faveur de la formation et de l'employabilité dans le domaine de l'innovation. Ce leadership de l'Université Concordia et de la Faculté des arts et des sciences s'avère essentiel pour positionner le Québec comme un acteur de premier plan dans l'écosystème mondial de l'innovation.

Salutations distinguées,



Dave Caissy

Président fondateur, Cercle des leaders de l'innovation

Re: Microprogramme en innovation

From Luc Sirois <innovateurenchef@conseilinnovation.quebec>

Date Fri 2022-12-23 3:41 PM

To Ann-Louise Davidson <ann-louise.davidson@concordia.ca>

Cc Zohra Mezzar <zohra.mezzar@conseilinnovation.quebec>

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Ok super.

C'est super, cette construction.

Il me semble qu'il faudrait un cours d'intro, une grosse scéance d'intro, pour faire comprendre quels sont tous les morceaux du puzzle, dont tous ceux enseignés dans ces trois cours, pour qu'ils aient la vue d'ensemble de ce que ça veut dire être un innovateur, les étapes, les outils et moyens à leurs disposition. Un genre de table des matières des prochains cours en innovation. Un espèce de master class.

Hum. Ca me ferait plaisir si je pouvais travailler à éventuellement assembler un tel master class, avec toi et d'autres. Je pourrais l'offrir à tes étudiants, une ou deux fois par année. Je pourrais aussi l'offrir à l'école des dirigeants, ou autres opportunités pertinentes. Le matériel pourrait être repris et enseignés par d'autre.

Food for thought.

Luc



**SENATE
OPEN SESSION
Meeting of December 13, 2024**

AGENDA ITEM: Academic Programs Committee (APC) recommendation: 1) Revision of the Teacher Education Graduate Diploma Program (AS-EDUC-5747) into two new Programs, a) Teacher Certification Graduate Diploma in Preschool and Elementary Teaching, and b) Teacher Certification Graduate Diploma in Teaching English as a Second Language; and 2) Program Deletion of the Teacher Certification Graduate Diploma

ACTION REQUIRED: For approval

SUMMARY: Senate is being presented a revision to the recently approved Teacher Certification Graduate Diploma ("GDTC") (AS-EDUC-5747). The program is divided into two new credentials: 1) GDTC: Preschool and Elementary Teaching; and 2) GDTC in Teaching English as a Second Language. The GDTC is therefore deleted.

BACKGROUND:

Senate approved the new GDTC program in May 2024. This program included two streams: Preschool and Elementary Teaching; and, Teaching a Second Language. In the process of receiving approval from the *Ministère de l'Éducation* (MEQ) and preparing to launch for the new GDTC, the Department of Education has discovered the need to make several adjustments to the program requirements and admissions requirements:

- First, for administrative purposes each stream of the DESS (Preschool and Elementary Teaching; and Teaching English as a Second Language) needs to be offered under a separate credential that can be used by the MEQ to assign the related brevet to the student on the completion of specific requirements for each credential;
- Second, the *Comité d'agrément des programmes de formation à l'enseignement* recommended that the Second Language Teaching component should also be divided into separate credentials, 1) Teaching English as a Second Language and 2) Teaching French as a Second Language, because of differences in the MEQ requirements for admission to these programs.

Applicants to the GDTC teaching English as a Second Language must have a disciplinary bachelor's degree or equivalent related to the university program pursued (English) and hold a position in this discipline or must hold a bachelor's degree (or equivalent) and demonstrate their command of the English language as part of the training program

admission exam. Applicants to the credential for Teaching French as a Second Language must have a disciplinary bachelor's degree or equivalent related to the university program pursued (French) and hold a position in this discipline.

At this time, the University is recommending to move forward with only the credential for Teaching English as a Second Language, while undertaking a feasibility study to offer a Graduate Diploma for Teaching French as a Second Language (*Français langue seconde*) and for Teaching in French (*Enseignement en français*).

The following modifications are therefore being recommended to Senate:

- A new program entry for the GDTC: Preschool and Elementary Teaching; and
- A new program entry for the GDTC: Teaching English as a Second Language; and
- The deletion of the initial GDTC calendar entry with the embedded clusters (Preschool and Elementary Teaching Cluster; and Teaching English as a Second Language Cluster) approved under dossier AS-EDUC-5510/US-2024-3-D11 at the May 17, 2024 meeting of Senate.

The attached documentation includes the letter from the MEQ, recommendations from the Chair, Department of Education, Executive Director, Concordia Teacher Education Council, and the School of Graduate Studies.

As the GDTC was approved by Senate in May 2024, and the modifications requirements are based on the direction of the MEQ, the proposed changes are directly being presented to Senate for approval.

DRAFT MOTION:

That, upon recommendation of the Academic Programs Committee, Senate approve:

- the revision of the Teacher Education Graduate Diploma Program (AS-EDUC-5747) into two new Programs: a) Teacher Certification Graduate Diploma in Preschool and Elementary Teaching, and b) Teacher Certification Graduate Diploma in Teaching English as a Second Language; and
- the program deletion of the Teacher Certification Graduate Diploma, as detailed in the attached document.

PREPARED BY:

Name: Secretary of Senate
Date: December 4, 2024

ACADEMIC PROGRAMS COMMITTEE**Sandra Gabriele, PhD****November 12, 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:

Undergraduate Curriculum Proposals (Changes for the 2025-26 Calendar)**Office of the Registrar****OOTR-OOTR-5680; APC-2024-7-D1**

- Regulation/Requirements Change

Office of the Provost**UCA-UCA-5692; APC-2024-7-D2**

- Regulation/Requirements Change

Kaié:ri Nikawerà:ke Indigenous Bridging Program changes**AS-ARTSCI-5630; APC-2024-7-D3**

- Alternative Entry program changes (BSc)

AS-ARTSCI-5673; APC-2024-7-D4

- Alternative Entry program changes (BA Journalism)

GCS-GCS-5498; APC-2024-7-D6

- Alternative Entry program changes (BEng)

JMSB-JMSB-5666; APC-2024-7-D13

- Alternative Entry Program Changes

Faculty of Arts and Science

AS-ARTSCI-5679; **APC-2024-7-D7**

- Alternative Entry program changes

Interdisciplinary Studies

AS-INTE-5556; **APC-2024-7-D8**

- New Program (fast-track): Microprogram in Innovation Mindset

John Molson School of Business

JMSB-JMSB-5668; **APC-2024-7-D12**

- Regulation/Requirements Change

Department of Management

JMSB-MANA-5642; **APC-2024-7-D14**

- Program Credit Value Change
- Regulation/Requirements Change

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

Faculty of Arts and Science

Department of Education

AS-EDUC-5747; **MEQ_2024-04-23**

- New Program: Teacher Certification Graduate Diploma: Preschool and Elementary
- New Program: Teacher Certification Graduate Diploma: Teaching English as a Second Language
- Program Deletion: Teacher Certification Graduate Diploma



Sandra Gabriele, PhD
Vice-Provost, Innovation in Teaching and Learning
November 12, 2024

Summary and Rationale for Changes

In the process of receiving approval from the Ministry of Education of Quebec (MEQ) and preparing to launch for the new Teacher Certification Graduate Diploma (Diplôme d'études supérieures spécialisées (DESS) en enseignement), the Department of Education has discovered the need to make several adjustments to the program requirements and admissions requirements.

First, for administrative purposes each cluster of the DESS (Preschool and Elementary Teaching; and Teaching English as a Second Language) needs to be offered under a separate credential that can be used by the MEQ to assign the related Brevet to the student on the completion of specific requirements for each credential.

Second, the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) recommended that the Second Language Teaching component should also be divided into separate credentials, 1) Teaching English as a Second Language and 2) Teaching French as a Second Language, because of differences in the MEQ requirements for admission to these programs. Applicants to the GDTC Teaching English as a Second Language must have a disciplinary Bachelor's degree or equivalent related to the university program pursued (English) and hold a position in this discipline, or must hold a bachelor's degree (or equivalent) and demonstrate their command of the English language as part of the training program admission exam. Applicants to the credential for Teaching French as a Second Language must have a disciplinary Bachelor's degree or equivalent related to the university program pursued (French) and hold a position in this discipline. See attached MEQ Lignes directrices DESS, April 23, 2024) for further detail. At this time, the University will go forward with only the credential for Teaching English as a Second Language, while undertaking a feasibility study to offer a Graduate Diploma (DESS) for Teaching French as a Second Language (Français langue seconde) and for Teaching in French (Enseignement en français).

This dossier therefore includes the following changes to the Graduate Calendar:

- 1) A new program entry for the Teacher Certification Graduate Diploma: Preschool and Elementary Teaching.
- 2) A new program entry for the Teacher Certification Graduate Diploma: Teaching English as a Second Language.
- 3) The deletion of the initial Teacher Certification Graduate Diploma calendar entry with the embedded clusters (Preschool and Elementary Teaching Cluster; and Teaching English as a Second Language Cluster) approved under dossier AS-EDUC-5510/US-2024-3-D11 at the May 17, 2024 meeting of Senate.

Third, the wording for the admission requirements has been revised to provide clarity. Regarding past teaching experience, while the MEQ requires a minimum of two years of teaching contracts for admission to the new DESS programs in Quebec, the design of the diploma requires significant past experience to draw upon for successful progress through the innovative program and thus requires more years of teaching contracts. Therefore, applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and the length of the contracts. The admission requirements are also edited to clarify that applicants are required to have current teaching contracts as well as the Letter of Tolerance. Previously the language included an "or" when these are both requirements.

Fourth, the MEQ has clarified that students need to have passed the language proficiency exam in order to receive their program (DESS) diploma as well as before they can apply to the MEQ for their probationary permit. After passing the language proficiency exam and the successful completion of the program leading to a DESS and their probationary period (normally 900 hours), the candidate would receive their permanent

teaching license (Brevet). The Department of Education thus needs to implement a new course, GDTC 599, that will record when students have passed the required language exam. This new course will also become a program requirement for both the Teacher Certification Graduate Diploma: Teaching English as a Second Language and the Teacher Certification Graduate Diploma: Preschool and Elementary Teaching.

Related dossiers:

AS-EDUC-5510: Graduate Diploma in Teacher Certification (approved at the May 17, 2024 meeting of Senate under Document US-2024-3-D11)

Resource Implications

There are no resource implications.

Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing bachelor's/baccalaureate (or equivalent). High standing is defined as honours, specialization, or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.
- **Recommendation letter** from a school Principal, School Board, or Centre des Services Scolaires in Quebec.
- **Letter of Tolerance** issued from a School Board or Centre des Services Scolaires in Quebec.
- **A teaching contract** valid during the duration of the program.
- **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.

Degree Requirements

Teacher Certification Graduate Diploma: Preschool and Elementary Teaching (30 credits)

18.0 credits:

- GDTC 500 Introduction to the Program: The Teacher’s Bootcamp (1.50)
- GDTC 501 The Teacher’s Workshop I (1.50)
- GDTC 502 The Teacher’s Workshop II (1.50)
- GDTC 503 Planning and Implementing Learning Situations (3.00)
- GDTC 504 Evaluation of and for Learning (3.00)
- GDTC 505 Fostering Diversity in the Classroom (3.00)
- GDTC 506 Inclusive Pedagogy (3.00)
- GDTC 507 Portfolio Creation (1.50)
- GDTC 599 Language Exam for Teacher Certification (0.00)

12.0 credits:

- GDTC 510 Teaching Language Arts (3.00)
- GDTC 511 Teaching Mathematics (3.00)
- GDTC 512 Teaching in Early Childhood/Kindergarten (3.00)
- GDTC 513 Teaching Across the Curriculum (3.00)

Academic Regulations

1. Academic Standing. Please refer to the Academic standing section of the Calendar for a detailed review of the Academic regulations.
2. Time Limit. Please refer to the Academic regulations page for further details regarding the Time limits.

Teacher Certification Graduate Diploma: Teaching English as a Second Language

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a highstanding bachelor's/baccalaureate in a related field (or equivalent). High standing is defined as honours, specialization or a GPA equivalent to a B average. Note that applicants who do not hold a bachelor's degree in a related field must hold a bachelor's degree (or equivalent) and demonstrate their command of the English language as part of the training program admission exam- see "Proficiency in English" below.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.
- **Recommendation letter** from a school Principal, School Board, or Centre des Services Scolaires in Quebec.
- **Letter of Tolerance** issued from a School Board or Centre des Services Scolaires in Quebec.
- **A teaching contract** valid during the duration of the program.
- **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.

Degree Requirements

Teacher Certification Graduation Diploma: Teaching English as a Second Language (30 credits)

18.0 credits:

- GDTC 500 Introduction to the Program: The Teacher's Bootcamp (1.50)
- GDTC 501 The Teacher's Workshop I (1.50)
- GDTC 502 The Teacher's Workshop II (1.50)
- GDTC 503 Planning and Implementing Learning Situations (3.00)
- GDTC 504 Evaluation of and for Learning (3.00)
- GDTC 505 Fostering Diversity in the Classroom (3.00)
- GDTC 506 Inclusive Pedagogy (3.00)
- GDTC 507 Portfolio Creation (1.50)
- GDTC 599 Language Exam for Teacher Certification (0.00)

12.0 credits:

- GDTC 520 Second Language Acquisition (3.00)
- GDTC 521 Teaching Second Language Pronunciation (3.00)
- GDTC 522 Teaching Second Language Vocabulary (3.00)
- GDTC 523 Teaching Second Language Grammar (3.00)

Academic Regulations

1. Academic Standing. Please refer to the Academic standing section of the Calendar for a detailed review of the Academic regulations.
2. Time Limit. Please refer to the Academic regulations page for further details regarding the Time limits.

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
GDTC 599 Language Exam for Teacher Certification New	X	X	X	X	X		X	X	X	

Defined Group Changes:**Defined Groups**

	Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group
Preschool and Elementary Teaching Cluster Delete	X	X	
Second Language Teaching Cluster Delete	X	X	

Regulation Changes:

- Admission Requirements Teacher Certification Grad Dip Delete
- Degree Requirements Delete
- Admission Requirements Preschool and Elementary New
- Degree Requirements New
- Academic Regulations Preschool and Elementary Teaching New
- Admission Requirements TESL New
- Degree Requirements New
- Academic Regulations TESL New

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Teacher
Certification Grad Dip Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: Regulation Deletion

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma

Present Text calendar

Proposed Text

~~Admission Requirements~~

~~—Bachelor's Degree. Applicants must have completed a high-standing bachelor's/baccalaureate (or equivalent). High standing is defined as honours, specialization, or a GPA equivalent to a B average.~~

~~—Teaching Experience. Applicants must have a minimum of five years of teaching contracts (full or part time). Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.~~

~~—Recommendation letter from a school principal or a service centre/school board.~~

~~—Letter of Tolerance. The Letter of Tolerance is issued from a School Board or Centre des Services Scolaires in Quebec or a teaching contract valid during the duration of the program.~~

~~—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:

All calendar text related to the initial entry for the Graduate Diploma in Teacher Certification is deleted as new entries are created for separate credentials in Preschool and Elementary Education and in Teaching English as a Second Language.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language
Calendar Section Name: Degree Requirements
Calendar Section Type: Regulation
Description of Change: Degree Requirements Delete
Proposed: Graduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Education
Calendar publication date: 2024/2025/Winter
Type of change: Regulation Deletion
Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma

Present Text calendar	Proposed Text
Degree Requirements	

Rationale:
All calendar text related to the initial entry for the Graduate Diploma in Teacher Certification is deleted as new entries are created for separate credentials in Preschool and Elementary Education and in Teaching English as a Second Language.

Resource Implications:

PROGRAM CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Teacher Certification Graduate Diploma

Calendar Section Type: Program

Description of Change: Teacher Certification Graduate Diploma

Delete

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Program Name: ~~Teacher Certification Graduate Diploma~~

Planning and Promotion: 01 Jan 0001

Program Type: Course-based

Effective/Push to SIS date: 01 Jan 0001

Degree: Graduate Diploma

Implementation/Start date: 01 Sep 2025

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma

Type of Change: Program Deletion

Present Text calendar

Proposed Text

~~30 Teacher Certification Graduate Diploma credits~~

~~18 required credits:-~~

~~GDTC 500 Introduction to the Program: The Teacher's~~

~~Booteamp (1.5)~~

~~GDTC 501 The Teacher's Workshop I (1.5)~~

~~GDTC 502 The Teacher's Workshop II (1.5)~~

~~GDTC 503 Planning and Implementing Learning Situations~~

~~(3)~~

~~GDTC 504 Evaluation of and for Learning (3)~~

~~GDTC 505 Fostering Diversity in the Classroom (3)~~

~~GDTC 506 Inclusive Pedagogy (3)~~

~~GDTC 507 Portfolio Creation (1.5)~~

~~.~~

~~.~~

~~EDUC 200-~~

~~English Exam for Teacher Certification (0.00)~~

~~.~~

~~12 credits chosen from one of the following:-~~

~~Preschool and Elementary Teaching Cluster~~

~~.~~

~~Second Language Teaching Cluster~~

~~.~~

Rationale:

All calendar text related to the initial entry for the Graduate Diploma in Teacher Certification is deleted as new entries are created for separate credentials in Preschool and Elementary Education and in Teaching English as a Second Language.

Resource Implications:

None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language
Calendar Section Name: Preschool and Elementary Teaching Cluster
Calendar Section Type: Defined group
Description of Change: Preschool and Elementary Teaching Cluster
Delete
Proposed: Graduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Education
Calendar publication date: 2024/2025/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2025
Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma
Type of Change: Defined Group Deletion

Present Text calendar	Proposed Text
Preschool and Elementary Teaching Cluster	
GDTC 510 Teaching Language Arts (3)	
GDTC 511 Teaching Mathematics (3)	
GDTC 512 Teaching in Early Childhood/Kindergarten (3)	
GDTC 513 Teaching Across the Curriculum (3)	
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.	
.	

Rationale:
All calendar text related to the initial entry for the Graduate Diploma in Teacher Certification is deleted as new entries are created for separate credentials in Preschool and Elementary Education and in Teaching English as a Second Language.

Resource Implications:
None.

DEFINED GROUP CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language
Calendar Section Name: Second Language Teaching Cluster
Calendar Section Type: Defined group
Description of Change: Second Language Teaching Cluster Delete
Proposed: Graduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Education
Calendar publication date: 2024/2025/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2025
Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma
Type of Change: Defined Group Deletion

Present Text calendar	Proposed Text
Second Language Teaching Cluster	
GDTC 520 Second Language Acquisition (3)	
GDTC 521 Teaching Second Language Pronunciation (3)	
GDTC 522 Teaching Second Language Vocabulary (3)	
GDTC 523 Teaching Second Language Grammar (3)	

Rationale:
All calendar text related to the initial entry for the Graduate Diploma in Teacher Certification is deleted as new entries are created for separate credentials in Preschool and Elementary Education and in Teaching English as a Second Language.

Resource Implications:
None.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements Preschool and Elementary New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: New Regulation

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Present Text calendar

Proposed Text

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a high-standing bachelor's/baccalaureate (or equivalent). High standing is defined as honours, specialization, or a GPA equivalent to a B average.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.
- **Recommendation letter** from a school Principal, School Board, or Centre des Services Scolaires in Quebec.
- **Letter of Tolerance** issued from a School Board or Centre des Services Scolaires in Quebec.
- **A teaching contract** valid during the duration of the program.
- **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 wording for the admission requirements regarding past teaching experience has been changed to provide additional flexibility to the admission's committee given uncertainties about the applicant pool and clarifications from the MEQ about the basic admissions requirements for this program. Rather than requiring a minimum of five years of teaching contracts, students are required to demonstrate significant teaching experience via teaching contracts (part-time or full-time) which will generally exceed five years but might not for exceptional candidates. The MEQ requires a minimum of two years of teaching contracts for admission to the new DESS programs in Quebec.

The design of the Teacher Certificate Graduate Diploma requires teachers to have a current contract and significant past experience to draw upon for successful progress through the innovative program and thus requires more years of teaching contracts. The admission requirements are also edited to clarify that applicants are required to have current teaching contracts as well as the Letter of Tolerance. Previously the language included an “or” when these are both requirements.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Degree Requirements

Calendar Section Type: Regulation

Description of Change: Degree Requirements New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: New Regulation

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Present Text calendar

Proposed Text

[Degree Requirements](#)

Rationale:

This header is set up as part of the standard graduate calendar page structure.

Resource Implications:

None.

PROGRAM CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language
Calendar Section Name: Teacher Certification Graduate Diploma:
Preschool and Elementary Teaching
Calendar Section Type: Program
Description of Change: Teacher Certification Graduate Diploma:
Preschool and Elementary Teaching New
Proposed: Graduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Education
Program Name:
Program Type: Course-based
Degree: Course-based
Calendar publication date: 2024/2025/Winter
Planning and Promotion: 01 Jan 0001
Effective/Push to SIS date: 01 Jan 0001
Implementation/Start date: 01 Sep 2025
Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching > Degree Requirements
Type of Change: New Program

Present Text calendar	Proposed Text
credits	30 Teacher Certification Graduate Diploma: Preschool and Elementary Teaching
0	18 credits: GDTC 500 Introduction to the Program: The Teacher’s Bootcamp (1.5) GDTC 501 The Teacher’s Workshop I (1.5) GDTC 502 The Teacher’s Workshop II (1.5) GDTC 503 Planning and Implementing Learning Situations (3) GDTC 504 Evaluation of and for Learning (3) GDTC 505 Fostering Diversity in the Classroom (3) GDTC 506 Inclusive Pedagogy (3) GDTC 507 Portfolio Creation (1.5) GDTC 599 Language Exam for Teacher Certification (0) 12 credits: GDTC 510 Teaching Language Arts (3) GDTC 511 Teaching Mathematics (3) GDTC 512 Teaching in Early Childhood/Kindergarten (3) GDTC 513 Teaching Across the Curriculum (3)

Rationale:
The Ministry of Education of Quebec (MEQ) has clarified that in order for students to receive their Teaching Certificate Graduate Diploma (DESS), they must successfully pass the language exam. The new course GDTC 599 which records the results of the language exam is thus

added to the degree requirements students must complete to finish the program.

Resource Implications:

There are no resource implications for this change to the degree requirements as the new course has 0 workload credits allocated and the same process and personnel who administer the undergraduate language requirement (EDUC 200) will be used for GDTC 599.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Academic Regulations

Calendar Section Type: Regulation

Description of Change: Academic Regulations Preschool and Elementary Teaching New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: New Regulation

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Preschool and Elementary Teaching

Present Text calendar

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 .

Rationale:

The standard text for academic regulations in the Graduate Calendar is included here.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Admission Requirements

Calendar Section Type: Regulation

Description of Change: Admission Requirements TESL New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: New Regulation

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language

Present Text calendar

Proposed Text

Admission Requirements

- **Bachelor's Degree.** Applicants must have completed a highstanding bachelor's/baccalaureate in a related field (or equivalent). High standing is defined as honours, specialization or a GPA equivalent to a B average. Note that a plicants who do not hold a bachelor's degree in a related field must hold a bachelor's degree (or equivalent) and demonstrate their command of the English language as part of the training program admission exam- see "Proficiency in English" below.
- **Teaching Experience.** Applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.
- **Recommendation letter** from a school Principal, School Board, or Centre des Services Scolaires in Quebec.
- **Letter of Tolerance** issued from a School Board or Centre des Services Scolaires in Quebec.
- **A teaching contract** valid during the duration of the program.
- **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 wording for the admission requirements regarding past teaching experience has been changed to provide additional flexibility to the admission's committee given uncertainties about the applicant pool and clarifications from the MEQ about the basic admissions requirements for this program. Rather than requiring a minimum of five years of teaching contracts, students are required to demonstrate significant teaching

experience via teaching contracts (part-time or full-time) which will generally exceed five years but might not for exceptional candidates. The MEQ requires a minimum of two years of teaching contracts for admission to the new DESS programs in Quebec.

The design of the Teacher Certificate Graduate Diploma requires teachers to have a current contract and significant past experience to draw upon for successful progress through the innovative program and thus requires more years of teaching contracts. The admission requirements are also edited to clarify that applicants are required to have current teaching contracts as well as the Letter of Tolerance. Previously the language included an “or” when these are both requirements.

Resource Implications:

None.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)
Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language
Calendar Section Name: Degree Requirements
Calendar Section Type: Regulation
Description of Change: Degree Requirements New
Proposed: Graduate Curriculum Changes
Faculty/School: Faculty of Arts and Science
Department: Education
Calendar publication date: 2024/2025/Winter
Type of change: New Regulation
Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language

Present Text calendar	Proposed Text
	Degree Requirements

Rationale:
This header is set up as part of the standard graduate calendar page structure.

Resource Implications:
None.

PROGRAM CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Teacher Certification Graduation Diploma:

Teaching English as a Second Language

Calendar Section Type: Program

Description of Change: Teacher Certification Graduation Diploma:

Teaching English as a Second Language New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Program Name:

Planning and Promotion: 01 Jan 0001

Program Type: Course-based

Effective/Push to SIS date: 01 Jan 0001

Degree: Course-based

Implementation/Start date: 01 Sep 2025

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language > Degree Requirements

Type of Change: New Program

Present Text calendar	Proposed Text
credits	30
0	Teacher Certification Graduation Diploma: Teaching English as a Second Language
	18 credits:
	GDTC 500 Introduction to the Program: The Teacher's Bootcamp (1.5)
	GDTC 501 The Teacher's Workshop I (1.5)
	GDTC 502 The Teacher's Workshop II (1.5)
	GDTC 503 Planning and Implementing Learning Situations (3)
	GDTC 504 Evaluation of and for Learning (3)
	GDTC 505 Fostering Diversity in the Classroom (3)
	GDTC 506 Inclusive Pedagogy (3)
	GDTC 507 Portfolio Creation (1.5)
	GDTC 599 Language Exam for Teacher Certification (0)
	12 credits:
	GDTC 520 Second Language Acquisition (3)
	GDTC 521 Teaching Second Language Pronunciation (3)
	GDTC 522 Teaching Second Language Vocabulary (3)
	GDTC 523 Teaching Second Language Grammar (3)

Rationale:

The Ministry of Education of Quebec (MEQ) has clarified that in order for students to receive their Teaching Certificate Graduate Diploma (DESS), they must successfully pass the language exam. The new course GDTC 599 which records the results of the language exam is thus added to the degree requirements students must complete to finish the program.

Resource Implications:

There are no resource implications for this change to the degree requirements as the new course has 0 workload credits allocated and the same process and personnel who administer the undergraduate language requirement (EDUC 200) will be used for GDTC 599.

REGULATIONS CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: Academic Regulations

Calendar Section Type: Regulation

Description of Change: Academic Regulations TESL New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Type of change: New Regulation

Path: Graduate > See Winter 2025 Graduate Calendar > Programs > Arts and Science Programs > Education Programs > Graduate Diploma > Teacher Certification Graduate Diploma: Teaching English as a Second Language

Present Text calendar

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 .

Rationale:

The standard text for academic regulations in the Graduate Calendar is included here.

Resource Implications:

None.

COURSE CHANGE FORM

Dossier Type: New Graduate Program (Fast Track)

Dossier Title: Teacher Certification Graduate Diplomas: 1) Preschool and Elementary Teaching, and 2) Teaching English as a Second Language

Calendar Section Name: GDTC 599

Calendar Section Type: Course

Description of Change: GDTC 599 Language Exam for Teacher Certification New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Arts and Science

Department: Education

Calendar publication date: 2024/2025/Winter

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Sep 2025

Path: Graduate > See Winter 2025 Graduate Calendar > Courses > Arts and Science Courses > Education Courses > Teacher Certification Graduate Diploma Courses

Type of Change: New Course

Present Text calendar

Prerequisites:

Description :

Component(s):

Notes :

Non-standard assessment note :

Rationale:

The Ministry of Education of Quebec (MEQ) has clarified that in order for students to receive their Teaching Certificate Graduate Diploma (DESS), they must successfully pass the language exam. This new course records the completion of this requirement on the student's transcript to enable the student to graduate.

Resource Implications:

There are no resource implications for this new course as the same process and personnel who administer the undergraduate language requirement (EDUC 200) will be applied for GDTC 599.

Proposed Text

GDTC 599 Language Exam for Teacher Certification (0 credits)

Prerequisites:

Enrolment in a Teacher Certification Graduate Diploma is required.

Description :

The regulation respecting teaching licences requires that all students admitted to a teacher education program demonstrate their proficiency in the language of instruction as a condition for certification. To fulfill this requirement, students are required to register and write the language proficiency exam as required by the Ministère de l'Éducation, Gouvernement du Québec (MEQ). Students must pass this exam prior to receiving a Graduate Diploma in Teacher Certification.

Component(s):

Notes :

Non-standard assessment note : This course is assessed on a pass/fail basis.

Impact Report

Programs

Teacher Certification Graduate Diploma

Graduate -> See Winter 2025 Graduate Calendar -> Programs -> Arts and Science Programs -> Education Programs

-> Graduate Diploma -> Teacher Certification Graduate Diploma

Source of Impact

- Preschool and Elementary Teaching Cluster
- Second Language Teaching Cluster

Courses

GDTC 599 Language Exam for Teacher Certification New

Graduate -> See Winter 2025 Graduate Calendar -> Courses -> Arts and Science Courses -> Education Courses ->

Teacher Certification Graduate Diploma 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 **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



Québec, le 23 avril 2024

Madame Julie Desjardins
Présidente
Association des doyens, doyennes et directeurs, directrices
pour l'étude et la recherche en éducation au Québec
2600, rue Collège
Sherbrooke (Québec) J1M 1Z7

Madame Caroline Brassard
Présidente
Comité d'agrément des programmes de formation à l'enseignement
1035, rue De La Chevrotière
Québec (Québec) G1R 5A5

Mesdames les Présidentes,

Le contexte actuel de pénurie de personnel enseignant qualifié est un enjeu de grande importance qui mobilise tout autant les réseaux scolaire et universitaire que le ministère de l'Enseignement supérieur et celui de l'Éducation (MEQ). Nous souhaitons d'ailleurs souligner les actions de collaboration des universités avec les partenaires du réseau de l'éducation au cours des dernières années à cet égard. Les diverses initiatives mises en place ont permis de répondre à certains besoins du réseau scolaire, notamment une plus grande flexibilité dans les parcours de formation à l'enseignement. Depuis l'annonce du ministre de l'Éducation de la mise sur pied d'une formation qualifiante de 30 crédits, les universités ont réitéré leur volonté de collaborer avec les ministères et d'être partie prenante de la solution à la pénurie d'enseignants légalement qualifiés. Elles ont accéléré leurs efforts pour adapter leurs programmes ou en développer de nouveaux, et nous les en remercions.

Les récentes données prévisionnelles du MEQ rendent compte d'une hausse substantielle des besoins en matière de personnel enseignant à qualifier. En effet, si la tendance se maintient et qu'aucune action n'est prise, nous prévoyons, à la formation générale des jeunes, une augmentation annuelle de 1 400 personnes non légalement qualifiées sous tolérance d'engagement d'ici 2026-2027. C'est dans le contexte exceptionnel qui prévaut que le MEQ a élaboré des lignes directrices pour le développement de programmes qualifiants de formation à l'enseignement menant à un diplôme d'études supérieures spécialisées (DESS).

Ces lignes directrices constituent les attentes minimales pour l'élaboration de DESS à visée qualifiante. Elles concernent tous les programmes en développement ainsi que ceux récemment ajoutés de façon temporaire au Règlement sur les autorisations d'enseigner. Le Comité d'agrément des programmes de formation à l'enseignement (CAPFE) prendra notamment appui sur ces lignes pour faire l'examen des DESS.

Vous trouverez ci-joint les lignes directrices générales et particulières pour les programmes de DESS à visée qualifiante pour l'enseignement à la formation générale des jeunes.

Pour toute question, nous vous invitons à nous écrire à pmo@education.gouv.qc.ca.

Nous vous prions d'agréer, Mesdames les Présidentes, nos salutations distinguées.

La sous-ministre,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Carole Arav

Lignes directrices pour l'élaboration de programmes qualifiants de formation à l'enseignement menant à un diplôme d'études supérieures spécialisées (DESS)

Les lignes directrices constituent les attentes minimales pour l'élaboration de DESS à visée qualifiante. Par conséquent, dans le cadre du développement de leurs programmes, les universités déterminent les exigences qu'elles jugent nécessaires pour assurer le développement des connaissances et des compétences pour l'exercice de la profession enseignante. Le Comité d'agrément des programmes de formation à l'enseignement et, éventuellement, le comité consultatif sur les programmes de formation à l'enseignement de l'Institut national d'excellence en éducation (INÉE) s'appuiera notamment sur ces lignes pour faire l'examen des DESS.

Éléments liés au Règlement sur les autorisations d'enseigner

- Les personnes inscrites au DESS pourront se voir délivrer, sous certaines conditions, une autorisation provisoire d'enseigner. Elles seront alors considérées comme étant légalement qualifiées.
- Les personnes diplômées des DESS obtiendront un permis probatoire d'enseigner et devront réaliser un stage probatoire, dont la réussite est conditionnelle à l'obtention du brevet d'enseignement.

Lignes directrices générales

- Programme de 2^e cycle universitaire menant à un DESS pour les personnes détenant un baccalauréat (ou l'équivalent)
- Programme de 30 crédits ne comportant pas de stages¹
- Programme conçu selon les orientations du *Référentiel de compétences professionnelles de la profession enseignante (2020)* et menant au niveau d'acquisition attendu pour chacune des compétences au terme de la formation initiale
- Prise en compte de l'ensemble des orientations et encadrements ministériels relatifs à l'enseignement
- Programme destiné aux personnes enseignantes non légalement qualifiées, sous tolérance d'engagement, occupant un poste nécessitant une autorisation d'enseigner. Le poste occupé doit prioritairement être en adéquation avec la spécialisation du programme.
- Implication du réseau scolaire :
 - Recommandation des personnes candidates par l'employeur²
 - Attestation de contrats et appréciation de la candidature par l'employeur
 - La personne candidate doit faire la preuve d'une expérience pertinente d'enseignement équivalant à au moins une année³
 - Soutien et accompagnement des personnes par l'employeur
- Réussite de l'examen de langue reconnu par le Ministre pour l'obtention du diplôme
- Octroi d'un permis probatoire d'enseigner après la diplomation
- Programme à développer en priorité dans les champs où la demande en personnel enseignant est la plus forte

¹ Dans le contexte d'une formation de 30 crédits et considérant que l'alternance travail-études offre des expériences d'enseignement formatrices, le programme doit mettre l'accent sur les dimensions didactiques et psychopédagogiques de l'enseignement.

² Le Ministère soutient financièrement une personne non légalement qualifiée en emploi suivant une formation qualifiante en versant à l'employeur des sommes qui sont notamment relatives à ses frais de scolarité (mesure budgétaire 15159).

³ Les personnes n'ayant pas cette expérience seront encouragées à s'inscrire dans les autres parcours de formation.

Lignes directrices spécifiques à l'enseignement au secondaire et des spécialités du primaire et du secondaire (à l'exclusion de l'anglais, langue seconde)

- Les personnes candidates doivent détenir un baccalauréat disciplinaire (ou l'équivalent) lié au programme universitaire poursuivi et occuper un poste dans cette discipline.
- Le programme doit prendre appui sur les connaissances de la discipline enseignée.

Lignes directrices spécifiques à l'enseignement de l'anglais, langue seconde

- Les personnes candidates doivent détenir un baccalauréat disciplinaire (ou l'équivalent) lié au programme universitaire poursuivi et occuper un poste dans cette discipline.
- Les personnes candidates ne détenant pas de baccalauréat disciplinaire doivent détenir un baccalauréat (ou l'équivalent) et démontrer leur maîtrise de la langue anglaise dans le cadre de l'examen d'admission au programme de formation.
- Le programme doit prendre appui sur les connaissances de la discipline enseignée.

Lignes directrices spécifiques à l'éducation préscolaire et à l'enseignement au primaire

- Les personnes candidates doivent détenir un baccalauréat (ou l'équivalent).
- Le programme doit développer des connaissances et des compétences pour l'éducation au préscolaire et pour l'enseignement de toutes les disciplines au primaire enseignées par le titulaire, avec une insistance marquée pour le français et la mathématique.

Lignes directrices spécifiques à l'adaptation scolaire et sociale

Volet primaire

- Les personnes candidates doivent détenir un baccalauréat (ou l'équivalent).
- Le programme doit développer des connaissances et des compétences pour un enseignement au préscolaire et au primaire, adapté à l'hétérogénéité des élèves, avec une insistance marquée pour le français et la mathématique.

Volet secondaire

- Les personnes candidates doivent détenir un baccalauréat (ou l'équivalent).
- Le programme doit développer des connaissances et des compétences pour l'enseignement des disciplines (excluant les spécialités), adapté à l'hétérogénéité des élèves, avec une insistance marquée pour le français et la mathématique.

TO: Faculty of Arts and Science Faculty Curriculum Committee

FROM: Saul Carliner, Chair
Department of Education

DATE: November 20, 2024

SUBJECT: Curriculum Change for the Graduate Diploma in Teaching Certification (AS-EDUC-5747)

Dear Faculty Curriculum Committee of the Faculty of Arts and Science:

In our Department Council meeting November 20, 2024, we passed the following resolution in support of the proposed curriculum changes (AS-EDUC 5747).

We recommend acceptance of the requested curriculum changes for the Graduate Diploma in Teaching Certification as modified by the department. Moved by Dr. Heike Neumann. Seconded by Dr. Teresa Hernandez Gonzalez. Adopted: 24 for, 1 against, 4 abstain.

The modifications approved by the Department include:

Page 1:

Third, the wording for the admission requirements has been revised to provide clarity. Regarding past teaching experience, while the requirements have been changed to provide additional flexibility to the admission's committee given uncertainties about the applicant pool and clarifications from the MEQ about the basic admissions requirements for this program. Rather than requiring a minimum of five years of teaching contracts, students are required to demonstrate significant teaching experience via teaching contracts (part-time or full-time) which will generally exceed five years but might not for exceptional candidates. The MEQ requires a minimum of two years of teaching contracts for admission to the new DESS programs in Quebec. The design of the diploma requires teachers to have a current contract and significant past experience to draw upon for successful progress through the innovative program and thus requires more years of teaching contracts. Therefore, applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. Applicants will be prioritized according to both their total number of hours accumulated and the length of the contracts. The admission requirements are also edited to clarify that applicants are required to have current teaching contracts as well as the

Letter of Tolerance. Previously the language included an “or” when these are both requirements.

Page 11:

Teaching Experience. Applicants are expected to have a minimum of five years of full-time teaching experience or equivalent. ~~(full-or parttime).~~ Applicants will be prioritized according to both their total number of hours accumulated and length of the contracts.

If you have questions or need further information, please contact me.

Sincerely yours,

Saul Carliner, PhD, CTD
Professor and Chair

TO: Faculty of Arts and Science Faculty Curriculum Committee

FROM: Roma Medwid, Executive Director
Concordia Teacher Education Council (CTEC)

DATE: November 20, 2024

SUBJECT: Curriculum Change for the Graduate Diploma in Teaching
Certification (AS-EDUC-5747)

RE: Proposed Changes to the DESS Programs

Dear Faculty Curriculum Committee of the Faculty of Arts and Science:

Concordia submitted one DESS program to the committee (Comité d'agrément des programmes de formation à l'enseignement (CAPFE)) for review and to receive a positive 'avis' which would start the process of approval from the Ministry of Education of Quebec (MEQ) and the launch of the new Teacher Certification Graduate Diploma (Diplôme d'études supérieures spécialisées (DESS) en enseignement). Following recommendations from CAPFE, the Department of Education found the need to make several adjustments to the program requirements and admissions requirements.

The proposed curriculum changes are listed as AS-EDUC-5747 with further amendments made by the Department of Education today. These changes and the amendments fulfill the recommendations from CAPFE which should lead to a positive 'avis' from CAPFE and finally approval from the MEQ. Therefore, I fully support the curriculum changes and the amendments made by the Department of Education. The proposed changes will be brought to CTEC the week of November 26, 2024. The Committee has been updated regularly with this file and I expect that the proposed curriculum changes will be accepted by the majority of CTEC members.

November 20, 2024

Dear Senate,

I support the proposed change to divide the Graduate Teacher Certification Diploma (Diplôme d'études supérieures spécialisées en enseignement (DESS)) with clusters in Preschool and Elementary Teaching (Éducation préscolaire et enseignement primaire élémentaire) and Teaching English as a Second Language (Enseignement de la langue seconde) into two separate programs. This change comes from the Comité d'agrément des programmes de formation à l'enseignement (CAPFE).

The new programs will be the Teacher Certification Graduate Diploma: Preschool and Elementary Teaching (DESS en Éducation préscolaire et enseignement primaire élémentaire) and the Teacher Certification Graduate Diploma: Teaching English as a Second Language (DESS en Enseignement de la langue seconde, anglais).

The curriculum for the Graduate Teacher Certification Diploma was previously approved at Arts and Science Faculty Council on March 8, 2024. The proposed change to divide the clusters into two separate programs will be presented to Arts and Science Faculty Council on November 22, 2024, for information purposes.

Sincerely,



Pascale Sicotte

Dean, Faculty of Arts and Science

Dr. Rachel Berger
Associate Dean, Academic Programs and Development
School of Graduate Studies
Concordia University

November 19, 2024

Dr. Graham Carr
President and Vice-Chancellor
Concordia University

Re: Re: Support for the revised structure of the Graduate Diploma in Teacher Certification

Dear Dr. Carr,

The Graduate Curriculum Committee (GCC) supports the division of the Graduate Diploma in Teacher Certification into two stand-alone programs as recommended by the Comité d'agrément des programmes de formation à l'enseignement (CAPFE).

The initial proposal of the Graduate Diploma in Teacher Certification was reviewed and approved by the GCC on March 4, 2024. The revised proposal with the recommended changes will be presented for information purposes at the GCC meeting on December 9, 2024. This proposal details the division of the original graduate diploma into the following two new programs:

- 1) Graduate Diploma in Teacher Certification: Teaching English as a Second Language
- 2) Graduate Diploma in Teacher Certification: Preschool and Elementary Teaching

All information pertaining to the new diplomas is detailed in dossier AS-EDUC-5747.

Please receive my kind regards,



Dr. Rachel Berger
Associate Dean, Academic Programs and Development
School of Graduate Studies
Concordia University

Dr. Effrosyni Diamantoudi
Dean, School of Graduate Studies
Concordia University

November 20, 2024

Dr. Graham Carr
President and Vice-Chancellor
Concordia University

Re: Support for the revised structure of the Graduate Diploma in Teacher Certification

Dear Dr. Carr,

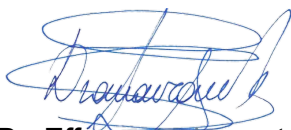
The Council of the School of Graduate Studies (CSGS) supports the division of the Graduate Diploma in Teacher Certification into two stand-alone programs as recommended by the Comité d'agrément des programmes de formation à l'enseignement (CAPFE).

The initial proposal of the Graduate Diploma in Teacher Certification was reviewed and approved by the CSGS on March 22, 2024. The revised proposal with the recommended changes will be presented for information purposes at the CSGS meeting on December 12, 2024. This proposal details the division of the original graduate diploma into the following two new programs:

- 1) Graduate Diploma in Teacher Certification: Teaching English as a Second Language
- 2) Graduate Diploma in Teacher Certification: Preschool and Elementary Teaching

All information pertaining to the new diplomas is detailed in dossier AS-EDUC-5747.

Please receive my kind regards,



Dr. Effrosyni Diamantoudi
Dean, School of Graduate Studies
Concordia University



Montréal, November 19, 2024

**OFFICE OF THE PROVOST AND
VICE-PRESIDENT, ACADEMIC AFFAIRS**

Dr. Graham Carr
President and Vice-Chancellor
Concordia University

Dr. Anne Whitelaw
Provost and Vice-President, Academic
Concordia University

Re: Revised Graduate Calendar Entries for the Teacher Certification Graduate Diploma

Dear Dr. Carr and Dr. Whitelaw,

As Chair of the Academic Programs Committee (APC), I support the replacement of Teacher Certification Graduate Diploma calendar entry approved under dossier AS-EDUC-5510/US-2024-3-D11 at the meeting of Senate held on May 17, 2024 with two revised entries:

1. Teacher Certification Graduate Diploma: Preschool and Elementary Teaching
2. Teacher Certification Graduate Diploma: Teaching English as a Second Language.

The revised entries follow the recommendations of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) transitoire and the Ministère de l'Éducation, Gouvernement du Québec (MEQ), and must be reflected in the Winter 2025 Graduate Calendar.

The dossier AS-EDUC-5747 will be presented for information purposes at the meeting of APC to be held on December 10, 2024.

Sincerely,

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

Sandra Gabriele, PhD
Chair, Academic Programs Committee
Vice-Provost, Innovation in Teaching and Learning
Concordia University